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ACCOUNTS AND PAPERS:

TWENTY-ONE VOLUMES.

—(9.)—

EDUCATION (MINUTES OF COUNCIL).

Session

30 *April* —— 28 *August* 1857.

VOL. XXXIII.

MINUTES

OF

THE COMMITTEE OF COUNCIL ON EDUCATION;

CORRESPONDENCE, FINANCIAL STATEMENTS, &c.

AND

REPORTS BY HER MAJESTY'S INSPECTORS OF SCHOOLS.

1856-7.

WITH AN APPENDIX.

LONDON:

PRINTED BY GEORGE E. EYRE AND WILLIAM SPOTTISWOODE,

PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.

FOR HER MAJESTY'S STATIONERY OFFICE.

1857.

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MINUTES

OF THE

COMMITTEE OF COUNCIL ON EDUCATION.

1856-7.

QUEEN'S SCHOLARS AND STUDENTS.

MINUTE, dated 2 June 1856, regulating *admission* of *Queen's Scholars* and *annual examination* of *Students in Training Colleges.*

At the Council Chamber, Whitehall, the 2nd day of June 1856.

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

THEIR Lordships considered—

(1.) The extent of accommodation provided in the several training colleges under inspection.

(2.) The possible number of Queen's scholars (Minutes of 25 July 1850, 20 August 1853, 14 July 1855,) pursuant to the existing regulations.

(3.) The means of inducing a larger number of the pupil-teachers, who annually complete their apprenticeship, to enter the training colleges as Queen's scholars.

There is accommodation in the training colleges under inspection for lodging 1,927 students.* The number of pupil-teachers who will respectively complete their apprenticeships in each of the next five years is 1,018, 1,322, 1,827, 2,208, 2,149.

Queen's scholarships may be held (by renewal) for two years. The number of such scholarships annually vacant, therefore, if the system were in complete operation, would be fully 1,000.

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* Exclusively of those students in Scotland (upwards of 300) who lodge out of college.

Their Lordships resolved—

(1.) To extend the provisional measure (Minute of 20 August 1853), "*whereby pupil-teachers admitted before 1 January 1854 may continue to receive the rate of payment for the fifth year during the period to elapse between the end of that year and the 31st of the following December,*"* so far as to allow the period in question to be passed either in the pupil-teacher's own school, *or at a training college under inspection*, provided that the principal of the college (with the consent of the managers of the pupil-teacher's own school) apply to the Committee of Council for the pupil-teacher's admission, and forward a written authority from the parent or guardian of the pupil-teacher to receive, on his or her account, the payment due on the 31st of December.*

The Committee of Council will not further interfere with the terms of admission, up to 31 December, settled between the principal of the college and the friends of the pupil-teacher.

If the pupil-teacher fail in the examination for a Queen's scholarship, the Committee of Council undertake no responsibility beyond making good the payment due on 31 December.*

Their Lordships further resolved—

(2.) To make it a rule to extend Queen's scholarships to a second year's residence, in all cases where the authorities of the college apply for such extension.

The examinations for admission, and at the end of the year, will continue to determine the *class* of the scholarship (Minute of 14 July 1855) as at present.

Their Lordships further resolved—

(3.) To modify the system of examination at the end of the first year's residence, so far as to add to the present classes a *schedule* of students who are to be required to take up the first year's subjects again (viz., at the end of the second year), but without forfeiture of their scholarships, or of the lowest grant to the college in respect of the past year's training; provided, however,—

(*a.*) That the grant and the certificate at the end of the second year be at the rate and of the degree corresponding to the papers.

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* In Scotland, 30 June.

(*b.*) That students quitting the college, with no higher rank than that of the first year's *schedule*, be regarded in all respects as uncertificated, until they shall have completed another year's residence, and passed the proper examination at the end of it.

The principal shall be at liberty, by notice in writing to the Committee of Council, before the 30th of June* in each year, to designate any student who may have appeared in the lowest class at the end of the previous (first) year's residence, as proper to be examined again upon the same terms as the students included in the *schedule;* but such designation on the part of the principal shall not affect the privileges attached to the student's rank in the previous examination.

Their Lordships further resolved—

(4.) To open the examination for Queen's scholarships to all competitors who might be selected and presented by the authorities of the several colleges on their own responsibility, subject to no other condition than that the candidates be more than eighteen years old, and (if pupil-teachers) have not deserted their service.

The admission of Queen's scholars will be regulated as follows:—

All the candidates who reach the prescribed standard will be arranged (pursuant to section X. of the Minute dated 20 August 1853) in the order of merit, irrespectively of their having been pupil-teachers or not.

From among the candidates thus declared to be admissible, the authorities of each college will be at liberty to select Queen's scholars in any proportion that does not allot more than ten per cent. of the total accommodation in each establishment to *Queen's scholars who have not been pupil-teachers.* Before their Lordships allow this rate to be exceeded in any college, they will require to have before them nominal returns of all the candidates selected as Queen's scholars in the different colleges, and their Lordships will judge from these returns what further admissions may be sanctioned from the same class.

(5.) In addition to the candidates admitted by competition, Queen's scholarships will continue to be offered to the following persons:—

(*a.*) Assistant teachers of three years' standing. (Minutes of 1854-5, vol. i., p. 11, sect. 7.)

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* In Scotland, 31 December

(*b.*) Resident students in normal colleges (not having been pupil-teachers) who are more than 20 years old, and who have succeeded in passing the examination (*including the schedule*) at the end of their first year's residence. (*Ibid.*, p. 32.)

(*c.*) Teachers in charge of schools, and already certificated, but who have not yet resided more than one year in a training college. (Minutes of 1855-6, p. 33, and Parochial Union School Reports of 1855-6, p. 10.)

(*d.*) Teachers in night schools. (Minutes of 1854-5, p. 111.)

(6.) Their Lordships, considering the increased number of pupil-teachers who will be avilable as candidates in December 1858,* and thenceforward, reserve to themselves discretion to confine the examination in December 1858* to the class of candidates at present admissible, should their Lordships in the meantime judge it to be advisable to do so, but, in any such event, notice will be given before December 1857.†

Circular to Her Majesty's Inspectors of Schools, explanatory of foregoing Minute, dated 2 June 1856, relating to Queen's Scholars and Students in Training Colleges.

SIR, Education Department, 3 June 1856.

Explanatory Circular.

IN forwarding the enclosed copy of a recent Minute ‡ by the Committee of Council, for your information, I am directed by the Lord President to add the following account of its provisions and object:—

1. A considerable number of the pupil-teachers are lost to the training colleges at the end of their apprenticeship, because, during the interval which now occurs between that epoch in their career and the examination for Queen's scholarships, they are easily induced to accept offers of immediate employment. Their Lordships propose to afford to the most promising among them the means of going into immediate residence at a training college. The period which pupil-teachers pass at the college, between the end of their apprenticeship and the examination for Queen's scholarships in December, will reckon simply as supernumerary time, and will not be counted in their period of training.

After mature deliberation, their Lordships have determined that it would not be expedient to abandon the present plan of one uniform competitive examination for Queen's scholarships. The prospect of such an examination braces the whole system of apprenticeship; and it is hoped that, by allowing the candidates to come into provisional residence, they may be removed from the temptation, to which they are now exposed, of passing into employment instead of into training.

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* In Scotland, June 1859. † In Scotland, June 1858.

‡ Minute dated 2 June 1856, *suprà*.

2. The principals of normal colleges have not been able to reckon with certainty whether a Queen's scholar of the first year would be continued in the same character for the second year, and this period of doubt has covered nearly the first quarter of each year, *i. e.*, until the revision of the exercises worked at the examination in the preceding December has been completed. By the new Minute, every Queen's scholar of the first year will henceforth become a Queen's scholar of the second year, by the simple fact that his name has been returned by the principal for continuance.

3. The training colleges have suffered in two ways, by the failure of students to pass the first year's examination satisfactorily. If the student has been rejected, the college has lost the grant for his first year's training; if, being doubtfully qualified, he has nevertheless managed to pass, such a candidate has often been simply a burden and hindrance to the second year's course of study. Henceforth, there will be an intermediate class, at the end of the first year, for those students who, without loss to the college in respect of the past year, may be required to repeat that year's course of study. It will still be possible for students to fail altogether in the examination, *i. e.*, not to reach the intermediate class or "schedule." No grant will be allowed on the examination passed by such students; but, if they are already Queen's scholars, and have been recommended by the principal for continuance, their scholarships will not be withdrawn by the Committee of Council.

4. As the admission of the pupil-teachers into provisional residence during the current year of training, in the normal colleges, will act soonest upon those colleges which are comparatively empty, and may so far tend to cut off a portion of the supply of pupil-teachers who would otherwise have resorted to colleges now full, their Lordships have thrown open the examination for Queen's scholarships to a new class of competitors, and they anticipate that a considerable supply of candidates may be found among young persons who are now assistants in private schools, among untrained schoolmasters and schoolmistresses desirous of improving their attainments, among Sunday school-teachers, and, generally, among all those individuals with a natural aptitude for the work of instruction who become known from time to time to the clergy and other promoters of education, and who, with a little preparatory assistance in their private studies, may readily be made to reach the standard of examination.

By the joint operation of these measures, my Lords confidently anticipate that the vacancies now remaining unfilled (about 300 out of 1,900) in the several normal colleges will find well-qualified occupants.

As the vacancies are far from being equally distributed among the several colleges, my Lords take this opportunity to record their opinion that the emptiness of certain institutions, in comparison with others, is not due to circumstances which imply inferiority; and it may be important to add that, as the examinations are absolutely the same everywhere, so, when a student has once passed those examinations, and has entered upon charge of a school, the question of the college in which he may have been trained is never again mooted by my Lords in determining his rank or estimation as a certificated master.

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

To Her Majesty's Inspector of Schools.

Circular to Her Majesty's Inspectors of Schools, as to Students from Training Colleges, who, being included in Schedule, *proceed to take charge of Elementary Schools.*

Further explanatory Circular.

Sir, Education Department, 28 February 1857.

The Committee of Council have had to consider several cases arising under paragraph No. 3 of the Minute of 2 June 1856.

Students classed in the schedule have proceeded to take charge of schools on the plea, that at the time of their doing so the list of successful candidates had not been published, and that it was not necessary for them to make immediate engagements.

The Committee of Council cannot admit this reasoning. The words, both of the Minute itself and of the instructions by which it was accompanied, expressly mention that the schedule is established for the sake of continuing the second year's residence, with a greater latitude of adaptation to individual cases than had previously been conceded.

It is not likely that the period needed for the revision of the exercises worked in the December* examinations can be materially shortened. The interval is a necessary part of the system, and such inconvenience as is inseparable from it must not be made the ground for breaking through important conditions.

The principals of training colleges who recommend students at the end of one year's training, to the managers of schools, for engagement before the result of the examination is known, must hold themselves responsible for the consequences if those same students have to be regarded by the Committee of Council "in all respects as uncertificated." The principals have it in their power to form a tolerably exact estimate of each student's performance in the examination, and, in every instance where the success of a first year's student suggests a doubt, it is no more than justice both to the managers and students concerned,—and it is no more than a loyal co-operation in giving effect to the Minutes which encourage residence during a second year,—to refuse testimonials.

Their Lordships cannot recognize the training of students who fall below the schedule as of any effect in lieu of the conditions imposed upon untrained candidates, for certificates by the Minute of 10 December 1851; and those students who, being included in the schedule, proceed to take charge of schools will not be recognized in charge of pupil-teachers beyond the following December; after which, without sitting at the examination, they will be required to resume their residence in the training college, as if from the date of their former examination.

If the college authorities are unable or unwilling to receive such students, they can only obtain certificates as untrained teachers, under the Minute of 10 December 1851.

Their Lordships would be glad to see the training of all students, without exception, extended to two years in normal colleges, and least of all can they consent to facilitate and countenance its abridgment in those instances where an examination, confined to bare attainments, proves the need of that longer discipline for which other and higher considerations (Minutes of 1853–4, p. 28) always plead so strongly.

I have, &c.

(Signed) R. R. W. Lingen.

To Her Majesty's Inspectors of Schools.

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* In Scotland, June.

Circular to Principals of Training Colleges, enclosing revised Syllabus of Studies for Male Students in Training Colleges and Scale of Marks.

SIR, Education Department, 22 January 1857.

Circular explanatory of revised syllabus and scale of marks.

I HAVE the honor to enclose a revised copy of the syllabus of studies in the male training colleges under inspection by Her Majesty's Inspectors, and I am directed at the same time to request your attention to the following observations:—

It has been represented to the Lord President that the authorities of the training colleges under inspection would find it useful, in the regulation of the work of the students, to know the marks which are given for the different subjects at the annual Christmas examination. I have the honor to communicate to you the scale of marks accordingly.

In this scale it has been thought better to give the marks assigned for "good," in each subject, than to give those assigned for "excellent," because "good" represents a point frequently attained, and the word, therefore, appeals to the experience both of teachers and students. The marks assigned for "excellent" are always in proportion to those assigned for "good," so that in every case a paper marked excellent may obtain 25 per cent. additional marks, but no more.

Among the subjects of examination are some a knowledge of which the Committee of Council consider so essential to the due discharge of the duties of a schoolmaster that a failure in any one of them is held to be sufficient to deprive the candidate of all claim to a place in the class list, however superior his other papers may be. These subjects are specially distinguished in the scale.

In assigning marks to the different subjects, the Committee of Council have been guided by two considerations, viz., the powers of mind indicated by proficiency in each, and the direct practical utility of each for purposes of elementary education. Thus, a good paper on History or on Euclid may justly be reckoned among the proofs of a cultivated and disciplined mind, likely to be highly useful in its influence over others. On the other hand, a knowledge of Arithmetic is, not only valuable in the same general sense, but, is furthermore so essential to a schoolmaster that, without it, he cannot discharge properly even the routine duties of his office. Full marks are therefore given for proficiency in History or Euclid, but failure in either or in both is not considered fatal. On the other hand, failure in Arithmetic will always deprive a candidate of a place in the class list.

The papers on School Management might, perhaps, be thought to deserve a higher number of marks than any other. This would be true if the subject of that paper did not enter largely into all the others. It has always been the practice to introduce questions on Method into the other papers; and, at the examination just concluded, the proportion of such questions to the rest was considerably increased. Special attention will continue to be given to the answers. The result will be that a large proportion of the marks assigned to any paper will depend on the degree in which the candidate shows himself capable of applying the subject of that same paper (whatever it may be) to the purposes of elementary instruction.

It should continue to be distinctly understood that proficiency in a few subjects is valued more highly than mediocrity in many. Their Lordships are obliged to admit many subjects into the programme, in order to leave the training colleges at liberty to regulate their course of study at their discretion; but it is not their Lordships' desire to encourage a large extent of superficial study, and in no case will two papers marked "moderate" receive as many marks as would have been given to one of them marked "good."

The minimum number of marks required to obtain a place in the class list is also specified in the enclosed table.

Failure in one of the essential subjects will not necessarily exclude a student at the end of his first year from the schedule mentioned in the Minute of 2 June 1856, as well as from the class list. The schedule carries with it no personal privilege whatever beyond that of being allowed to remain in training for another year at the public expense. The Committee of Council may therefore occasionally see fit to retain in the schedule the names of candidates who have failed in one of the essential subjects, but whose exercises generally indicate sufficient promise to justify their further training.

Failure in one of the essential subjects at the end of the second year (in the case of a student) or at any renewed examination (in the case of an acting teacher) will cancel all claims to a certificate arising out of any previous trial (Minutes of 1854–5, pp. 23–24 and p. 28).

Some changes (over and above the usual variation of certain of the subjects) have been introduced into the syllabus, the chief of which consist—

1. In adding English Literature to, and in including Physical Science among, the alternative subjects of the second year.
2. In requiring rather less under the head of Mechanics, at the end of the first year.
3. In confining School Management to means and methods in general, as distinguished from their application to special subjects.
4. In confining the Historical Examination of the second year to certain periods, and in greatly reducing the extent of the same examination in the third year.
5. In adding English Literature to the alternative subjects of the third year.

My Lords hope that these changes, coupled with the publication of the scale of marks, may have the effect of increasing liberty of choice among those who conduct the studies of the various training colleges, and also of giving a more sound, composed, and liberal character to the efforts of the students within well-ascertained limits.

Their Lordships have decided not to undertake a *vivâ voce* inspection in Music; at the same time their Lordships are aware that the paper examination is not a sufficient test of practical power. They have provided, therefore, that no candidate shall get the benefit of the marks attached to this exercise without first producing evidence that he possesses the actual power of discriminating musical notes.

It only remains to add some remarks upon the exercise in Welsh or in Gaelic.

No marks will in future be given for this paper *at the examination*, inasmuch as it is not of any *general* value in a master's attainments, but only *with reference to certain parts of the country*. The Welsh or Gaelic papers, however, that are marked "good" or "excellent" will in future be recorded against the candidate's name by the letters "G" or "W" in the calendar; and, as often as the Inspector certifies of any particular school that it is one in which a knowledge of Welsh or Gaelic is needful in the teacher, an extra payment of 5*l.* will be allowed, over and above the usual augmentation to any certificated teacher marked "G" or "W."

It is hoped in this way to encourage masters who possess a knowledge of Welsh or Gaelic *to remain in the schools where alone it is useful*. Such a knowledge will not help to raise the value of their certificates in any other situation.

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

To the Principal of the ——— Training College.

Scale of Marks.

	First Year.		Second Year.	
	Good.	Failure.	Good.	Failure.
Religious Knowledge—The Bible	60 } 100	*	60 } 100	*
Liturgy, Church History, &c.	40 }	–	40 }	–
Arithmetic	60	*	60	*
Grammar and English Language	60	*	60	*
School Management	60	*	60	*
Reading	60	*	60	*
Spelling	–	*	–	*
Penmanship	60	*	60	*
Report on Class Teaching	–	–	100	*
History	60	–	60	–
Geography	60	–	60	–
Geometry	60	–	–	–
Mechanics	50	–	–	–
Algebra or Latin	50	–	–	–
Physical Science, Higher Mathematics, English Literature, or Latin (each)	–	–	60	–
Drawing	50	–	50	–
Music	50	–	50	–
Third Class	300		350	
Second Class	450		500	
First Class	600		650	

Note.—"Excellent" is in every case 25 per cent. above "Good."

Syllabus of Subjects in which Students in Training, and other Candidates for Certificates of Proficiency as Teachers in Elementary Schools, are examined.

First Year.

The Holy Scriptures.

1. The history, chronology, and geography of the Bible.
2. More particularly (*December* 1857) the text of *St. Mark's* Gospel.

The Catechism and Liturgy.†

1. The text. 2. The Scriptural authorities.

Church History.

The outlines of the history of the Reformation in England, and of Church history in the fifteenth and early part of the sixteenth centuries.

Reading.

To read with a distinct utterance, with due attention to the punctuation, and with a just expression, a passage from *Mr. Warren's* "*Select Extracts from Blackstone's Commentaries.*"‡

Penmanship.§

To write a specimen of the penmanship used in setting copies.
1. A line of large text hand. 2. A passage in small hand.

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* Excludes candidates from a certificate, and cancels all claims arising out of any previous examination (Minutes of 1854-5, pp. 23, 24 and p. 28).

† The examination in the Liturgy is to be limited to the Morning and Evening Services and the Litany.

‡ In Scotland the four Appendices to Hume's History of England (*infrà*, p. 14.), if preferred as an alternative.

§ Sir, Whitehall, 24 May 1854.

I am directed by Viscount Palmerston to request that you will submit to the Committee of council on Education, for their consideration, that one great fault in the system of instruction in

Arithmetic.

1. To prove the usual rules from first principles.
2. To compute with precision and accuracy.
3. To make (with a knowledge of the principles) simple calculations in mensuration.*

Mechanics.

1. To describe the mechanical powers, and the most common modes of applying them.
2. To make simple calculations on the work of mechanical agents.

School Management.†

1. To answer, in writing, questions on the expedients to be used for the purposes of instruction in reading, spelling, and writing.
2. To draw up time-tables for use in a school under given circumstances.

English Grammar. ‡

1. Its principles.
2. To parse (*December* 1857) a passage from the *Chapters on "Master and Servant," and "Husband and Wife," in Warren's Extracts from Blackstone.*§
3. To paraphrase the same passage.

Geography.

1. To be able to describe‖ the outline maps of the four quarters of the globe.
2. To be able to describe‖ the map of each country in Europe.
3. To be able to draw¶ the outlines of the above maps from memory.

History.

The outlines of the history of England (to be known thoroughly).

Euclid.

The first four books.

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the schools of the country lies in the want of proper teaching in the art of writing. The great bulk of the lower and middle orders write hands too small and indistinct, and do not form their letters, or they sometimes form them by alternate broad and fine strokes, which make the words difficult to read. The handwriting which was generally practised in the early part and middle of the last century was far better than that now in common use, and Lord Palmerston would suggest that it would be very desirable that the attention of schoolmasters should be directed to this subject, and that their pupils should be taught to imitate broad printing rather than fine copper-plate engraving.

I am, &c.

The Secretary of the Committee of Council on Education. (Signed) H. WADDINGTON.

* The course proper for an elementary school is here meant, being that which can be intelligently taught to persons having a good knowledge of arithmetic. The examples should be taken from a "Builder's Price Book."

† Passages taken from the Reading Lesson-books, commonly used in schools, will be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper will also contain questions on *the method of teaching* the elementary parts of the subject to which it relates.

‡ All the answers made by the students on whatever subject (not confined to bare figures) will be examined as evidence, not only of their knowledge of the particular subject, but also, with a view to determine the marks to be allowed to them for grammar and composition. The power of writing plain and clear sentences, with correct syntax, orthography, and punctuation, is the immediate object of grammar. The greater part of the questions proposed on grammar will be founded on words or sentences taken from the work specified. It should be carefully read through, therefore, in short portions, as so many *exercises in language, in illustration of the English Grammar used in the college*, just as the Greek or Latin classics are read in public schools.

§ In Scotland the first Appendix from Hume's History of England (*infrà*, p. 14) may be taken, if preferred, in lieu of this exercise.

‖ The word "describe" is meant to be confined to *words* written, as distinguished from *drawing* in paragraph 3.

¶ The neatness as well as the correctness of these outlines will be taken into consideration. The degrees of longitude and latitude must be given.

*Algebra.**

As far as quadratic equations (inclusive); with problems.

Drawing. †

1. Drawing free hand from flat examples.
2. Linear geometry by aid of instruments.

Vocal Music. ‡

SECOND YEAR.

The Holy Scriptures.

1. The Acts of the Apostles.
2. The *Second* Epistle (*December* 1857) *to the Corinthians.*

Church History.

The history of the Church to the Council of Chalcedon.

Reading.

To read with a distinct utterance, with due attention to punctuation, and with a just expression, a passage from Milton's "*Paradise Lost*," or from Shakspeare.

Penmanship.—(As in First Year.)

Arithmetic.

1. The use of logarithms. 2. Compound interest and annuities.
3. Methods of teaching arithmetic generally.

School Management. §

1. To teach a class in the presence of the Inspector.
2. To answer questions in writing on the following subjects:—
   a. The different methods of organizing an elementary school.
   b. The form of, the mode of keeping, and of making returns from, school-registers.
3. To write a theme on some practical questions of education, founded on moral considerations.

English Grammar and Composition.

1. To paraphrase (*December* 1857) a passage from *Milton's "Paradise Lost," (Book* I.) *or from Shakespeare's "Lear."*‖
2. To analyze the same passage (according to Mr. Morell's work). ¶
3. To answer questions on the style and subject-matter of the work, or part of the work named.

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* *Instead of* (but not in addition to) this subject, students may be examined in Latin as far as the end of page 84 of Yonge's "Eton Grammar" (E. P. Williams, Eton). This grammar is mentioned only for the sake of defining the extent of knowledge required, viz., accidence, concord, genders of nouns, perfect tenses, and supines of verbs. The paper will be confined to grammatical questions and to exercises within the limit prescribed.

† If candidates have already obtained prizes from the Department of Science and Art, in either of these two exercises, they may work two (*but not more*) of the next exercises in which they have not obtained such prizes, according to the course of drawing in the second year.

‡ This *paper* will not be given to any candidate who does not produce a certificate, signed by the principal of the training college, *that he can sing, or can play on some instrument.* Acting teachers, who are candidates, must produce a similar certificate from some competent person, such as the organist of their church, &c.

§ Passages taken from the Reading Lesson-books commonly used in schools will be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper will also contain questions on the *method of teaching* the elementary parts of the subject to which it relates.

‖ A passage from *each* author will be given; *either* (not both) may be taken by the candidate.

¶ "The Analysis of Sentences explained and simplified." Theobald, London.

Geography.

1. Physical. 2. Political. 3. Commercial. 4. Popular Astronomy.

History.

A paper of questons will be given such as can be answered from a perusal of any one of the standard histories of England (Hume, Lingard, Pictorial, &c.) The paper will be divided into five sections, each section containing not less than five questions. The sections will reach (1) to the Battle of Hastings, (2) battle of Bosworth, (3) death of Charles the First, (4) death of Queen Anne, (5) 1815.

No candidate will be examined in more than one section. The object of the second year's reading in history should be to deepen and quicken *some specific part of* the first year's reading.

*Drawing.**

1. Free hand drawing from flat examples.
2. Linear geometry by aid of instruments.
3. Linear perspective.
4. Shaded drawing from objects.
5. Drawing of objects from memory.

Vocal Music.†

Alternative subjects of the second year *in one only* of which students will be examined.

Physical Science.‡	Higher Mathematics and Mathematical Physics.	English Literature.	Latin.
Chemistry and the rudiments of electricity and galvanism.§	1. The sixth Book of Euclid, with problems in the first four books. 2. The subjects which follow quadratic equations in Lund's edition of Wood's Algebra. 3. Trigonometry. 4. Levelling and land surveying. 5. To exhibit (with a knowledge of the principles) the structure and action of simple machines, and of the instruments most commonly used in teaching pneumatics, hydrostatics, and optics.‖	Three plays of Shakspeare, viz., *Hamlet*, *Tempest*, and *Coriolanus*, with Bacon's *Essays*, and the History of English Literature from Chaucer to Milton, inclusive. This exercise will be an extension of that headed "English Grammar and Composition," being similar to it in character, but with more especial reference to style and subject-matter.	1. To the end of Yonge's Eton Grammar (*suprà*). 2. An easy passage of Latin prose, and another of Latin poetry, will be given for literal translation into English, and simple grammatical questions will be founded thereon.

THIRD YEAR.

The Holy Scriptures.

1. The Bible generally. 2. The evidences of Christianity.

* Candidates need not work again exercises for which they have already obtained prizes from the Department of Science and Art, but may confine themselves to the other exercises.

† This *paper* will not be given to any candidate who does not produce a certificate, signed by the principal, *that he can sing or can play on some instrument.* Acting teachers who are candidates must produce a similar certificate from some competent person, such as the organist of their church, &c.

‡ No training college will be allowed to present candidates for examination in this subject if the Inspector reports that the institution is without sufficient apparatus to give experimental instruction.

§ H. M. Inspector, the Rev. F. Temple, names the following works as indicative of the subjects to which the examination will be limited, but not as the only works in which the same subjects may be studied for the purpose, viz., Dr. Wilson's Treatise on Chemistry, and selected chapters from the Elements of Natural Philosophy by Dr. Golding Bird and C. Brooke. (Churchill.)

‖ The following machines may be specified :—a pump, a door-lock, a house-clock, a Bramah's press, a crane, a fire-engine, a gasmeter, a thrashing-machine, a flour-mill, a steam-engine, and an organ ; also the following instruments :—an air-pump, a thermometer, a barometer, a hydrometer, a microscope (simple and compound), and a telescope. If large diagrams, showing the internal structure of each machine or instrument, and lettered to correspond with the paragraphs of a succint explanation at the foot, were hung on the walls of rooms frequented by the students, such knowledge would be imperceptibly acquired and perfected. The diagrams might be produced, or multiplied, by the students themselves. Models cost more ; frequent dissection is apt to spoil them ; and, without it, they are not more intelligible than the machines themselves. [As a text-book, Mr. Temple names the Rev. H. Goodwin's Elementary Course of Mathematics.]

School Management.

1. To teach a class in the presence of the Inspector.
2. To write an essay upon a thesis embracing the principles of education.

Vocal Music. Drawing. *See* Second Year.

In addition to the above subjects, students of the third year will be examined in *one* of the following subjects, at their option. They will be required to specify the subject at the commencement of the third year.

1. Mental science as applied to education.
2. Experimental science (especially as applied to manufactures and agriculture).
3. Higher mathematics.
4. Languages (ancient or modern), as a means of intellectual discipline.
5. History.
6. English literature.

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i. *Mental Science.*

With regard to mental science as applied to education, it will have to be observed, in the first place, that an essay bearing upon this subject is required of *all* students at the end of the third year. The subject has to be regarded, therefore, not only from a general, but also, from a special point of view.

Any essay of the kind in question implies the power of giving an intelligent analysis of the human mind in its principal operations (moral and intellectual), and of accounting thereby for rules of practice in the actual business of education. The works of one or more standard authors should be carefully read, and the experimental verification of such reading should be sought in the model school of each training college.

If the same subject be further pursued as one of the specialties of the third year, their Lordships for the present will be prepared to consider such books as may be proposed to them in each training college, and they will endeavour to make such books the basis of a sufficient examination, embracing—

1. Logic. 2. The mental faculties. 3. Moral systems.

The number and variety of the books proposed under this grouping will perhaps not be so great as to render an examination which embraces all impracticable.

ii. *Experimental Science, especially as applied to Manufacture and Agriculture.*

The following works have been named as indicative of the subjects to which the examination will be limited, but not as the only works in which the same subjects may be studied for the purpose, viz.:—

Dr. Wilson's Treatise on Chemistry;

Professor Johnstone's "Elements of Agricultural Chemistry" and "Chemistry of Common Things;"

The Elements of Natural Philosophy by Dr. Golding Bird and C. Brooke (Churchill).

iii. *Higher Mathematics.*

Under this head Mr. Temple proposes to include—

1. Spherical trigonometry.
2. Astronomy* and the fundamental propositions of navigation.†
3. Mechanics.‡
4. Hydrostatics.*
5. Optics.*
6. Differential and integral calculus.

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* See the propositions given in the Rev. H. Goodwin's "Elementary Course of Mathematics."

† See "Inman's Navigation" and Hymer's edition of Maddy's Astronomy. The candidate should be able to compute with accuracy.

‡ In addition to the propositions proved in Mr. Goodwin's course, the theory of work, including the principles of virtual velocities and vis viva, and the theory of simple machines and of elementary structures, taking into account friction.

iv. *Languages* (*Ancient or Modern*) *as a means of Intellectual Discipline.*

Any one of the following subjects, *but not more than one* :—

1. *Latin.*—The Four Georgics, Cicero's First Book of the Offices, to be translated and explained analogously to the works named under English grammar and composition for the second year.

To turn English into Latin prose. The English passage will be a translation from the specified work of Cicero.

2. *Greek.*—Similar exercises; the works to be Iphigenia in Tauris (Euripides), first book of Anabasis (Xenophon).

3. *German.*—Similar exercises; the works to be Schiller's Thirty Years War, Schiller's Wallenstein (Camp, Piccolomini, Death).

4. *French.*—Similar exercises; the works to be Thierry's Conquest of England by the Normans; Racine's Andromaque, Athalie, Iphigénie.

v. *History.*

Two of the periods named under History in the second year; adding Warren's Extracts from Blackstone*; Hallam's History of the Middle Ages (chapter VIII.), and Constitutional History.

vi. *English Literature.*

The history of English literature. A list of eight works, or parts of eight works, of approved English authors, to be submitted to their Lordships for consideration before the 1st of July.†

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* In Scotland, if preferred as an alternative, the four Appendices in Hume's History of England which follow chapters III., XI., XLIV., XLIX., respectively, and chapters II. and VII. of Hallam's Middle Ages.

† In Scotland before the 1st of January.

PUPIL TEACHERS' BROAD SHEET.

Committee on Education, of Her Majesty's Most Honorable Privy Council.

N.B.—No application for aid from the Parliamentary Grant can be entertained excepting from the Trustees or Managers of the School for which the aid is desired. Trustees or Managers who will address a letter to—"The Secretary of the Education Department, Privy Council Office, London, S. W."—will be furnished with proper forms of application, and with such other documents as are necessary for a thorough comprehension of the benefits to which Schools may become entitled, and the conditions upon which those benefits are granted.

It is important that trustees and managers of schools, who intend to apply for the apprenticeship of Pupil Teachers, should bear in mind that their Lordships cannot grant such assistance unless Her Majesty's Inspector is enabled to report to them—

That the master or mistress of the school is either certificated, or (if above 35 years of age) registered as competent to conduct the apprentice through the course of instruction to be required;

That the school is well furnished, and well supplied with books and apparatus;

That it is divided into classes, and that the instruction is skilful, and is graduated according to the age of the children and the time they have been at school, so as to show that equal care has been bestowed on each class;

That the discipline is mild and firm, and conducive to good order;

That there is a fair prospect that the salary of the master and mistress, and the ordinary expenses of the school, will be provided for during the period of apprenticeship.

In some rural and small village schools, a master competent to conduct the instruction is assisted by a woman fit only to superintend sewing and knitting, and to preserve order. The managers of such schools have inquired whether, seeing that the woman is incompetent to give the intellectual instruction required, girls may be apprenticed as Pupil Teachers to the Master, on condition that they receive instruction in sewing and knitting from the woman? Upon a mature consideration of this question, their Lordships are of opinion that such apprenticeship is inadmissible. Their Lordships, however, might, *under special circumstances* to be reported by Her Majesty's Inspector, permit girls to be apprenticed to the woman, and to receive from the master, but always in her presence, such parts of the intellectual instruction as she might be unable to give.

Candidates must be at least thirteen years of age, and must not be subject to any bodily infirmity likely to impair their usefulness as Pupil Teachers.

Their Lordships have decided that the following interpretations are to be put upon this condition:—A constitutional infirmity, such as scrofula, fits, asthma, deafness, great imperfections of the sight or voice, the loss of an eye from constitutional disease, or the loss of an arm or leg, or the permanent disability of either arm or leg, curvature of the spine, or an hereditary tendency to insanity, are to be regarded as positive disqualifications.

In the cases of scholars giving evidence of high intellectual and moral qualifications, but whose education may have been accidentally interrupted, their Lordships might admit such candidates to apprenticeship until the age of sixteen; but, if the want of due proficiency before that age must be regarded as a sign either of the incapacity of the scholar or of the inefficiency of the teacher, the Inspector is instructed to refuse to recommend the candidate.

The allowance of Pupil Teachers in schools of average efficiency is one to every 40 or 50 scholars.

The Committee of Council on Education will not sanction the apprenticeship of a boy in a school where the average attendance is less than 50; nor of a girl where it is less than 40; and their Lordships will require, in schools so small as this, some evidence that the apprentice will possess advantages to compensate for the want of opportunity to study school-organization upon an adequate scale.

The indentures of all Pupil Teachers in England end at Christmas; if the admission falls in the first half of the year, then at the fifth Christmas thence ensuing; and, if the admission falls in the second half of the year, then at the sixth Christmas thence ensuing. Thus the indentures of all Pupil Teachers admitted in January to June 1854 will expire at Christmas 1858, and of all Pupil Teachers admitted in July to December 1854, at Christmas 1859.

The indentures of all Pupil Teachers in Scotland *end on the 30th of June; if the examinations fall in any month of the year earlier than June (inclusive), the apprenticeship will be for five years from the 1st of July next following; and, if the examinations fall in any month of the year after July (inclusive), the apprenticeship will be for four years from the 1st of July next following. Thus the indentures of all Pupil Teachers apprenticed in 1854 will end on the 30th of June 1859.*

The annual payments will by this arrangement be continued up to the date fixed for the end of the apprenticeship, so as in all cases to comprehend the time of examination for Queen's Scholarships.

As a provisional measure, to meet the case of apprentices admitted before the 1st of January 1854, their Lordships will consider recommendations by Her Majesty's Inspectors to prolong the rate of payment for the fifth year during the period to elapse between the end of that year and the 31st of the following December (*30th of June**); such payments to become payable as soon as the apprentice shall have gone through the examination for a Queen's Scholarship. Candidates of this standing may also compete for Queen's Scholarships in December (*June**), *before* the end of their apprenticeship, provided that such end fall not later than the last day of the following February (*August**). In the latter case, if they succeed in obtaining Queen's Scholarships, they will be paid as apprentices up to the 31st of December (*30th of June**), and thenceforth as Queen's Scholars, but not cumulatively in each capacity. Candidates who thus compete before the end of their apprenticeship, and fail, must return to complete their apprenticeship in their several schools, where they will be paid on the usual terms, at the end of their fifth year, but will be disqualified for prolongation of stipend.

* In the case of schools in Scotland.

SUBJECTS OF EXAMINATION FOR ELECTION, AND THROUGHOUT THE APPRENTICESHIP OR ENGAGEMENT.

N.B.—Her Majesty's Inspector will report every year on the progress of the Pupil Teacher in the art of teaching.

	Reading.	Grammar.	Writing and Composition.	Arithmetic and Mathematics.		Geography.	Religious Knowledge. In Schools not coming under Minute of 10 July 1847.† In Church of England Schools, the Clergyman assisting in the Examination.	Religious Knowledge. In Schools not coming under Minute of 10 July 1847.† In Schools in Scotland.	Religious Knowledge. In Schools not coming under Minute of 10 July 1847.† In Schools where the Managers are not desirous of coming under the obligation of giving the instruction set forth in the two preceding columns.	Drawing.‡ *Where suitable means of instruction exist.*	Music. *Where suitable means of instruction exist.*	History.	Certificates of Character and Conduct. In Church of England Schools.	Certificates of Character and Conduct. In Schools not being Church of England Schools.	Annual Payments of Pupil Teachers, and of Masters or Mistresses, for instructing them in the subjects of Examination. Pupil Teacher.	Annual Payments of Pupil Teachers, and of Masters or Mistresses, for instructing them in the subjects of Examination. Master or Mistress.
For Election -	To Read with fluency, ease, and expression.	To point out the Parts of Speech in a Simple Sentence.	To write in a neat hand, with correct spelling and punctuation, a simple prose narrative slowly read to them.	To write from dictation Sums in the first four Rules of Arithmetic, Simple and Compound, and to work them correctly, and to know the Tables of Weights and Measures.		To have an elementary knowledge of Geography.	To repeat the Church Catechism, and to show that they understand its meaning, and are acquainted with the outlines of Scripture History.	To repeat the General Assembly's Shorter Catechism, and to show that they understand its meaning, and are acquainted with the outlines of Scripture History.	Certificate from the Managers of the School that the Religious Knowledge of the Pupil Teacher is satisfactory to them.	- - -	- - -	- - -	A Certificate from the Clergyman and Managers that the Moral Character of the Candidates and their Families justify an expectation that the Instruction and Training of the School will be seconded by their own efforts and the example of their parents.	A Certificate from the Managers that the Moral Character of the Candidates and their Families justify an expectation that the Instruction and Training of the School will be seconded by their own efforts and the example of their parents.	—	—
End of 1st Year -	Improved articulation and expression in Reading.	The Noun, Verb, and Adjective; with their relations in a Simple Sentence.	To write from memory the substance of a more difficult narrative.	Male Pupil Teachers. Practice and Proportion.	Female Pupil Teachers. Practice and Bills of Parcels.	The British Isles. [Maps to be drawn in this and the following years.]	The Holy Scriptures and Catechism, with Illustrations by Passages from Holy Writ.	The Holy Scriptures and the Assembly's Shorter Catechism, with illustrations by Passages from Holy Writ.	Same as above.	Drawing free-hand from flat examples.	Shapes of Notes and Rests. Stave. Places of Notes on the Treble Stave.	- - -	1. Certificate of good conduct from the Managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the Master or Mistress. 3. Certificate from the Clergyman that they have been attentive to their religious duties.	1. Certificate of good conduct from the Managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the Master or Mistress. 3. In Schools not coming under the Minute of 10 July 1847, a Certificate from the Managers that they have been attentive to their religious duties.	£10.	For 1, £5. „ 2, £9. „ 3, £12. For each additional Apprentice, £3 more. This scale applies to each year of apprenticeship.
End of 2nd Year	Improved articulation and expression in Reading.	The Pronoun, Adverb, and Preposition; with their relations in a Sentence.	Composition of a Class Report [or the Abstract of a Lesson].	Vulgar Fractions.	Simple Proportion.	Europe and Ancient Palestine.	The Holy Scriptures, Liturgy, and Catechism, more fully than in the preceding year.	The Holy Scriptures and the Assembly's Shorter Catechism, more fully than in the preceding year.	Same as above.	Linear geometry, by means of instruments.	Dotted Notes and Rests. Time, various kinds of, and signatures of. Diatonic Scale.	- - -	Same as above.	Same as above.	£12 10*s*.	The annual gratuities offered by the Minutes of the Committee of Council on Education, for the instruction of apprentices, are paid on the same terms as the grants in augmentation of the salaries of certificated Teachers, that is, they are considered to be due for whole years only, and no fractional parts of them are paid to any Teacher who voluntarily quits the charge of his (or her) apprentice before the end of each school-year in respect of which such gratuities are due.
End of 3rd Year	Improved articulation and expression in Reading.	The Conjunction; with the Analysis of Sentences.	Composition of the Notes of a Lesson on a subject selected by the Inspector.	Decimal Fractions; and Euclid, Book I, to end of XVth Proposition.	Vulgar Fractions.	The Colonies.	More fully in the Holy Scriptures, Liturgy, and Catechism.	More fully in the Holy Scriptures, and the Assembly's Shorter Catechism.	Same as above.	Linear perspective, by means of instruments, applied to geometrical figures, plane and solid.	Intervals. Sharps and flats. Accidental intervals.	The Succession of the English Sovereigns from the Reign of Egbert, with dates, to the present time. [*In Scotland, if preferred, the succession of Scottish Sovereigns from Alexander III. may be substituted for the English Sovereigns preceding James I.*]	Same as above.	Same as above.	£15.	
End of 4th Year	Improved articulation and expression in Reading.	More advanced exercises in preceding subjects; with a knowledge of Prefixes and Affixes. [*As an alternative exercise, the regular declensions of Nouns, Pronouns, and Adjectives in Latin.*]	Composition of an account of the Organization of the School, and of the Methods of Instruction used.	Simple Interest; Euclid, Book I; and Algebra, First Four Rules.	Compound Proportion, and recapitulation of preceding exercises.	Asia and Africa.	More fully in the Holy Scriptures, Liturgy, and Catechism.	More fully in the Holy Scriptures, and the Assembly's Shorter Catechism.	Same as above.	Freehand drawing and shading, from solid models.	Places of Notes on the Bass Stave. Major and Minor Scales. Common Characters used in Music.	Outlines of British History to the accession of Henry VII.	Same as above.	Same as above.	£17 10*s*.	
End of 5th Year	Improved articulation and expression in Reading.	The same subjects. [*As an alternative exercise, the government of Prepositions, and the regular conjugations of Verbs in Latin.*]	Composition of an Essay on some subject connected with the Art of Teaching.	Problems in Arithmetic; Euclid, Book II.; and Algebra, to the end of Simple Equations.	Decimal Fractions, and Simple Interest.	America and The Oceans.	More completely in the Holy Scriptures, Liturgy, and Catechism.	More completely in the Holy Scriptures, and the Assembly's Shorter Catechism.	Same as above.	Freehand drawing and shading, of natural forms and objects, from memory.	Transposition and Modulation. Alto and Tenor Staves. Recapitulation of preceding exercises.	Outlines of British History from the accession of Henry VII to the present time.	Same as above.	Same as above.	£20.	

† Extract from Minute, dated 10 July 1847:—"There are schools to which grants may be made, though the managers object, on religious grounds, to make a report concerning the religious state of such schools."

‡ 1. Prizes will be given for each exercise, consisting of books, materials, and instruments calculated to be of use to the successful candidates in their further progress. A certain liberty of choice will be accorded to the candidates themselves, who, with the exercises, will be furnished with a list of the prizes, from among which they may mark upon their own exercise the particular prize they would prefer to obtain for it, if successful.

2. Pupil-teachers will be admitted to study in Drawing Schools in connection with the Department of Science and Art at half the ordinary fees.

3. Pupil-teachers, if attending such Drawing Schools, will not be required to perform an exercise in drawing at the annual examination before Her Majesty's Inspector, but will have another opportunity of being *examined in connexion with the Drawing School itself*, so as to obtain the prizes.

4. Pupil-teachers, if not attending such Drawing Schools, will have an opportunity of performing an *exercise in drawing at the annual examination before Her Majesty's Inspector*; such exercise to be of the same effect in obtaining prizes as if it had been performed in connexion with the Drawing School, pursuant to the last preceding paragraph.

5. Pupil-teachers, if not attending such Drawing Schools, but *permitted* (by arrangements between the managers of the schools in which they are apprenticed and the Master of any such Drawing School) *to be annually examined there instead of at the annual examination of Pupil Teachers before Her Majesty's Inspector*, may obtain the same prizes as are offered in the two preceding paragraphs.

6. Apprentices will not be required to pass again any of the exercises for which they may already have obtained prizes; but each exercise, as it is passed successfully, will be duly registered.

General Rule.—The qualifications to be required of candidates, and of Pupil Teachers in each year of their apprenticeship, will be regulated according to the table given above, in which the minimum of proficiency is precisely defined in order to prevent partiality; but their Lordships reserve to themselves the power to reward superior merit by shortening the term of the apprenticeship, or by awarding the higher stipends of the later years of the apprenticeship, to Pupil Teachers whose attainments enable them to pass the examination of one of the later years at an earlier period. *Candidates* above fourteen years of age may be apprenticed for four years, beginning with the emoluments of *the second year*, if they pass the requisite examination.

In Girls' schools the Pupil Teachers will be required to show greater skill in needlework, knitting, and cutting out clothes in each successive year.

Provision for Pupil Teachers who have successfully completed their apprenticeship.

I. At the close of the apprenticeship, every Pupil Teacher who has passed the annual examination will be entitled to refer to the Committee of Council any person who may, as an employer or otherwise, be properly interested in knowing his character, for a certificate declaring that he has successfully completed his apprenticeship. This certificate, as a testimonial of character, and of attainments, would be in itself a valuable introduction to the confidence of a merchant, or of a member of a learned profession, if the apprentice should then determine not to pursue the vocation of a Schoolmaster. But further than this, one of Her Majesty's Inspectors will shortly before Christmas in each year hold a public examination at each of the normal colleges under inspection, at which all those Pupil Teachers who have successfully completed their apprenticeship will be allowed to compete. From among the competitors will be selected a certain number of those who appear to be most proficient in their studies and most skilful in the art of teaching, and concerning whose character and zeal for the office of Teacher the Inspector is able to give the most favourable report.

The Committee of Council on Education, on comparison of the testimonials and examination papers of these apprentices, will award exhibitions for one year to as many qualified candidates (thenceforth denominated "Queen's Scholars") as answer to the total number of vacancies in all the normal colleges under inspection. The whole number will be comprised, in the order of merit, in a single list, and each Queen's Scholar will be at liberty to go to any of the normal colleges under inspection, the authorities of which may consent to receive him. The Principal of each normal college will be called upon to make a return to their Lordships of the names of his Queen's Scholars for the ensuing year, within twenty-one days after the date of publishing the list.

The subjects of examination will be those of the Pupil Teachers' course.

Candidates for Queen's Scholarships in normal colleges for females should acquire a knowledge of some good manual upon domestic economy. An exercise upon this subject, and also in sewing and cutting out will be given.

Scale of Payments on behalf of Queen's Scholars.

1.—From and after the 1st of January 1856, the payment to be allowed for all Queen's Scholars will be uniform, viz., £23 in the case of males, and £17 in the case of females.

2.—In consideration of this payment, the normal colleges, on admitting any Queen's Scholar, are understood to agree thereby to provide tuition, lodging, board, washing, and medical attendance for the Queen's Scholar without any further charge.

3.—To Queen's Scholars of the first class there will be allowed the following personal payments, in aid of their travelling and private expenses, and on the purchase of books:—

Males	First Year -	£4.	Females	First Year -	£3.
	Second Year -	£6.		Second Year -	£4.

4.—These personal payments will be made by half-yearly instalments, in Post Office Orders, to the Queen's Scholars themselves; the first half-yearly payment at Lady Day, and the second at Michaelmas, in each year.

5.—The personal payments will depend, like the rest of the exhibition, upon quarterly certificates, by the Principal, of the Queen's Scholar's good conduct, attainments, and skill in the pursuit of his [or her] profession.

The exhibition (which is renewable for a second year) is liable to be withdrawn if the Queen's Scholar fails in the examination of Students at the end of the year, or if the Principal of the normal college expresses himself dissatisfied with the conduct, attainments, or skill of the Queen's Scholar.

Thus Government may assist a meritorious Pupil Teacher with 131*l.* in educating himself for the office of Schoolmaster, viz. 75*l.* in the course of his apprenticeship, and 56*l.* for two years passed by him at a normal college, besides the sums paid during the apprenticeship to the Master of the elementary school for special instruction given to the Pupil Teacher, and, at the end of each year's residence in the normal college, to the authorities thereof, in aid of such part of the cost of training as is not covered by the Queen's Scholarship.

In the case of Pupil Teachers who have completed their apprenticeship, the Committee of Council will, pursuant to a Minute dated 23 July 1852, recognize their employment as Assistants in schools liable to inspection, under the following conditions, viz.:

1.—That, in each year of their apprenticeship, they shall have acquitted themselves creditably upon examination before Her Majesty's Inspector, and shall have produced unqualified testimonials from the managers and teachers of their schools.
2.—That the Master or Mistress of the school in which the Assistant is employed hold a Certificate of Merit.
3.—That the School be well furnished and well supplied with books and apparatus.
4.—That every such Assistant shall be taken to be equivalent to two apprenticed Pupil Teachers, in reckoning the number of such apprentices to be maintained at the public expense in any school.
5.—That every Assistant produce the same annual certificates as are required of apprentices from the managers and principal Teacher of the school, and be favourably reported of by Her Majesty's Inspector as to attainments and practical skill.

When the foregoing conditions are fulfilled, their Lordships will allow an annual stipend of 25*l.* in the case of a male and 20*l.* in the case of a female Assistant Teacher.

Their Lordships will allow, without further examination, a Queen's Scholarship of the FIRST CLASS to all Assistants who shall have acquitted themselves satisfactorily for three years. Applications for such scholarships must be transmitted to their Lordships' Secretary *through the Principal of some normal college under inspection*, who is willing to receive the applicant, from the 1st of the following January, as one of the Queen's Scholars then to be allowed.

Assistant Teachers of three years' standing and upwards may be examined for Certificates of Merit, but will not be admissible to receive pecuniary augmentation on account of them, except on fulfilment of the usual conditions of such grants.

AUGMENTATION BROAD SHEET.

Committee on Education, of Her Majesty's Most Honorable Privy Council.

N.B.—No application for aid from the Parliamentary Grant can be entertained excepting from the Trustees or Managers of the School for which the aid is desired. Trustees or Managers who address a letter to—"The Secretary of the Education Department, Privy Council Office, London, S.W."—will be furnished with the proper forms of application, and with such other Documents as are necessary for a thorough comprehension of the benefits to which Schools may become entitled, and the conditions upon which those benefits are granted.

AUGMENTATION OF SALARIES OF SCHOOLMASTERS AND SCHOOLMISTRESSES WHO HAVE OBTAINED CERTIFICATES OF MERIT.

Their Lordships will grant, in aid of the salary of every Schoolmaster and Schoolmistress appointed to a School under their Inspection, annual sums, according to the conditions set forth in the following table. The amount of the Grant will depend in each instance *primarily* upon the class of the Certificate. But Teachers entitled by their Certificates to one of the higher rates of augmentation will not be deprived of a lower rate, if their salaries and emoluments fulfil the conditions of that lower rate but not of the higher rate; and they would become entitled to the rates of augmentation corresponding to their Certificates if at any time afterwards they obtained the requisite salaries and emoluments.

Three classes of Teachers are recognized in their Lordships' Minutes. 1.—Principal Teachers (as herein-after set forth). 2. Assistant Teachers, pursuant to the Minute of 23 July 1852. 3. Pupil Teachers, as set forth on the back of this Sheet. In cases where School Managers desire to obtain Grants for Assistant Teachers, the Assistants must be brought within the conditions which define one or other of these three classes.

1. The augmentation commences from the first day of the month next following the date of the examination, provided that the Teacher obtaining the Certificate be then in charge of an Elementary School under inspection.

2. Certificated Students or Teachers entering upon the charge of their first, or of new, Schools, are conditionally entitled to Grants in augmentation of their salaries from the month next following the date of notice to the Committee of Council, from the Managers, of the exact day on which the charge was undertaken.

3. Their Lordships will direct the inspection of the School to take place within one year; and, if the period appointed for the annual visit of Her Majesty's Inspector does not harmonize with the date at which the Teacher obtained his Certificate or entered upon his School, he will receive a proportionate payment for the intervening months.

4. Proportionate payments will be made for the first year only. The rule is that Augmentation Grants are conditionally due for periods of twelve months; such periods being reckoned from the month allotted for the annual visit of Her Majesty's Inspector in one year to the same month in the following year; and Teachers who quit their Schools in the course of one of these periods will not receive payment for any portion of the incomplete period.

MASTERS.

Qualifications.

N.B.—*A detailed Syllabus of the Subjects of Examination, some of which vary from year to year, will be forwarded on application to the Secretary of the Education Department.*

Conditions to be fulfilled by the School Managers.

Where the Master has a House or suitable Lodgings, rent-free.

To exhibit a competent ability in—	To teach a class in the presence of H. M. Inspector, with special regard to—	Minimum Salary to be paid by the Managers, independently of the sum granted in augmentation by the Committee of Council on Education.	Minimum proportion of school income to be raised by voluntary contributions.*	Rates of Augmentation by the Committee of Council on Education.‡
Schedule A.		£ s. d.	£ s. d.	£ s. d.
Subjects of Examination common to the Two first Years of Normal Training.	Tone of Voice.	60 0 0	30 0 0	30 0 0
Religious Knowledge (in Schools not included under Minute of 10 July 1847 ¶).	Manner.	55 0 0	27 10 0	27 10 0
Reading (as part of Elocution).	Pronunciation.	50 0 0	25 0 0	25 0 0
English Grammar and Composition.	Energy as a Teacher.			
Penmanship.	Skill in keeping a Class attentive and active.			
Arithmetic.	Whether this is done without undue noise?	46 0 0	23 0 0	23 0 0
British History.		43 0 0	21 10 0	21 10 0
Geography.	Exposition, Whether fluent? Whether simple?	40 0 0	20 0 0	20 0 0
The Organization, Discipline, and Management of Elementary Schools.				
Vocal Music.				
Drawing.**				
Schedule B.				
Special Subjects for the First Year.	Lesson,	36 0 0	18 0 0	18 0 0
Euclid, First Four Books.	Whether communicated in a well-arranged order?	33 0 0	16 10 0	16 10 0
Algebra, *or* Latin.	Whether graphic?	30 0 0	15 0 0	15 0 0
Mechanics.	Whether addressed to the understanding of the children?	25 0 0	12 10 0	12 10 0
Special alternative Subjects for the Second Year.	Whether they are likely to carry away much or little of it?	20 0 0	10 0 0	10 0 0
Physical Science, Higher Mathematics, English Literature, Or Latin.	Examination, Whether animated? Whether judicious? Whether patient?			
Teachers who have completed their 35th Year may choose whether they will take the First or the Second Year's Subjects.	Illustration, Whether by drawing, or otherwise?			
Those who have not completed their 35th Year must pass for the First Year, and will not be certificated thereupon higher than the third degree of merit. In order to exceed that rating, they must pass for the Second Year on a subsequent occasion.				
Schedule C.				
Subjects for the Third Year.				
The Bible generally.				
The Evidences of Christianity.				
School Management.				
Vocal Music.				
Drawing.**				

In addition to the above subjects, Students of the Third Year will be examined in *one* of the following subjects, at their option. They will be required to specify the subject at the commencement of the third year.

1. Mental Science as applied to education.
2. Experimental Science (especially as applied to manufactures and agriculture).
3. Higher Mathematics.
4. Languages (ancient or modern), as a means of intellectual discipline
5. History.
6. English Literature.

N.B.—A paper on Welsh, and a paper on Gaelic, are presented to such Teachers as desire to work them, with a view to service in Welsh or Highland Schools. Every teacher who passes a *thoroughly* good Examination in one of those languages will be specially registered; and, as often as Her Majesty's Inspector certifies of any particular School, that it is one in which a knowledge of Welsh, or Gaelic, is needful in the Teacher, an extra payment of 5*l.* will be allowed, *over and above the usual augmentation*, so long as the Teacher remains in that School.

If the Master be not provided with a House or suitable lodgings, rent-free, a FURTHER SUM of 10*l.* must be added to every sum in EACH of these columns. In Wales, or in the Highlands of Scotland, it will suffice to add 6*l.* 13*s.* 4*d.*, under the like circumstances.†

CERTIFICATES

Of Merit by the Committee of Council on Education.	Annual. By the School Managers.	Annual. By H. M. Inspector of Schools.	Rates of Augmentation by the Committee of Council on Education.‡
			£ s. d.
Upper Degree—			
1st Division			20 0 0
2nd Division			18 0 0
3rd Division			16 0 0
Middle Degree—			
1st Division			15 0 0
2nd Division			14 0 0
3rd Division			13 0 0
Lower Degree—			
1st Division			12 0 0
2nd Division			11 0 0
3rd Division			10 0 0
			8 6 8
			6 13 4

The Lower Class of Certificate answers to the subjects of the First Year.

The Middle Class answers to the subjects of the Second or Third Year.

The Upper Class is reserved for extraordinary merit in the written Examination, coupled with corresponding efficiency in School-keeping during the two years of probation§; until the end of which period the Class List remains *a simple record of Examination* and does not confer the grade of Certificated Teachers upon those named therein.

Teachers who have completed their 35th year may obtain the Middle or Upper Class, although passing upon the first year's subjects.

Teachers engaged (without removal) in Schools which, for two years immediately preceding the Examination have been receiving annual grants, may be certified at once, according to the next Report of the Inspector, without further probation.

That the Teacher's character, conduct, and attention to duty are satisfactory.

That the Teacher's School is efficient in organization, discipline, and instruction.

Teachers in Welsh or Highland Schools, obtaining Certificates of Merit from the Committee of Council in the Third Division of the Third Class, will be conditionally entitled, according to the amount and composition of their salary, to one of the three rates of augmentation which are bracketed together. In other *Schools, 15l. is the lowest augmentation allowed.*

MISTRESSES.

Conditions to be fulfilled by the School Managers.

Where the Mistress, or her Husband (being the Schoolmaster), has a House or suitable Lodgings, rent-free.

Qualifications.

The Examination of Female Candidates is not separated according to the years of Normal Training, but each paper is divided into elementary and supplementary sections.

Rates of Augmentation by the Committee of Council on Education.‡	Minimum Salary to be paid by the Managers from voluntary contributions and school-pence, independently of the sum granted in augmentation by the Committee of Council on Education.	Minimum proportion of school income to be raised by voluntary contributions.*	To exhibit a competent ability in—	To teach a class in the presence of H. M. Inspector, with special regard to—
£ s. d.	£ s. d.	£ s. d.		
20 0 0	40 0 0	20 0 0	Religious Knowledge (in Schools not included under Minute of 10 July 1847 ¶).	Tone of Voice.
18 0 0	36 0 0	18 0 0	Reading (as part of Elocution).	Manner.
16 0 0	32 0 0	16 0 0	English Grammar and Composition.	Pronunciation.
15 0 0	30 0 0	15 0 0	Penmanship.	Skill in the art of keeping a Class attentive and active.
14 0 0	28 0 0	14 0 0	Arithmetic and Book-keeping.	Whether this is done without undue noise or harshness?
13 0 0	26 0 0	13 0 0	Industrial Skill.	Lessons, Whether communicated in a well-arranged order?
12 0 0	24 0 0	12 0 0	British History.	Whether graphic?
11 0 0	22 0 0	11 0 0	Geography.	Whether addressed to the understanding of the children?
10 0 0	20 0 0	10 0 0	The Organization, Discipline, and Management of Elementary Schools.	Whether they are likely to carry away much or little of it?
8 6 8	16 13 4	8 6 8	Knowledge of Household Duties and Domestic Economy.	Examination, Whether animated?
6 13 4	13 6 8	6 13 4	Vocal Music.	Whether judicious?
			Drawing from Models.	Whether patient?
				Illustration, Whether by drawing, or otherwise?

If the Mistress be not provided with a house, or suitable lodgings, rent-free, a FURTHER SUM of 6*l.* must be added to every sum in EACH of these columns. In Wales, or in the Highlands of Scotland, it will suffice to add 4*l.* under the like circumstances.†

Teachers in Welsh or Highland Schools, obtaining Certificates of Merit from the Committee of Council in the Third Division of the Third Class, will be conditionally entitled, according to the amount and composition of their salary, to one of the three rates of augmentation which are bracketed together. In other *Schools, 10l. is the lowest augmentation allowed.*

TIME AND PLACE OF EXAMINATION.

The first step to be taken by teachers in charge of Elementary Schools who desire to be examined for Certificates is to request the Managers of their Schools to apply to the Committee of Council on Education. All correspondence with the Committee of Council must be conducted by the Managers of the School in which the Teacher is engaged.

Teachers who have left Normal Colleges subject to Inspection, under the authority of the Committee of Council—	Teachers who have been trained in Normal Colleges not subject to Inspection, under the authority of the Committee of Council, or who have not been trained in Normal Colleges.
May be conveniently assembled at the Annual Examination held at the Normal College in which they were educated, and may be examined in common with the Students. The Teachers who have left the School will be expected to give evidence of a higher degree of practical skill in teaching, and of a deeper knowledge of discipline, organization, and method; in other respects, evidence will be required of attainments closely similar in degree to those of the Students in the Normal College.	May, if found qualified, on application to the Committee of Council, and with the sanction of the Principal, attend the Examination at one of the Normal Colleges under inspection, which are generally opened, by the courtesy of the authorities, to such Teachers, being properly introduced; although they may never have been Students. These Examinations are held in the month of December, for England and Wales, and about Midsummer, for Scotland.
Teachers who are presented for Examination by the authorities of the particular Colleges in which they resided as Students, *without application on the part of the Managers of the Elementary Schools in which they are engaged to the Committee of Council*, will (being successful) appear in the list; but no Certificate of Merit obtained under such circumstances will entitle the holder of it to a Grant of Augmentation until the Managers of some Elementary School have satisfied their Lordships that the requisite conditions of a Grant are fulfilled.	Candidates (*not having been Pupil Teachers, nor Students in Normal Colleges under inspection*), cannot be admitted to be examined for Certificates until after they have completed their 22nd year, and their Schools have been inspected and favourably reported upon by one of Her Majesty's Inspectors (Minute of 10 December 1851).

No Teacher will in future be admitted to the December Examination (in Scotland, June) whose name has not been communicated in writing to the Secretary of the Education Department before the 20th day of the preceding November (in Scotland, 20th of May).

Grants to Normal Colleges for every Student trained therein, who, at the examination of those institutions by H. M. Inspectors, is classed—

	At the end of year's residence.	For Students in each class of Merit.	To be granted to the Treasurer of the College.
			£ s. d.
First		1	20 0 0
		2	16 0 0
		3	13 0 0
Second		1	24 0 0
		2	20 0 0
		3	16 0 0
Third		1	24 0 0
		2	20 0 0
		3	16 0 0

Two thirds of the above sums will be granted to Normal Colleges for Females on account of Students who obtain the corresponding Certificates.

No Grant will be made to a Normal College for Students who have not at the time of the Examination been resident at least a year in the College.

Teachers who at the Examination of a Normal College obtain Certificates, having completed their course of instruction there within the year ending at the date of the Examination, are, for purposes of Grants to the College, considered as Students.

The Grants specified in this column are paid in the nature of reimbursement to the authorities of each College. They are wholly distinct from the Queen's Scholarships, which belong to each exhibitioner individually. (See Broad Sheet for Pupil Teachers.)

¶ Extract from Minute dated 10 July 1847:—"There are schools to which grants may be made though the managers object, on religious grounds, to make a report concerning the religious state of such schools."

* The rest of the School income must be derived from *School-pence*, unless a greater proportion than that stated above, or the whole, be derived from *voluntary contributions*. Their Lordships will, however, be disposed to receive and consider a special report in favour of any self-supporting School which may appear to merit admission, as an exception to this rule. No funds derived from any *permanent endowment*, whether local or general, can be taken into account, except during the life of the donor.

† If the Master and Mistress of a School are man and wife, or brother and sister, or father and daughter, living together, with a joint Salary, and each or one of them seeks a Grant of Augmentation, their joint Salary must be sufficient (upon a supposed division) to fulfil in *each* case the conditions of the Grant to which their *respective* Certificates entitle them; but the house or lodgings rent-free, or the money equivalent, will only have to be provided *once*, and may be reckoned indifferently as belonging to *both* or *either* of them

‡ These Grants will be made by Post Office Orders, payable to the Teachers themselves. They belong exclusively to the Teachers, not to the general funds of the School. Their Lordships cannot sanction corresponding reductions in the previous Salaries of the Teachers, even though more than sufficient to fulfil the conditions of the particular Grant.

§ Students in Normal Colleges are *classed*, at the end of each year of training, according to the result of the examination passed by them, but are not certificated. No Certificate of Merit is granted to a student, as a teacher, until he has been for two years in charge of *the same* Elementary School, and has been twice reported on, as the Teacher of it, by Her Majesty's Inspector. Whether he is to be entitled to a Certificate, and of what class, is determined by the tenor of those reports, and by the result of his examination previous to quitting the Normal College. If the first report be favourable, he is paid for the first year on the scale of the lowest class. If the second report be favourable, his Augmentation and class of Certificate is fixed for the next five years. After which interval, and so on from time to time, the Certificate and Augmentation will be open to revision, according to the character of the intermediate reports. The value of the Certificate, in the first instance, is not fixed higher than the first division of the third class, for any Student who has resided less than two years at a Normal College under Inspection.

Re-examination will not raise the value of a Certificate until the time comes for revising it at the end of the then current period of five years. If, at the end of that period, a teacher is found to have afforded evidence, not only of improved school-keeping, but also, of increased attainments, he will not fail to reap the benefit of such two-fold merit, and *vice versâ*; but in the meantime the result of the re-examination will be simply recorded.

** *A memorandum of full competency to give instruction in Drawing* will be recorded in favour of those candidates only who have successfully performed each of the five exercises enumerated below.

Teachers already holding Certificates of Merit may either attend the December (*in Scotland, June*) Examinations at the Normal Colleges before Her Majesty's Inspectors, in order to perform the exercises in Drawing, or they may make any arrangement which may be in their power for attendance at a Drawing School, in connexion with the Department of Science and Art, in order to be examined there.

Prizes consisting of books, materials, and instruments, calculated to be of use to the successful Candidates in their further progress, are given for each exercise. A certain liberty of choice is accorded to the candidates themselves, who, with the exercises, are furnished with a list of the prizes, from among which they mark on their own exercise the particular prize they would prefer to obtain for it, if successful.

Teachers conditionally entitled, as the holders of Certificates of Merit, to augmentation of salary, may receive, in addition to that augmentation, the following annual payments, according to the exercises which they may be registered as having passed in Drawing.

a. Freehand	£2	Memorandum of
b. Linear Geometry	1	full competency
c. Linear Perspective	1	to give instruction
d. Model and Object Drawing	1	in Drawing.

If it should be reported to the Committee of Council on Education that undue preference is given to Drawing over other necessary branches of elementary instruction, or that Drawing is not made conducive to good Writing, or that Drawing itself is not properly taught throughout the School, these payments will be liable to be withdrawn.

A Certificated or Registered Teacher with Apprentices, holding a Memorandum of full competency in Drawing, may (in addition to the sums mentioned in the last paragraph, and also in addition to the ordinary augmentation and gratuity) receive the sum of £1, for every Apprentice, up to a maximum of £3, who has been entirely instructed by the same teacher in Drawing, and whose annual progress in Drawing is satisfactory.

No Candidate who is required to pass the general examination before Her Majesty's Inspector, as for the end of the first year, may obtain a Memorandum of competency in Drawing for more than *two* of the branches enumerated above.

Candidates of the second year are not subject to the last preceding limitation.

Candidates will not be required to pass again any of the exercises for which (whether as Apprentices, Students, or Teachers,) they may have already obtained prizes; but each exercise as it is passed successfully, at whatever stage of their scholastic career, will be duly registered as so much gained towards the Memorandum of full competency in Drawing, and in the meantime will bear the corresponding value as soon as the candidate has become a Certificated Teacher.

REFORMATORY SCHOOLS.

MINUTE, dated 2 June 1856, offering *Grants* for promotion of Schools wherein Children of *Criminal and Abandoned Classes* may be reformed by *Industrial Training.*

At the Council Chamber, Whitehall, the 2nd day of June 1856.

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

THEIR Lordships resolved to continue the grants at present made in aid of field gardens and workshops *annexed to common elementary day schools*, but, as regards "ragged or reformatory schools," to cancel all existing Minutes, and to provide as follows (no school being admissible to aid under this Minute unless it be *industrial* in its character, and unless the scholars be taken exclusively from *the criminal or abandoned classes*):—

(1.) To pay half of the rent.

(2.) To pay one-third of the annual cost of tools and of raw material for labour.

(3.) To make grants towards the cost of books, maps, and apparatus, upon the same terms as to other schools.

(4.) In order to encourage the preparation of suitable schoolmasters for employment in these institutions, to grant the sum of 35*l.* to the treasurer of any reformatory school in respect of every person, qualified as next under mentioned, who shall have been boarded, lodged, and trained as a master in the reformatory school during a period of twelve months, viz.:—

(*a.*) All teachers of common elementary day schools holding certificates of merit, or registered.

(*b.*) All teachers of workhouse schools holding certificates of efficiency.

(*c.*) All students in normal colleges under inspection, who shall have resided therein not less than one year, and shall have successfully passed the examination at the end of the year before Her Majesty's Inspectors of schools.

Their Lordships also resolved to reimburse to the said treasurer any sum not exceeding 6*l.*, which it may have been found necessary to advance for the purpose of travelling or personal expenses to such persons in training.

The conditions of all such grants to be:—

(*a.*) That the reformatory contain at least forty inmates, and be sanctioned or certified by the Secretary of State, under the Acts 17 & 18 Vict., c. 74. and c. 86.

(*b.*) That Her Majesty's Inspectors of schools recommend the school, from year to year, as a suitable place, in in its character and arrangements, for receiving masters into training for reformatory schools.

(*c.*) That payment of the grant be made by quarterly instalments; and that the same certificates of good conduct be required from the principal of the institution, on behalf of each person in training, as are now required in the case of Queen's scholars.

(5.) To grant half of the salary agreed to be paid by the managers to every master and to every assistant master, in any ragged or reformatory school, in the following ratio :—

For any number of inmates not exceeding 25, 1 master;

Between 25 and 50, 1 master, 1 assistant.

An additional assistant to be allowable for every 25 additional inmates above 50; and an additional master (instead of an assistant) for the first 25 inmates after every 100; these allowances giving 1 master and 3 assistants as the ordinary staff for every 100 inmates.

Every master, if untrained, must be upwards of 25 years old, and every assistant upwards of 18 years old. Industrial instructors may be counted as assistants.

If the salary agreed by the managers to be paid to an assistant exceed half of that of a master in the same school, the excess will not be reckoned in calculating the sum to be reimbursed by the Committee of Council on Education.

Her Majesty's Inspectors of schools must report favourably, in each year for which the grant is paid, with especial reference to the following points :—

(*a.*) That the ability and character of the schoolmaster and assistants are satisfactory.

(*b.*) That habits of obedience, cleanliness, and order are enforced in the school.

(6.) To grant as capitation, upon every child (according to the number in average attendance during the year preceding the annual inspection) *who is not paid for by the Lords Commissioners of the Treasury, under the Act* 17 *&* 18 *Vict., c.* 86., the sum of 50*s.* per annum, provided that such child be fed at the school.

Circular to Her Majesty's Inspectors of Schools, explanatory of foregoing Minute, dated 2 *June* 1856, *relating to conditions of aid to Reformatory Schools.*

SIR, Education Department, July 1856.

Certified and uncertified reformatories.

I AM directed to bring under your notice the enclosed copy of a Minute, dated 2 June 1856, on reformatory schools.

The inspection of reformatories will be arranged upon the same plan as that of common elementary schools, *i.e.*, a certain month will be fixed for

the Inspector's visit, and all annual grants (*except those under Section 4 of the Minute*) will be paid for years ending at that date. The institutions to be inspected will fall into two classes. There will be—

1. Those institutions which are conducted upon a considerable scale, and which are recognized by the Secretary of State in pursuance of Acts of Parliament. But there will also be—
2. A large number of smaller institutions which now, under the names of asylums, homes, refuges, ragged schools, and the like, attempt, with varying degrees of completeness, to effect the object proposed by the Minute.

Both classes of institutions (the larger and the smaller) may share *equally* in the following forms of aid :—They may receive half the rent; one-third of the cost of tools, books, and raw materials of labour; one-half of the salaries; and an annual capitation-grant upon every child who is provided with food as well as instruction, and who is not otherwise paid for by the Treasury.

The larger and certified institutions will however enjoy *this further privilege*, that, they may receive candidates, from certain specified classes, for training as masters, and may be paid on their account such a sum as nearly corresponds to the allowance for a Queen's scholar in a normal college of the ordinary kind.

Candidates in training.

The system of examination and the course of instruction proper for an ordinary normal college would be unsuited to a reformatory. In abandoning, therefore, any such requisition, it has been an object to specify those classes of candidates who have given proof that they *already* possess a fair amount of intellectual acquirements, as well as some familiarity with the ordinary routine of school-keeping. The reception of such candidates into training will require no addition to the staff for their own instruction; occasional lectures, and examinations by the principal, will suffice to keep up their knowledge; and they will be useful assistants to the ordinary officers of the institution, at the same time that they are qualifying themselves for independent employment.

In accordance with this view, the allowance which, in the case of a Queen's scholar, is divided between his own bursary and the grant made to the college, for his examination at the end of each year, is in the present instance consolidated. Her Majesty's Inspectors, at their annual visits, will report upon the qualifications and ability of the candidates in training, but the candidates will not be further subjected to a general examination in the same manner as students in ordinary normal colleges.

As the number of institutions in which masters can be suitably trained is not likely to be large, the special payments allowable *under the fourth Section of the Minute* will be separated entirely from the rest which are to be issued on the annual report of the Inspectors.

Intellectual discipline as an instrument of reformation.

It is not supposed by their Lordships that the attainment implied by the definition of the classes from which the choice of candidates for training must be made constitute all that is wanted in a reformatory teacher. Their Lordships do consider, however, that there is a very close connexion between the peculiar qualifications of such a teacher and the attainments in question, *as means through which those qualifications may operate with increased effect.*

If intellectual instruction ought to occupy any place at all in the reformatory process, it ought to be good as far as it goes.

Criminal boys often possess sharpness and cunning, but this is a very different thing from acquiring a power of sustained attention and a methodical application of the mind. It is in the inculcation of these last-mentioned habits that intellectual discipline becomes identical with moral discipline of a high order. The humbleness of the form and the limited degree in which intellectual instruction may be imparted do not alter this truth, nor dispense with the necessity for an able teacher. In more than one reformatory which has been inspected, the intellectual instruction is not

only limited but bad. School-lessons should take their turn with hard bodily labour, but should never be allowed to supersede it as the staple of each reformatory institution.

Teachers employed in reformatories.

Grants under the fifth section of the Minute are *not* confined to those masters and assistants who have been trained, nor are they offered in the way of augmentation. The managers will receive half the sums which they return as the salaries agreed to be paid; but, so long as those salaries are paid, the grants may be carried to the general account of the school. Their Lordships reserve to themselves discretion to determine whether any particular salary, by its amount or otherwise, falls fairly within the scope of the Minute.

You will observe that the Government leaves the choice of teachers absolutely to the managers, interposing no test whatever, except the Inspector's annual report *upon certain specified points.*

According to the organization adopted in each reformatory, the *master*, for whose salary allowance is made, may or may not be the principal teacher in school. If he is not, the school-teacher may be counted among the *assistants* in claiming a grant, according to the number of instructors admissible under the Minute. The principal officer ought in all cases to be well enough instructed to be able to control, and to be responsible for, the work of the school-room.

The literary ability of a teacher may be regarded as sufficient if the Inspector is satisfied that the boys under his charge learn to read, write, and cipher, in such a manner as to acquire *the practical command of those arts in earning their bread and making their way in the world.* A boy who reads with difficulty and without intelligence, who writes imperfectly and spells ill, who cannot readily apply the rules of arithmetic to a common transaction of the shop or of wages, might as well, for most practical purposes, be unable to read, write, or cipher at all. You should apply this test rigorously in examining all such boys as are on the eve of leaving the school.

In the same way as to religious knowledge, you should endeavour to ascertain that the doctrines and maxims of Christianity are taught in such a manner as to be likely to become motives and rules of conduct.

In the same spirit you will bear in mind that no oral delivery of moral lessons can be so effective as that which results from daily practice. You will not, therefore, allow any general professions to weigh against the evidence which a school, or workshop, may present *in itself* of a want of order, obedience, and cleanliness. A disobedient, dirty, ill-conditioned lad is not to be talked out of those habits, but can only be cured by being obliged to live in daily and hourly contact with the practical opposites of them.

Inmates on whom capitation grant is allowed must be fed, not paid for by Treasury, and under twenty-one years of age.

With regard to the rule which confines the capitation grant to those children who are—

1. Fed, and
2. Not paid for by the Treasury,

the former test is adopted, because experience seems to show that, without the offer of food, the lowest part of the juvenile population cannot be reached by instruction, and because, while this circumstance renders ragged or reformatory schools more costly than others, it also serves to distinguish them broadly from common elementary day schools. You will be careful on all occasions to inquire and report whether the reformatory is *confined* to the most degraded class of children.

It has been known to happen that a ragged school, by the offer of food, has emptied a neighbouring day school, where the parents of the children were previously paying for their instruction; *such a result is an unmixed evil.* No positive rule can supply the place of personal vigilance and good faith, on the part of the managers, in guarding against such abuses. It is to be hoped that, if proper pains be taken to explain the nature of these schools, few decent parents, however poor, will be so wanting in honest pride as to be tempted to send their children to them. The relief of want should not be confounded with the remedy for vice and crime. The honest children of

honest parents should no more be brought to reformatories for education than to hospitals for food.

The Committee of Council considered to question whether lodging as well as food should be taken into account, and decided in the negative, except so far as the allowance towards rent may suffice to meet the cost of dormitories. There are many excellent institutions in which the inmates are not lodged; and in some others, where they are lodged, it would have been desirable to secure much more complete premises and arrangements for classification, before undertaking any such charge. You will carefully examine and report upon the day-rooms, dormitories, and offices, no less than the school-rooms and workshops, so as to form an opinion of the entire life of the inmates, and of the habits likely to result from it.

The capitation grant is not allowed on those children who are paid for by the Treasury, because the Act 17 & 18 Vict., cap. 86., sect. 3., enables the Lords of the Treasury to make a sufficient allowance for general care and maintenance in a single sum.

Their Lordships, following the analogy of the Act 17 & 18 Vict., cap. 86., sect. 2., have decided that no inmates of ragged or reformatory schools, who are above twenty-one years of age, are to be reckoned in calculating such allowances from the education grant as depend upon the number of inmates. Their Lordships do not regard it as advisable to associate persons who have reached mature years in crime with youths in one and the same reformatory.

My Lords intend, as a general rule, to refer those institutions in England and Wales which fall exclusively under the Minute of 2 June 1856 to such of Her Majesty's Inspectors as are charged with the inspection of Workhouse schools.

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

To Her Majesty's Inspector of Schools.

Further Circular to Her Majesty's Inspectors of Schools, explanatory of Minute dated 2 June 1856, *as regards aid towards payment of Rent for Reformatories.*

Sir, Education Department, 21 November 1856.

In continuation of the instructions with which you have already been furnished respecting the administration of the Minute dated 2 June 1856, for the promotion of reformatory schools, I am directed by the Committee of Council on Education to request your attention to certain questions which have arisen under that part of the Minute which offers an allowance equal to half the rent of the premises.

The Committee ruled that no grants should be made for building reformatories. The experimental state of the whole subject of preventive and reformatory discipline afforded a sufficient reason for not sinking large sums of public money at once in undertakings which might have to be abandoned.

The rent contemplated by the Minute is such as a *bonâ fide* tenant pays to a landlord, in the ordinary course of taking and letting a house. But, in the application of this principle, two cases occur which are not free from difficulty.

1. The proprietors of suitable premises allow them to be occupied as reformatories without exacting the rent which those same premises might otherwise be made to yield.

2. Premises have been acquired, and settled in permanent trust, for which, although no rent is paid, and no one has the right to claim any, nevertheless the occupation of them as reformatories represents from year to year a certain value, under one of those heads to which the Minute purports to appropriate assistance.

The difficulty felt in departing from the literal sense of the Minute consists in the fact that, while an actual rent will naturally be kept as low as the

managers can contrive to make it, an estimated or nominal rent will be subject to an opposite tendency, inasmuch as the proportion of it, which may be recovered under the Minute, is not part of any positive expenditure, but is simply so much added to the general funds.

The experience of this Department proves incontestably that neither managers, nor even professional surveyors, confine themselves to market value in making estimates under such circumstances. The charitable object is held to excuse a degree of laxity which it is very difficult to control by any official check.

Their Lordships, looking at all the circumstances of the case, and wishing to interpret the Minute as liberally as is consistent with a *bonâ fide* observance of the limitations which it imposes, have agreed to the following rules of practice:—

1. *Where the premises are* NOT *conveyed in trust*, the managers can only obtain the allowance for rent by showing that they are bound under some lease, or valid legal agreement, to pay a specific amount; that such amount is annually paid by the treasurer, and that it duly appears in his accounts.

My Lords would consider it to be a reason for not allowing half the rent that the lessor had entered into any binding agreement to return it, inasmuch as such a step would relieve the managers from those prudential considerations which might otherwise induce them to limit the amount, as long as the lessor was at liberty to change his mind, or as long as his interest was liable to pass into other hands.

What the lessor may choose to do with the rent which he receives from time to time is his own concern only.

2. *Where the premises* ARE *held in permanent trust*, and cannot become the subject of any claim for rent, no estimated allowance will be made. The Minutes of the Committee of Council have never been allowed to have a retrospective force. Those promoters of schools who built them before 1833 have not been relieved by the subsequent Parliamentary grants from any part of the outlay which they had incurred; nor have such as performed the same public work between 1833 and 1853 derived any benefit from the more ample grants which have been available since the latter date. The managers who have acquired a reformatory in absolute possession, and so cannot now obtain the allowance for rent, are in no worse position than the persons just named, and cannot be differently treated.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To Her Majesty's Inspector of Schools.

Form of Report, by Her Majesty's Inspectors, on Schools aided under the Minute of 2 June 1856.—IX. R.

N.B.—This form is to be filled up, as far as the middle of the 4th page, *before the arrival* of H. M. Inspector, and is to be delivered to him *on his arrival.*

REPORT ON REFORMATORY SCHOOL,

At _____, *in the County of* _____,
visited on the _____ *day of* _____ 185—, *by*
_____ *Her Majesty's Inspector.*
Visit due on the _____ *day of* _____ 185—.

1. *Premises.*
   a. Extent.
   b. Tenure.
   c. Rent (*amount, to whom paid, and whether under any lease or written agreement*).

2. *Establishment* (enter each person employed).

Name in full.	Age.	Date of Appointment.	Salary.	Specific		Engaged in instructing.	
				Duty. (If the same officer teach more than one branch of industry, enter the second, or other branch, in a separate line in this column, *as if the name had been repeated in the first column;* and similarly in the following columns.)	Qualification. (A certificate from some respectable gardener, agriculturist, or master-workman, &c., should be filed with the Report; or his signature, description, and address should be entered in this column as a voucher for the competency of every *industrial* instructor.)	Number of Persons.	Number of Hours per Week.
Principal* -							
Assistant* -							

3. Present number of inmates :—

	Males.	Females.	Total.
Between 10 and 16 years old -			
Over 16 years old - - -			
Between 16 and 21 years old -			
Over 21 years old - - -			
Total - -			

4. How many of the total are :—
   a. Fed, and *whether wholly, or in part?*
   b. Lodged?
   c. Clothed?
   d. Paid for by the Treasury, by order of the Secretary of State?

5. What, during the past year, has been the average number of *inmates fed in the Institution, and not paid for by the Treasury, by order of the Secretary of State?*

6. Fill up the following table (the accounts of successive years will be carefully examined to see that the dates are continuous) :—

H. M. Inspector is instructed not to allow estimates or approximations to appear in this account, but to require the last complete account which can be found, of whatever date. If no such account exists, the Inspector is to leave this table blank, and report to the fact.

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* If there has been a change of teacher during the year preceding the date fixed for the inspection, enter the name of *each* teacher, with the full annual *rate* of salary and other particulars opposite to it; and add, in a note, the exact date at which the former teacher *quitted* his charge.

Account for the Year ending _____ 185 .

Dr. Received.	£	s.	d.	Expended.	£	s.	d.	Cr.
By General Subscriptions -				On Maintenance—				
By Payment on account of particular inmates - { From private patrons - / From the Treasury by order of the Secretary of State for the Home Department				Rent - - - -				
				Food - - - -				
				Clothes and shoes - -				
				Lodging (such as furniture of day rooms or dormitories) - -				
				Sundries (specify if necessary) - - - -				
				Total - - -				
By Endowment - - -								
By produce of labour - -								
By other means (specify if necessary) - - - -				On Instruction—				
				Salaries - - - -				
				Raw materials - - -				
				Tools - - - -				
				Books, maps, and apparatus for school-room -				
The grants made by the Committee of Council, will in no case exceed the total on this side of the account, subject to explanation of the items.				Sundries (specify if necessary) - - - -				
				Total - - -				
Total - - £				Grand total - - £				

Balance (*if adverse, state how to be covered*) - - £_____

So much of the Committee of Council's Grant as goes to cover an adverse balance should be carried to the account *of that same year:* the surplus, if any, should be debited to the institution, and should appear as a *special* item in the receipts *of the following year.*

7. Are there any outstanding debts or claims beyond those of the current year?

8. Are accounts kept of each individual's work? and in what manner?

9. Schedule of Tools, or Raw Material for Labour, charged in the preceding Account; and of which *the vouchers must be shown to Her Majesty's Inspector on his visit.*

Description.	Quantity.	Cost of Lot.	By whom supplied.	Whether now in use.

10. What branches of *intellectual* instruction are taught, and for how many hours is each of those subjects taught per week. [*A copy of the Time-Table should be inserted beneath, with such Explanatory Notes as may be necessary.*

If the establishment has not been licensed by the Secretary of State, the following Certificate must be signed by two Justices of the Peace acting within the District.

We, the undersigned, being two of Her Majesty's Justices of the Peace for * _____ have satisfied ourselves through the police, and by other means, that the young persons received into this establishment have either been legally convicted of crime, or have been accustomed to begging and vagrancy†, not having any home or

* Name the district for which acting.

† The following description is taken from the Act 17 & 18 Vict., c. 74.

settled place of abode, or proper guardianship, and having no lawful or visible means of subsistence.

Signed this _____ *day of* _____ 185__

_____ *of* { _____

_____ *of* { _____

11. *Name (in full) and Address of Correspondent* _____
Name of most convenient Money Order Office _____

12. *Certificate to be signed by, or on behalf of, the Managers, in respect of every officer on behalf of whom an allowance is sought.*

We, the undersigned, being Managers of the _____ school, hereby certify that we have been satisfied with the character, conduct, and attention to duty of the above-named _____

during the year ending the _____ day of _____ 185 .

We also certify the several entries made in the foregoing pages to be correct.

(*Signed*) _____ } *Managers.*

13. *Remarks.*

[The Inspector, in addition to his general recommendation, will report specially (a) *wherein the* industrial *character of the institution consists*—(b) *what means are taken to* confine *admission to* young *persons of the* criminal or abandoned *classes*—(c) *whether the inmates learn effectually to read, write, and cipher*—(d) *whether it has been licensed or certified by the Secretary of State*—(e) *whether it is to be brought under the 4th Section, as well as under the other Sections, of the Minute of 2 June* 1856 *; and, in this last case, he will file a special Report herewith, having reference to the Minute of 2 June* 1856, § 4. *b.*]

(*Signed*) _____

Her Majesty's Inspector of Schools.

ELEMENTARY DRAWING.

At the Council Chamber, Whitehall, the 24th day of February 1857.

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

Read—A Minute by their Lordships, dated 26 January 1854, for the encouragement of Elementary Drawing ;—

Resolved—To cancel that Minute, and, in lieu thereof, to provide as follows :—

1. Pupil-teachers will be admitted to study and practise at any Drawing Schools in connexion with the Department of Science and Art, at a cost to themselves of only half the ordinary fees payable for instruction. (A.) Pupil-teachers.

2. Pupil-teachers, if attending such drawing Schools, will not be required to perform an exercise in Drawing at the annual examination of pupil-teachers before Her Majesty's Inspector, but will have another opportunity of being *examined in connexion with the Drawing School itself*, so as to obtain the prizes herein-after mentioned.

3. Pupil-teachers, if not attending such Drawing Schools, will have an opportunity of performing an *exercise in Drawing at the annual examination of pupil-teachers before Her Majesty's Inspector;* such exercise to be forwarded to the Committee of Council on Education, as part of the Inspector's Report, and, after revision in the Department of Science and Art, to be of the same effect in obtaining prizes as if it had been performed in connexion with the Drawing School pursuant to the last preceding paragraph.

4. Pupil-teachers, if not attending such Drawing Schools, but *permitted* (by arrangements between the managers of the schools in which they are apprenticed and the master of any such Drawing School) *to be annually examined there, instead of at the annual examination of pupil-teachers before Her Majesty's Inspector*, may obtain the same prizes as are offered in the two preceding paragraphs.

(B.) Students in training, Schoolmasters, and Schoolmistresses

5. *A memorandum of full competency to give instruction in Drawing* will be recorded in favour of those candidates only who have successfully performed each of the five exercises enumerated in the Schedule No. 1.

6. Drawing exercises will continue to form part of the general examinations, in December,* of candidates for certificates of merit.

7. Teachers already holding certificates of merit may either attend the December examinations at the training colleges before Her Majesty's Inspectors, in order to perform the exercises in Drawing, or they may make any arrangement which may be in their power for attendance at a Drawing School in connexion with the Department of Science and Art, in order to be examined there. Their exercises, whether worked at the December examinations or in connexion with the Drawing School, pass equally for revision to the Department of Science and Art; and it is matter of indifference whether the notice of success reaches the Committee of Council as part of the report upon the December examinations, or at any other time.

The payments mentioned in the following paragraphs are confined to certificated or registered teachers, and are independent of the prizes mentioned in Schedule No. 2.

8. Teachers conditionally entitled, as the holders of certificates of merit, to augmentation of salary, will receive, in

---

* In Scotland, June.

addition to such augmentation, the following annual payments, according to the exercises (*see Schedule No.* 1) which they may be registered as having passed in Drawing:—

a. Freehand (*first year*) - - - -	£2	Memorandum of full competency to give instruction in Drawing.
b. Linear geometry (*second year*) - -	1	
c. Linear perspective (*third year*) - -	1	
d. Model and object drawing (*fourth and fifth years*) - - - - -	1	

These several annual payments will be made *only as incident to* the augmentation grant, and will be subject, therefore, to all its condition.

Registered teachers in charge of apprentices will receive the same payments as incident (when allowed) to their gratuity for the special instruction of such apprentices.

If it should be reported to the Committee of Council on Education that undue preference were given to Drawing over other necessary branches of elementary instruction, or that Drawing were not made conducive to good writing, or that Drawing itself were not properly taught, these payments would be liable to be withdrawn.

9. If a certificated or registered teacher with apprentices hold a memorandum of full competency in Drawing, such teacher may (in addition to the sums mentioned in the last paragraph, and also in addition to the ordinary augmentation and gratuity) receive the sum of 1*l.* for every apprentice, up to a maximum of 3*l.*, who has been entirely instructed by such teacher in Drawing, and who satisfies the Department of Science and Art with his (or her) annual progress in exercises graduated according to the scale in Schedule No. 1. As to the time and place of examination in such cases, *see* paragraphs 2 and 3, *suprà*.

10. No student in training and no acting teacher, in those cases where they are respectively required to pass the general examination before Her Majesty's Inspector as for the end of the first year, may obtain a memorandum of competency in more than *two* of the branches enumerated in paragraph 8, at the same time.

Candidates (whether students or teachers) of the second year are not subject to the last preceding limitation.

11. Candidates (whether apprentices, students, or teachers) will not be required to pass again any of the exercises for which they may already have obtained prizes; but each exercise as it is passed successfully, at whatever stage of their scholastic career, will be duly registered as so much gained towards the memorandum of full competency mentioned in paragraph 8, and in the meantime will bear the corresponding

value as soon as the candidate has become a certificated or registered teacher.

SCHEDULE No. 1.

(C.) Exercises.

First Year.—Drawing freehand from flat examples.

Second Year.—Linear geometry by means of instruments.

Third Year.—Linear perspective by means of instruments, applied to geometrical figures, plane and solid.

Fourth Year.—Freehand drawing and shading from solid models.

Fifth Year.—Freehand drawing, and shading of natural forms and objects from memory.

SCHEDULE No. 2.

The prizes will consist of books, materials, and instruments calculated to be of use to the successful candidates in their further progress. A certain liberty of choice will be accorded to the candidates themselves, who, with the exercises, will be furnished with a list of the prizes, from among which they may mark upon their own exercise the particular prize they would prefer to obtain for it, if successful.

INFANT SCHOOLS.

At the Council Chamber, Whitehall, the 24th day of April 1857.

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

THEIR Lordships had under consideration the means of encouraging the special preparation of female teachers for infant schools, without thereby lowering the standard of attainment hitherto required from candidates for the office of teacher in girls' schools, or inducing the authorities of the training colleges under inspection to present those students principally for examination as teachers of infants who might appear to be the worst qualified to pass the examination prescribed for teachers of girls.

Resolved—To cancel the Minute dated 29 April 1854, and, in lieu thereof, to provide as follows:—

I. That no training college be admitted to the benefit of this Minute until Her Majesty's Inspector shall have reported, and their Lordships shall be satisfied, that it provides a separate and complete course of training for females intended to take charge of infant schools.

II. That the college authorities specify a maximum number, to be approved by my Lords, for the class in training for infant schools.

III. That Queen's scholarships of the second class be offered in the infant department to the following candidates; viz.:—

a. Pupil teachers who have been apprenticed to, and have satisfactorily completed their apprenticeship under, mistresses of infant schools.

b. Other candidates, not exceeding ten per cent. of the number specified under paragraph II., who must have completed the eighteenth year of their age, and must satisfy Her Majesty's Inspector that their manners and address are primâ facie suitable for dealing with very young children. Such other candidates must also show that they can—

1. Read an easy narrative with fluency, correct pronunciation, and intelligence.
2. Write simple sentences from dictation correctly.
3. Work easy sums correctly in the four first rules, simple and compound.

Her Majesty's Inspector will examine such other candidates at the training college *in January* of each year.

IV. That any ordinary female Queen's scholar, on entrance, be at liberty, with the consent of the college authorities, to join the class in training for infant schools, without prejudice to the value of her scholarship, but subject to the other consequences herein-after mentioned.

V. That students who are admitted by the college authorities, on payment of the usual fees or otherwise, into the class under training for infant schools, stand on the same footing as Queen's scholars in that class, as regards all the consequences herein-after mentioned.

VI. That the whole of the class under training for infant schools pass a special examination upon paper about *Michaelmas* in each year, according to the Schedule hereto annexed.

VII. That the papers worked be referred to the Inspector who is charged with inspecting the given training college.

VIII. That the Inspector attend at the training college, in the first week of *December* in each year, in order to report upon the skill exhibited by the same candidates in teaching and managing a portion of the model infant school in his presence.

The Inspector will also (at his discretion) examine each candidate orally, with special reference to the instruction of infants, in any of the subjects comprised in the written examination.

He will also hear the candidate read, and will note the correctness of her language in addressing children.

The candidate will also be expected to show, upon this occasion, such a knowledge of *Vocal Music* as will enable her to lead the infants in singing the ordinary hymns and school songs, and such a knowledge of *Drawing* as will enable her to illustrate Object Lessons on the black-board.

IX. That, after consideration of the Report of Her Majesty's Inspector, the candidates who appear to their Lordships to be qualified, and who have continued in the class under training for infant schools from the beginning of the year until after the Inspector's oral examination, be passed for service in infant schools only, and that grants be allowed on their account according to the following scale :—

CANDIDATES examined as Teachers in Infant Schools.

Grants.	First Class.	Second Class.
To the college - - -	£13 - - - -	£8;
To the candidate; while engaged in an infant school (only) under inspection.	Augmentation on the same terms as for other candidates of one year's training.	£8; and infant school under her charge may receive capitation grant pursuant to Minutes of 2 April 1853 and 26 January 1856.

Candidates admitted to the first class must (in addition to high merits in the peculiar qualifications of an infant school teacher) pass the written examination with credit. They will be allowed (in an infant school only) to receive pupil-teachers; but candidates in the second class will not be allowed to do so.

X. That no school be treated as an infant school in which there are children on the books of more than seven years old, or in which the instruction shall not be reported by Her Majesty's Inspector to be specially and exclusively adapted to children under that age.

XI. Teachers who were in charge of infant schools before the 29th of April 1854, and who have continued uninterruptedly in charge of such schools up to the time of their presenting themselves, may attend the examinations mentioned in paragraph VI.

The Minutes ordinarily applicable to annual grants from the Parliamentary Fund for Education apply (as a general rule) to grants under this Minute in all cases which are not otherwise provided for.

Schedule referred to in the foregoing Minute.

Written Exercises must be performed on the following subjects :—

1. *Holy Scriptures.*

One of the four Gospels, and the Acts of the Apostles.
Some historical portions of the Old Testament.
Church Catechism (*for Church of England Students*).

Additional for 1st Class.

One Epistle.

The Daily Morning and Evening Service (*for Church of England Students*).

In January of each year the portions of Scripture which are intended to form part of the examination will be specified.

2. *The Theory and Practice of Teaching Infants, and of Conducting an Infant School.*

3. *Lessons on Objects, Trades, Manufactures, and Domestic Economy.*

4. *Language.*

For 2nd Class.

Parts of Speech with Inflections.

For 1st Class.

Syntactical Parsing, Analysis of Sentences, and a simple Paraphrase.

5. *Penmanship.**

To write a specimen of the penmanship used in setting copies.

1. A line of large text hand. 2. A passage in small hand.

6. *Arithmetic.*

For 2nd Class.

First Four Rules, Simple and Compound, with Explanation of the Arithmetical Process in each case.

1st Class.

Practice, proportion, and Vulgar Fractions.

7. *Geography.*

1st Class only.

Europe and general outlines.

Map drawing, confined to British Isles and Palestine.

8. *Natural History.*

The human body. Common animals.

Common plants and minerals. Conditions affecting health.

9. *Sewing.*

Four hours will be devoted to the examination of the candidates in sewing and cutting out.

Evidence of the power of clearly and accurately presenting the first elements of knowledge to the minds of very young children will be especially required as a condition of success in the examinations.

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* Sir, Whitehall, 24 May 1854.

I am directed by Viscount Palmerston to request that you will submit to the Committee of Council on Education, for their consideration, that one great fault in the system of instruction in the schools of the country lies in the want of proper teaching in the art of writing. The great bulk of the lower and middle orders write hands too small and indistinct, and do not form their letters, or they sometimes form them by alternate broad and fine strokes, which make the words difficult to read. The handwriting which was generally practised in the early part and middle of the last century was far better than that now in common use; and Lord Palmerston would suggest that it would be very desirable that the attention of schoolmasters should be directed to this subject, and that their pupils should be taught to imitate broad printing rather than fine copper-plate engraving.

I am, &c.

To the Secretary of the Committee of Council on Education. (Signed) H. Waddington.

PENSION TO MR. THOMAS TATE, LATE MATHEMATICAL MASTER AT KNELLER HALL TRAINING COLLEGE.

(No. 1.)

Letter from Rev. F. Temple, late Principal of Kneller Hall.

SIR, 8, Royal Crescent, Notting Hill, 29 March 1856.

I HAVE to request that you will bring under the notice of the Lord President that part of his Lordship's orders supplementary to the Minute of the 12th of May 1855, which relates to the promise of a pension to Mr. Thomas Tate, late mathematical master at Kneller Hall. Since the closing of that institution Mr. Tate has been employed, with the sanction of the Lord President, in assisting me to revise the official lists of scientific apparatus. That task is nearly completed, and his employment in that capacity will soon be no longer needed.

Mr. Tate has spent six-and-twenty years in the work of education. He was first a lecturer to evening classes at Alnwick; then to scientific institutions at Newcastle and York; then for ten years he served as mathematical master in the Battersea training school; and, for the last six years, he has acted in the same capacity at Kneller Hall.

He has published nineteen scientific treatises, of which only one can be said to have no direct bearing on elementary education, while sixteen make elementary education their sole aim.

Both as an author and as a teacher he must be considered to stand quite at the head of his profession. Most of his books are either in universal use, or are only displaced by others which owe their existence to imitations of his method. His pupils have been eminently successful, and would ascribe most of their success to his instructions. He has devoted his whole energies to the discharge of his duties, and his ability has been even more than equalled by his zeal. It would be difficult to find any man who in proportion to his opportunities had done so much for education in this country.

His health has suffered from his unremitting labours, and, even if Kneller Hall had been maintained, he could not have retained his position there much longer. He is not now capable of undertaking any duties which would require that close and continuous attention which is absolutely necessary for success in teaching.

I believe that any tribute to his merits from the Committee of Council would not only be a just reward to a very faithful servant, but would give great satisfaction to the great body of schoolmasters, among whom he is well known and deservedly respected.

Mr. Tate is in his fiftieth year.

I have the honor to be, &c.

To the Secretary of the Committee of Council on Education. (Signed) F. TEMPLE.

(No. 2.)

Observations by Rev. Canon Moseley, late one of Her Majesty's Inspectors of Schools, upon foregoing Letter.

I AGREE with Mr. Temple that any public ackowledgment which the Committee of Council may make of the merits of Mr. Tate, and of his services to the cause of education, would not only be a just reward to a very faithful servant, but would be accepted with gratitude by the great body of the elementary schoolmasters of this country, as a tribute to the honesty, the ability, and the fidelity of one whom they are accustomed to place at the head of their profession. Of the numerous useful works on education published by Mr. Tate, there are two the influence of which on elementary teaching has been remarkable. The one is his arithmetic, in which he first, of all the authors who have attempted it in England, succeeded in making arithmetic the "Logic of the People," by giving for the *rules* of arithmetic such *reasons* as it was possible to teach to poor children; and the other is his "Exercises in Mechanics," in which he first taught, under a popular form,

how by the common rules of arithmetic, and by geometrical construction with the scale and compasses, calculations in mechanics of great practical value may be made by persons who have no knowledge of mathematics. I have known him since he first became the lecturer in a training school, and I cannot but feel how immense the influence has been, not only of his writings or his labours as a teacher, but, of his *character* as a self-dedicated man, who has always thought first of his work and last of himself, and who by his fidelity, and his zeal and industry, offered to those under his care the model of that character of the teacher which it was his object to form in them.

(Signed) HENRY MOSELEY.

(No. 3.)

Letter to Mr. Thomas Tate.

SIR, Education Department, 17 April 1856.

THE Lord President directs me to inform you that he has advised the Committee of Council to award you an annual pension of 120*l.* (one hundred and twenty pounds) out of the Grant annually voted by Parliament for Education, in pursuance of the Minutes of 21 December 1846, whereby the general conditions of pensions to teachers are specified, and of 12 May 1855, relating to the discontinuance of the establishment at Kneller Hall.*

The Lord President believes that he cannot cause the grant of this pension to be announced to you in language that will be more gratifying to you than by making you acquainted with the terms in which Canon Moseley and the Rev. Frederick Temple have recommended it. I accordingly enclose copies of Mr. Temple's letter, and of Canon Moseley's memorandum thereon.

The Lord President will direct this correspondence to be entered on the Minutes of the Committee of Council, and to be printed in the annual volume.

Your pension will begin to run, in lieu of your salary as first assistant master, from the day on which Mr. Temple reports that you have concluded your labours with him in revising the Apparatus List.

The pension will be payable quarterly, in such manner as may be most convenient to you when you have determined on your residence.

I have the honor to be, &c.

Mr. Thomas Tate, Hounslow. (Signed) R. R. W. LINGEN.

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* By a Minute of the Committee of Council on Education, dated 12 May 1855, it was referred (*inter alia*) to the Lord President to make equitable arrangements in respect of the students and officers of the establishment then about to be closed.

By certain supplementary regulations founded upon that Minute, the Lord President ordered that the first assistant master (Mr. Tate) should be pensioned under the Minute of the 21st of December 1846, as a special case.

Extract from Minute dated 21 December 1856 :—

Retiring Pensions to Schooolmasters and Schoolmistresses for long and efficient Services :—

" That a retiring pension may be granted by the Committee of Council to any schoolmaster or schoolmistress who shall be rendered incapable by age or infirmity of continuing to teach a school efficiently.

" Provided that no such pension shall be granted to any schoolmaster or schoolmistress who shall not have conducted a *normal* or elementary school for fifteen years, during seven at least of which such school shall have been under inspection.

" That in all cases of application for pensions a report shall be required from the inspector, and from the trustees and managers of the schools, as to the character and conduct of the applicants, and the manner in which the education of the pupils under their charge has been carried on.

" The amount of the pension shall be determined according to such report, but shall in no case exceed two thirds of the average amount of the salary and emoluments annually received by the applicant during the period that the school has been under inspection.

" A Minute of the grant of every such pension, and of the grounds on which it has been awarded, shall be published in their Lordships' Minutes."

INSTRUCTIONS TO INSPECTORS, &c.

PUPIL TEACHERS.

Circular to Her Majesty's Inspectors of Schools, as to Relations between apprenticed Pupil-Teachers and School Managers.

SIR, Education Department, 9 April 1856.

Pupil-teachers' subjection to Managers.

THE Committee of Council has repeatedly announced, in the most express and emphatic terms, that their Lordships do not interfere with the management of schools, and that pupil-teachers do not differ, in the degree of their subjection to the managers, from other scholars.

Their Lordships are not parties to the indentures of apprenticeship, but the whole engagement, with all its consequences, rests entirely between the managers, the teachers, and the apprentices.

The Lord President considers the action of the Committee of Council to be limited to ascertaining at the end of each year:—

1. Whether the school is in the prescribed state of efficiency.
2. Whether the apprentices pass the prescribed examination.
3. Whether they and their teachers produce the prescribed certificates of good conduct and attention to duty.
4. Whether, on a review of these particulars, certain grants are to be allowed.

My Lords refuse absolutely to entertain questions upon the details of management in the course of each year. If their Lordships were seriously dissatisfied they might refuse to admit additional apprentices, but they do not assume the decision of any particular case.

This general policy of the department is applied to Her Majesty's Inspectors by the earliest of the Minutes (24 September 1839) on the subject of inspection; and the Lord President wishes it to continue to be strictly observed.

The school of C.D. at E.F. is founded by a deed bearing date ———— 1847, and the management of the school (including expressly the selection, appointment, and dismissal of the schoolmaster and schoolmistress and their assistants) is thereby vested in ————.

To this body the decision of any question between the pupil-teachers and the master and mistress belongs, and neither the Committee of Council nor Her Majesty's Inspector has any right to review such decision.*

I have the honor to be, &c.

To Her Majesty's Inspector of Schools. (Signed) R. R. W. LINGEN.

Circular to Her Majesty's Inspectors of Schools, as to Time and Place for special Instruction of Apprentices out of School Hours.

SIR, Education Department, 14 March 1857.

Special instruction of pupil-teachers.

THE answers made to the questions marked in the enclosed paper on school management by the candidates for Queen's scholarships, who were examined before Her Majesty's Inspectors in December last, suggest that *the special instruction of the pupil-teachers out of school hours* is very greatly neglected.

The managers appear never, or rarely, to be present; the most common hours selected for the purpose are either between the morning and afternoon school, or at the end of the school-day; the place is not unfrequently the

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* *See* Minutes of 1850–1, vol. 1, page xciii.

school-room, during times when it is being swept or cleaned, or while other children are dining or playing in it.

It would be worse than useless to attempt to regulate such details by official rules. The annual examination is the real safeguard for the result, and the means must be left, in the main, to the persons whom they most concern.

Nevertheless, it is important, both as matter of justice to the pupil-teachers themselves, and in order to conciliate the confidence of the class from which which they are drawn to the service, that the comfort and progress of the apprentices should be promoted by sensible and considerate arrangements.

The evils complained of result much more frequently from want of care and thoughtfulness than from deliberate motives.

I am, therefore, to request that you will take advantage of every convenient occasion to inform yourself respecting the actual practice in instructing the pupil-teachers out of school hours in each school which you visit. You should make a point of ascertaining what sort of instruction is given, *e.g.*, whether by hearing lessons, reading text-books together, looking over exercises, taking down notes, or making abstracts from books or from oral teaching; at what hours, in what place, and whether regularly.

It would be very desirable that you should note, under Remarks in page 2 of the Form No. X., any particulars of this kind deserving special notice.

In the annual reports also it is equally desirable that Her Majesty's Inspectors should digest, and specially comment upon, such facts.

The managers of schools should be urged to require *that a time be fixed* for the special instruction of the apprentices, and they should be reminded of the advantages of fixing this time (whenever possible) before the breakfast hour, or, if that cannot be managed, then at any hour rather than in the middle of the day.

In recommending apprentices for engagement, it is important for you to remember that the *distance of their homes* has a serious bearing upon their proper instruction out of school hours, and that a single apprentice may, from this cause, derange the instruction of a whole staff.

The most convenient time which circumstances permit being fixed for the lessons, *the managers should be urged to attend in person*, from time to time, without previous notice, to see that the arrangement is faithfully executed.

The Government has a right to expect that the large grants that are made from the Parliamentary fund will be turned to account by the necessary personal co-operation. Where such co-operation is not given, or continues to be insufficiently given, a reason exists for withdrawing public assistance from which no fruit can be expected.

You cannot too strongly insist, both with school managers and with school teachers, upon the instructions No. 3, page 19, in the Minutes of 1855–6.

My Lords look to your own personal communications, and to your own personal influence, as the means whereby improvement in these respects may be best effected. Beyond judging of the examination, and of the certificates, the Government cannot act directly. The abuses which there is reason to apprehend exist, notwithstanding these safeguards, can only be remedied by awakening the attention of managers and teachers to their duty.

I have the honor to be, &c.

(Signed) R. R. W. Lingen.

To Her Majesty's Inspectors of Schools.

CAPITATION GRANTS.

Circular to Her Majesty's Inspectors of Schools, relating to Half-time System of School Attendance as a condition of Capitation Grants.

Sir, Education Department, 21 June 1856.

I am directed by the Lord President, in consequence of representations which have been made to his Lordship, to direct your particular attention to the last paragraph in the Minute of 29 April 1854, whereby Half-time system.

provision is made for recognising a system of half-time in schools aided under the Minute of 2 April 1853, by accepting 88 instead of 176 whole days of attendance, as the condition of a capitation grant for boys over ten years of age who are instructed by a certificated schoolmaster, and who continue their schooling, after the commencement of labour, by some regulated alternation of lessons and of work.

The proprietor of a school, in which the system recommended by the Minute has been tried with fair promise of success, writes to the Lord President to state that the Inspector finds no other instance of the same kind in his whole district, and that, at a recent meeting of clergy and schoolmasters at the diocesan training college, not one person was found, beside the master of this particular school, who had any knowledge of the true meaning of the Minute. Such of the gentlemen present as had heard of the Minute at all took it to be a mere modification of the system of industrial schools, but did not understand that "ordinary labour" meant *labour away from the school under the common kind of employers.* It is this circumstance which characterizes the Minute, and my Lords had thought that the mention of "half-time" could not fail to convey the intended meaning.

You will find the question further illustrated in the Minutes of 1855–6, pp. 35–6.

The point becomes of greater importance now that the capitation grants are extended to the whole country. By the original Minute of 2 April 1853, "the children attending factories and printworks under any Statute were to be counted as fulfilling the condition of capitation grants, if they complied with the requirements of the particular Acts," and the Minute of 29 April 1854 must now be taken to be supplementary to those Acts, not only as heretofore, in the rural districts, but, in all parts of Great Britain whatever.

The Lord President wishes you to take pains to make the scope of this Minute known. The experiment requires personal address and activity on the part of the managers of schools, in conciliating and settling terms with the employers of labour; but, in the way of expense for material appliances, it costs nothing,—therein contrasting very favourably with the system of school farms and workshops; while, further, it affords the advantage of that truth and reality in industrial training which the arrangements of a school may imitate, but, can never accomplish in the same degree as actual work for wages.

The Lord President watches with much interest the result of putting this Minute in operation.

I have the honor to be, &c.

To Her Majesty's Inspector of Schools. (Signed) R. R. W. Lingen.

CERTIFICATED TEACHERS.

Circular to Her Majesty's Inspectors of Schools, as to Engagement of Teachers direct from Training Colleges at Christmas, though School-year may not end in December or January.

Sir, Education Department, 14 August 1856.

Engagement of teachers from training colleges.

I am directed to request your attention to the enclosed copy* of a notice, which is forwarded with every indenture from this Office, for the apprenticeship of a pupil-teacher.

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* Committee of Council on Education, June 1855.

The teacher is requested to take notice, before executing this indenture, that the annual gratuities offered by the Minutes of the Committee of Council on Education, for the instruction of this apprentice, will be paid on the same terms as the grants in augmentation of the salaries of certificated teachers, that is, they well be considered to be due for whole years only, and no fractional parts of them well be paid to any teacher who voluntarily quits the charge of this apprentice before the end of each year in respect of which such gratuities are severally due.

It has been found by experience that the pupil-teachers require to be protected by such a guarantee for their continuous instruction.

The years in respect of which the gratuities mentioned in the notice are severally due end according to the month fixed for the inspection of each school. Thus, if August be the month fixed for the inspection of a school, all annual grants to that school are paid for years ending 31 July inclusive.

It has been represented to my Lords by persons of experience in the management of schools under inspection, that, however useful this rule may be in securing the instruction of pupil-teachers from interruption between one examination and another, and generally in discouraging the excessive fluctuation of teachers from school to school, nevertheless, the rule does not accord with the date at which the greatest number of new teachers becomes annually available for the supply of vacancies.

This latter date is necessarily fixed by the Christmas examinations held at the several training colleges under inspection, in order to pass students for the end of their first or second years of residence, as a preliminary to their becoming certificated teachers.

It would not be true to say that certificated teachers can only be procured at this one particular time, because a glance at the advertisement sheets of any of the periodicals on education suffices to show that such teachers are always to be obtained. Undoubtedly, however, the supply is greater soon after the general examinations; and, as often as the managers of schools are willing to take advantage of this supply, they should meet with nothing to discourage them in doing so.

If the managers of a school in receipt of annual grants for years ending (say) in August agree with their teacher to leave immediately before the Christmas holidays; and if they also agree with a duly qualified successor to take his place from one of the training colleges under inspection immediately after those same holidays; my Lords will allow a proportionate augmentation and a proportionate gratuity to the outgoing teacher for his services from August to the end of the month in which he leaves the school.

My Lords would not consider any successor to be duly trained who had not already passed his or her examination for the end of the first year. As the result of each Christmas examination cannot be known much before Easter, the relaxation may include all students who, on the previous occasion, had passed for the end of the first year; but it will not include such students as may then be sitting for the end of the first year, and who are not yet sure of obtaining the preliminary qualification for any certificate whatever. In addition to this reason, it is not desirable to encourage students to leave college at the end of their first year.

The relaxation is limited to those cases in which the successor comes direct from a training college after the Christmas examination, and assumes the charge of an elementary school without any interval after its ordinary Christmas holidays.

The proportionate payment is to be considered an exception to the general rule, and each case must be made the subject of a special application by the managers. If the application be entertained, the correspondent will be directed to enter the particulars in the usual part of the Form IX. when he receives it from you, previous to your visit of inspection, and to bring the subject specially under your notice at the time. The proportionate grant will be allowed on your report, together with the other payments due to the school.

A copy of this circular has been sent to each of the training colleges under inspection.*

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

To Her Majesty's Inspector of Schools.

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* In *Scotland* the annual examinations of candidates for certificates of merit are held in *June;* and, in applying this circular to that part of Great Britain, the dates must be read *mutatis mutandis.*

COLLECTIVE EXAMINATIONS.

Extract from Instructions to Her Majesty's Inspectors of Schools, dated 5 December 1856, as to surreptitious Copying at Examinations.

Penalty for surreptitious copying.

"I AM to request that you will peruse the Minutes of 1851–2, vol. 1, pp. 119–124, and that, on the first occasion of meeting the candidates, you will explain the purport of that correspondence, dwelling on the fact that the penalty applies equally to those who give or receive clandestine assistance.

"My Lords have received information which leads them to think that instances of copying and of unfair assistance (by the introduction of books, and by application to other candidates), during the examinations for certificates of merit, have not been so uncommon as they would willingly have supposed.

"You will state, therefore, in addition to the caution which you have already been directed to communicate, that proved complicity of any kind or degree whatever, in dishonest conduct of this description, will be visited with the same penalty as the direct form of the offence.

"You should call upon the candidates to co-operate with you in exposing any such instances of fraud.

"You will also be good enough to explain to them that, as all the papers on the same subject are read over together, there is little or no chance that delinquency of this kind will escape detection.

"You will, at the end of the examination, transmit a list of names, in the *order of sitting*. Such a list is often wanted in deciding upon cases of copying. This also you should explain.

"The penalty (three years exclusion from any recognition by the Committee of Council) will be inflicted with the same uniformity as heretofore. It has never yet in a single instance been waived or remitted, nor will it be so in such cases as may for the future occur.

"Several embarrassing questions have arisen with regard to matter written upon blotting-paper. In cases where the presumption of fraud has been strong (*e. g.* where the fifth proposition from the first book of Euclid has been found written on the blotting-paper in pencil), the candidate has urged that he had written out the proposition in this manner in the course of practising himself before the examination, and that he had never thought of it in bringing the blotting-paper with him.

"However improbable this and similar tales may be, it is next to impossible for a department which is administrative only, and which has no pretence to be judicial, to act penally upon any evidence short of such as enforces confession of the fact. The remedy, therefore, must be sought in prevention.

"A supply of blotting-paper is always provided among your stationery, and you will be good enough to give a sheet of it to each candidate at the commencement of the examination, for use during the whole of it. You will inform him that he must *leave this* blotting-paper in his place at the end of each sitting, and that he must *bring none other* into the room. You will strictly forbid the use of blotting-paper for rough drafts, or for any writing thereon whatever, under pain of immediate expulsion. Proper paper for making rough drafts (a practice by no means to be encouraged) is provided for those who require it in your supply of stationery."

DISQUALIFICATION FOR TEACHERS.

Circular to Her Majesty's Inspectors of Schools, as to Physical Disqualification in Candidates for Office of Teacher.

SIR, Education Department, 13 January 1857.

Physical disqualification for office of teacher.

I AM directed to request your attention to the words marked in the enclosed form (No. XX.), and to the corresponding rule, which has always been acted upon in the case of candidates for apprenticeship as pupil-teachers (*vide Pupil-teachers' Broad Sheet.*)

My Lords had been under the impression that the rule was understood to apply to *all candidates* for the office of teacher in elementary schools for the poor; but, as instances have occurred to show that this understanding has not always been acted upon in the admission of *students into training*, and as the recent Minute of the 2nd of June 1856 renders it likely that a much larger class of students than heretofore will be drawn from candidates who have not been pupil-teachers, it becomes of importance to leave no room for doubt as to the application of the rule.

Their Lordships consider it of the highest importance not to exhibit the office of schoolmaster to the labouring classes as one marked out for those who are disqualified for other employments.

My Lords regard this general reason as paramount over that consideration which, in many other employments, naturally and properly overlooks bodily defects in combination with great abilities and attainments. The class of teachers, however, in schools such as those under inspection, have objects to fulfil and duties to perform beyond those of mere scholars, however accomplished and interesting; and it is, moreover, quite certain that admissions (if the rule were once relaxed) could not be confined to persons of more than average attainments, but would result in the abandonment of most of the importance which is now attached to physical qualifications.

Such few exceptions as have been admitted in the administration of the Minutes of the Committee of Council had either escaped attention until they could not be excluded without injury to individuals, or else had the justification of long service on the part of the applicants.

Henceforth Queen's scholarships will not be awarded to, nor grants at the end of the year allowed for, students admitted after this notice, *who would not have been eligible as pupil-teachers under the rule to which your attention is directed.*

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

To Her Majesty's Inspector of Schools.

Extract from Form XX. *annexed to foregoing Circular.*

Report on Qualifications of Candidates for Certificates of Merit.

Instruction of a Class in the Presence of the Inspector.

Candidate's health (apparent).
Height (apparent).
Physical strength (apparent).
Manner.
Energy as a teacher.
Whether free from lameness?
Whether has lost any limb?

Her Majesty's Inspector of Schools.

Extract from Broad Sheet referred to in foregoing Circular.

"Candidates must not be subject to any bodily infirmity likely to impair their usefulness as Pupil-teachers.

"Their Lordships have decided that the following interpretations are to be put upon this condition:—A constitutional infirmity, such as scrofula, fits, asthma, deafness, great imperfections of the sight or voice, the loss of an eye from constitutional disease, or the loss of an arm or leg, or the permanent disability of either arm or leg, curvature of the spine, or an hereditary tendency to insanity, are to be regarded as positive disqualifications."

CORRESPONDENCE, &c.

MANAGEMENT.

As to Right of Management over Schools.

Extract:—

"In reply to your letter, I am directed to inform you that the Committee of Council on Education never interferes with the management of schools which are in operation.

"If a school be legally secured in trust, the rights of every one connected with it depend upon the deed of foundation. If a school be not legally secured in trust, the owner of the building can prescribe what terms he pleases to those whom he allows to come upon the property.

"As apart from one or other of these sources of authority, neither the clergyman of the parish nor the schoolmaster has any right in the school definable *ex officio*.

"The question simply is—who are the trustees, managers, or proprietors? The decision rests with them."

QUEEN'S SCHOLARS.

As to Dismissal of Queen's Scholars from Training Colleges.

"The admission and dismissal of every individual student, whether a Queen's scholar or not, rests exclusively with the college authorities.

"The Committee of Council requires that the reasons for dismissing a Queen's scholar should be stated, not for the purpose of interfering with that particular case, but, as part of the data upon which, in connexion with the reports of Her Majesty's Inspectors. Their Lordships satisfy themselves, from year to year, that each particular college is sufficiently well suited for the reception of students who are to be trained for the office of schoolmaster at the public expense."

CAPITATION GRANTS.

(No. 1.)

Calculation of School Fees in fulfilling Condition No. 3 in Minute of 2 April 1853.

Extract:—

"When several children of the same family are admitted at different fees, the sum total of the fees may be divided by the number of the children, to give what may be considered the fee paid for each child."

(No. 2.)

As to Rule for removing Names from School Registers.

Sir, Education Department, 3 May 1856.

In reply to your letter, I am directed to inform you that my Lords do not found the award of any grants upon the number of scholars returned as upon the register.

Nevertheless, the point to which you have adverted is one of considerable importance in regard to the general statistics of education.

The number of scholars returned by the Registrar-General as *on the books* of day-schools in England and Wales is 2,144,378, but the number found

present, on 31 March 1851, was only 1,786,324. All the per-centages, however, of scholars to population are calculated on the former number, and the fact which you mention, respecting the different calculations adopted in your own and the next adjoining parish, shows how large a margin there is for uncertainty.

My Lords think the form which you recommend highly useful to be kept, but they are obliged to proceed with caution in adding to the heads under which official returns are called for; the subject of school accounts being at present new, and the persons who have to make them being charged with many other onerous duties.

With regard to the removal of a child's name from the register, the following plan might answer most practical purposes:—

The principal teacher, on entering a new name in the admission register, should always call for the class-register on which the child is to be borne, and should enter the name therein himself.

The class-registers should all be delivered to the principal teacher of the afternoon school on Friday, in order that he may make up from them his own summaries of the whole school.

If any child has been absent during the whole of the week, inquiry should be made of the parents, and, if an intention appears of discontinuing the child's attendance, the name should be removed. It appears to my Lords to be impossible to define generally what would be the proof of such an intention. In each instance it would probably be apparent enough whether the parents considered the schooling practically over, or meant to go on with it, and the name should be retained or cancelled accordingly. My Lords do not think that any name should be borne on the register more than a fortnight *without inquiry* as to the cause of absence, nor more than two months (under any circumstances whatever) *without actual attendance*. After such an interval, or after a formal withdrawal, a child should be entered afresh if he returns to school.

I am directed to thank you for your communication, which will be borne in mind.

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

(No. 3.)

Teachers' Participation in Capitation Grant.

Sir, Education Department, 22 January 1857.

I am directed to inform you, in reply to your letter of the 20th instant, that the grants commonly known as capitation grants belong to the managers.

Individual teachers have no claim whatever upon the capitation grants, as distinguished from any other money in the hands of the managers.

At the same time my Lords would not disapprove of an arrangement whereby the teacher was given some interest in obtaining the capitation grant, *e.g.*, a per-centage upon it in addition to the salary otherwise assured to him. Any such plan, however, both in principle and detail, rests exclusively upon the discretion of the managers.

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

MIDDLE SCHOOLS.

*Education Grant not applicable to Schools for Middle Classes.**

SIR, Education Department, 13 June 1856.

I HAVE submitted your letter of the 12th ultimo to the Lord President of the Council.

His Lordship thinks you will agree with him that the labouring classes who are dependent upon ordinary wages, and who do not employ capital, are the primary objects to be considered in the administration of the Parliamentary grant for education, and that, as a necessary consequence from this principle, no school ought to share in that grant to which by the terms, pecuniary or other, of admission, those same classes have not practically the means of sending their children.

With regard to that class which, as small farmers, small shopkeepers, small tradesmen of whatever kind above the class of journeymen, or lastly, as foremen and highly skilled artisans, forms the stratum of society next above the labourers, properly so called, the Lord President is not of opinion that the education of their children should be separated from that of the children of the labourers by any act on the part of the State.

There is no subject of instruction proper for the children of this lower middle class to learn from which the children of the labourers ought to be excluded, provided the parents of the latter are able and willing to keep them long enough at school. It is in this latter respect, duration of attendance, and not in a separate order of schools, that the children of the lower middle class should be taught to look for the maintenance of their advantages in the future competition of life.

The Lord President thinks that a system of secondary schools might with great advantage be added to the present system of primary schools, in all those localities where schools of the latter kind are sufficiently large, or sufficiently numerous to afford a supply of children who have mastered the common elements of instruction, and are prepared to proceed with more specific studies. Schools of this secondary kind are beginning to be established in different parts of the country under the name of Trade Schools, the instruction being generally directed towards the application of science to productive industry.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

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* *Vide* Correspondence in Minutes of 1852–3, p. 61.

NOTICES, &c.

EDUCATIONAL MUSEUM,

Under the Charge of the Lords of the Committee of Privy Council on Education; Cromwell Road, South Kensington.

1. To aid all classes of the public in carrying out the work of National education, and especially those engaged in teaching, the Lords of the Committee of Privy Council on Education have arranged to establish at the new buildings at South Kensington, a Museum which will exhibit under a proper classification all important books, diagrams, illustrations, and apparatus connected with education, already in use or which may be published from time to time, either at home or abroad.

2. It is proposed that the Museum shall be opened to the public next spring. The public will be admitted free to the museum as a public exhibition on certain days of the week; and on other days, which will be reserved for students, opportunity will be given to examine and consult the objects.

3. The objects exhibited at St. Martin's Hall in 1854, which were presented to the Society of Arts, and by that Society given to the Education Board in order to found a museum, will form part of the Educational Museum. The producers of apparatus, books, diagrams, maps, &c., used in teaching will have the privilege—subject to certain regulations—of placing their publications and productions in the Museum, and thus making them known to the public. A catalogue will be prepared which will contain the price lists which exhibitors may furnish for insertion.

4. The books and objects will be grouped under the following divisions:—

1. School buildings and fittings, forms, desks, slates, plans, models, &c.
2. General education, including:—
   - *a.* Reading.
   - *b.* Writing.
   - *c.* Grammar.
   - *d.* Arithmetic.
   - *e.* Mathematics.
   - *f.* Foreign languages.
   - *g.* Histories.
3. Drawing and the fine arts.
4. Music.
5. Household economy.
6. Geography and astronomy.
7. Natural history.
8. Chemistry.
9. Physics.
10. Mechanics.
11. Apparatus for teaching the blind and the deaf and dumb.

5. In organizing the Museum, the Committee of Privy Council on Education hope to have the co-operation of all who are interested in the object.

All communications relating to Museum may be adressed to the Secretary of the Department of Science and Art, Cromwell Road, South Kensington, care of Mr. Richard Thompson, Superintendent of the Museum.

Regulations for the Guidance of Contributors to the Educational Museum.

Cromwell Gardens, South Kensington,
2 February 1857.

1. The Museum will be open free to the public, on Mondays, Tuesdays, and Saturdays; and on Wednesdays, Thursdays, and Fridays, to students and the public generally, on payment of 6*d.* each, or a subscription of ten shilling a year or five shillings a quarter, payable in advance.

2. Contributions forwarded for exhibition will be classified and arranged by the officers of the Musuem.

3. Exhibitors will be requested to attach descriptive labels giving the names, uses, &c., to their contributions; the size and form of such label to be hereafter determined.

4. It is desirable that the usual retail price should be distinctly marked on all articles sent for exhibition.

5. As it is the wish of the Committee of Privy Council on Education, and the evident interest of exhibitors, that the Museum should at all times represent the then existing state of educational appliances, every facility will be given for the introduction of new inventions, books, diagrams, &c., relative to education.

6. Books, and other educational appliances out of date, or the utility of which may have been superseded, or articles that may have become injured, may be removed or replaced at the option of the exhibitor.

7. To prevent confusion, and the possibility of articles being removed by persons not properly authorized by the exhibitor, due notice in writing of the intention to remove articles must be given, and no book or object is to be removed until it has been exhibited at least twelve months.

8. In order to protect the property of exhibitors, no article will be allowed to be removed from the Museum without a written authority from the superintendent.

9. On Wednesdays, Thursdays, and Fridays, the books and other objects in the Museum will be open to students and to the public, for inspection and study, under such regulations as are usually found convenient in a public library.

10. A catalogue will from time to time be published, so so as to keep pace as much as possible with the additions to the Museum, and the withdrawals from it.

Notification of New Appointments.

VICE-PRESIDENT OF EDUCATION COMMITTEE.

(Copied from London Gazette of 6 February 1857.)

Whitehall, February 5, 1857;

The Queen has been pleased to appoint the Right Honorable *William Francis Cowper*, to be Vice-President of the Committee of Council on Education.

INSPECTORS OF SCHOOLS.

(Copied from London Gazette of 29 July 1856.)

At the Court at Osborne House, Isle of Wight, the 28th day of July 1856;

Present—

The Queen's most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, upon a representation of the Right Honorable the Lords of the Committee of Council on Education, to appoint the Reverend *Robert Edgar Hughes*, M.A., Fellow and Tutor of Magdalene College, Cambridge, to be one of Her Majesty's Assistant Inspectors of Schools.

(Copied from London Gazette of 27 February 1857.)

At the Court at Windsor Castle, the 7th day of February 1857;

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, upon a representation of the Right Honorable the Lords of the Committee of Council on Education, to appoint the Reverend *Thomas Wetherhead Sharpe*, M.A., Fellow of Christ's College, Cambridge, to be one of Her Majesty's Assistant Inspectors of Schools.

(Copied from London Gazette of 24 March 1857.)

At the Court at Buckingham Palace, the 20th day of March 1857;

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, upon a representation of the Right Honorable the Lords of the Committee of Council on Education, to appoint *Charles Henry Alderson*, Esquire, B.A., Barrister-at-law, late Scholar of Trinity College, Oxford, and *John Reynell Morell*, Esquire, to be two of Her Majesty's Inspectors of Schools; and the Reverend *Benjamin James Binns*, B.A., late Principal of the Caernarvon Training College, to be one of Her Majesty's Assistant Inspectors of Schools.

(Copied from London Gazette of 3 April 1857.)

At the Court at Buckingham Palace, the 2nd day of April 1857;

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honorable the Lords of the Committee of Council on Education, to appoint *William Scoltock*, Esquire, M.A., of Christ Church, Oxford, to be one of Her Majesty's Inspectors of Schools.

(Copied from London Gazette of Friday, 8 May 1857.)

At the Court at Buckingham Palace, the 6th day of May 1857;

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council, on a representation of the Right Honorable the Lords of the Committee of Council on Education, was this day pleased to appoint *David Middleton*, Esquire, A.M., to be one of Her Majesty's Inspectors of Schools in Scotland; and *David Munn*, Esquire, Mathematical Master in the Dumfries Academy, to be one of Her Majesty's Assistant Inspectors of Schools in Scotland.

FINANCIAL STATEMENTS, &c.

(No. I.)

Expenditure from Education Grants.

(Table A.)—*Classified according to Object of Grant.*

	For Year ended 31 December 1856.	Compared with Year ended 31 December 1855. Increase.	Compared with Year ended 31 December 1855. Decrease.	From 1839 to 31 December 1856.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
In building, enlarging, improving, and furnishing Elementary Schools	74,470 11 1	3,182 15 8	- - -	654,851 13 1½
In building, enlarging, improving, and furnishing Normal or Training Colleges	9,586 18 11	3,432 0 2	- - -	157,013 16 6
In providing Books, Maps, and Diagrams	3,199 5 7	744 4 4	- - -	20,125 2 10½
In providing Scientific Apparatus	757 10 11	327 19 3	- - -	1,270 9 3
In augmenting Salaries of Certificated Schoolmasters and Schoolmistresses	52,088 6 10	7,210 4 9	- - -	211,309 13 1
In paying Stipends of Assistant Teachers	5,050 3 5	493 18 5	- - -	12,322 6 9
In paying Stipends of Pupil-teachers, and gratuities for their special instruction	158,228 16 2	14,422 5 5	- - -	822,825 10 6
In Capitation Grants	20,079 15 0	9,954 2 4	- - -	36,162 15 4
In Annual Grants to Training Colleges	45,785 6 8	5,825 5 7	- - -	197,413 0 10½
Reformatory and Industrial Schools	8,158 15 10	6,480 10 1	- - -	11,311 11 5
Pensions	393 12 4	134 10 0	- - -	1,078 5 0
Inspection	30,829 15 10½	588 12 9	- - -	240,867 1 11
Administration (*Office in London*)*	13,080 19 3	917 10 0	- - -	49,925 10 4½
Poundage on Post Office Orders	1,337 2 9	214 18 3	- - -	5,966 17 0
Agency for Grants of Books, Maps, and Diagrams	586 1 2	102 8 0	- - -	3,776 8 6
Total	423,633 2 9½	54,030 15 10	—	2,426,220 2 6

(Table B.)—*Classified according to Denomination of Recipients.*

On Schools connected with—				
Church of England	268,230 2 1½	28,232 4 8½	- - -	1,599,059 9 9¼
British and Foreign School Society	39,474 4 7	6,560 2 1½	- - -	220,670 9 8¾
On Wesleyan Schools	22,789 16 1½	7,814 4 11¾	- - -	97,928 4 8¾
On Roman Catholic Schools (Great Britain)	19,185 1 0¼	5,912 9 2	- - -	67,738 0 8
On Parochial Union Schools	5,509 11 8	- - -	4,292 8 10	106,978 17 8
Scotland — On Schools connected with—				
Established Church	28,534 14 8	5,575 8 3½	- - -	149,361 5 11½
Free Church	23,520 3 11½	2,826 17 2¾	- - -	125,854 6 7¼
Episcopal Church	3,308 9 4¾	484 17 5	- - -	8,491 10 3
Other Schools	- - -	- - -	- - -	212 6 9½
Administration (as in Table A.)*	13,080 19 3	917 10 0	- - -	49,925 10 4½
Total	423,633 2 9½	58,323 4 8	4,292 8 10	2,426,220 2 6

* The greater part of this charge used to be included in the vote taken for the establishment of the Privy Council Office. The whole is now included in the vote for the Education Department; and that for the Privy Council Office is diminished in proportion.

Note.—*The net Increase of Expenditure during the year* 1856 *over that of the year* 1855 *amounted to* £54,030. 15*s.* 10*d.*

Balance Sheet for Year ended 31 December 1856.

Dr.	£	s.	d.	Cr.	£	s.	d.
To balance in hand - -	120,271	19	5½	By grants to schools - -	377,799	3	9
To Parliamentary grant (voted 7 April 1856) - - -	300,000	0	0	By expenses of administration and inspection - - -	45,833	19	0½
To Parliamentary grant (voted 13 June 1856) - - -	151,213	0	0	By balance in hand (on 31 December 1856) - - -	147,851	16	8
	£571,484	19	5½		£571,484	19	5½

Balance Sheet from 1839 to 31 December 1856.

Dr.	£	s.	d.	Cr.	£	s.	d.
To Parliamentary grants -	2,551,134	0	0	By grants to schools - -	2,125,684	4	8½
To balance transferred from Treasury - - -	22,282	2	0	By expenses of administration and inspection -	300,535	17	9½
To repayment of grants -	655	17	2	By balance in hand - -	147,851	16	8
	£2,574.071	19	2		£2,574,071	19	2

*** Balance in hand on 31*st of March* 1857=£21,505 13*s.* 1½*d.*

(No. II.)

TABLE showing Number of School-houses *built, enlarged,* or *improved,* with aid from Parliamentary Grants; Total Amount *granted;* Total Amount *subscribed by Promoters;* Total Amount *expended;* and Number of Children for whom *accommodation* has been provided;—*between Years* 1839 *and* 1855, *and for Year* 1856.

FROM 1839 TO 31 DECEMBER 1855.

Denominations.	Number of School-houses.* Built. Institutions.†	Number of departments comprised in those institutions.‡ Juvenile. Boys.	Girls.	Mixed.	Infants.	Residences.	Enlarged or improved.	Total Amount awarded out of Parliamentary Grants. £ s. d.	Total Amount subscribed by Promoters. £ s. d.	Total Amount expended. £ s. d.	Number of Children for whom New Schools have been built.§ Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.	Number of Children for whom existing Schools have been enlarged.§ Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.	Total number of Children for whom accommodation¶ has been created.§ Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.
ENGLAND AND WALES.																									
National or Church of England Schools.	2381	1007	1021	1112	504	1306	880	476,880 12 1½	1,285,541 8 11½	1,762,422 1 1	112544	111250	105092	58095	386981	4782	4316	3,936	5024	18658	117326	115566	109028	63719	405639
British Schools - -	164	108	91	45	39	50	84	43,761 12 5½	87,804 6 5½	131,565 18 11	13657	12939	5323	4061	38000	675	614	215	963	2467	16332	13573	5533	5024	40467
Wesleyan Schools - -	34	17	14	18	10	20	12	10,758 9 8	26,305 9 11½	37,063 19 7½	2789	1862	2748	1615	9014	120	45	149	–	314	2909	1907	2897	1615	9328
Roman Catholic Schools -	8	7	7	2	2	1	6	5,041 19 2	13,074 11 9	18,116 10 11	1940	1696	115	569	4320	–	–	–	–	–	1940	1696	115	569	4320
SCOTLAND.																									
Established Church Schools.	106	29	31	66	8	43	12	24,008 9 7½	56,410 7 11	80,418 17 6½	5099	4201	6230	845	16375	149	92	486	–	727	5248	4293	6716	845	17102
Free Church Schools, and other Schools *not* connected with Established Church.	120	40	40	76	8	55	12	19,649 19 0	42,033 12 4¾	61,683 11 4¾	4570	4355	8179	436	17540	71	–	302	–	373	4641	4355	8481	436	17913
Episcopal Schools - -	1	1	1	–	–	–	–	280 0 0	1,082 18 11	1,342 18 11	105	105	–	–	210	–	–	–	–	–	105	105	–	–	210
Total - - -	2814	1209	1205	1319	532	1475	1006	580,381 2 0½	1,512,232 16 4½	2,092,613 18 4¾	142704	136428	127687	65621	472440	5797	5067	5,088	6587	22539	148501	141495	132775	72208	494979

FROM 1 JANUARY TO 31 DECEMBER 1856.

ENGLAND AND WALES.																									
National or Church of England Schools.	133	59	47	53	35	101	212	58,107 0 3	104,162 1 3	162,269 1 6	7,678	6,693	6,439	4,004	24,814	758	942	128	732	2,560	8,436	7,635	6,567	4,736	27,374
British Schools - -	6	3	2	1	2	4	35	4,507 10 10	4,931 17 10	9,439 8 8	370	197	212	346	1,125	50	25	–	37	112	420	222	212	383	1,237
Wesleyan Schools - -	11	2	1	8	5	9	5	6,168 11 6	8,387 15 0	14,556 6 6	350	247	1,793	25	2,643	27	60	82	115	284	377	307	1,875	368	2,927
Roman Catholic Schools -	3	2	2	–	1	1	2	1,672 0 0	1,930 1 6	3,602 1 6	371	311	–	54	736	–	–	–	–	–	371	311	–	54	736
SCOTLAND.																									
Established Church Schools.	11	6	8	2	1	8	2	3,250 1 6	4,835 7 5¾	8,085 8 11¾	650	751	174	48	1,623	–	–	–	–	–	650	751	174	48	1,623
Free Church Schools, and other Schools *not* connected with Established Church.	1	–	–	1	–	4	6	765 7 0	1,054 6 1	1,819 13 1	–	–	70	–	70	–	68	–	–	68	–	68	70	–	138
Episcopal Schools - -	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Total - - -	165	72	60	65	45	127	262	74,470 11 1	125,301 9 1¾	199,772 0 2¾	9,419	8,199	8,688	4,503	31,011	835	1095	210	884	3,024	10,254	9,294	8,898	5,589	34,035

* Exclusive of Training Colleges, *see* Table No. VI.
† Held in separate buildings, and separately managed.
‡ In which separate teachers are employed.
§ At the rate of 8 square feet of superficial area per child.
¶ It must be noted that the figures in this group of columns, and in the group immediately preceding it, are confined to those cases in which the *superficial area* of school-rooms has been *increased.* The total number of schools enlarged or improved includes a considerable proportion of cases in which fixtures, or the like, have been provided *without any extension of area.*

The following Explanatory Table (II. *a*) includes all the Grants *awarded* between 1 January and 31 December 1856, towards the *erection, enlargement,* or *improvement* of School-buildings.

EXPLANATORY TABLE.

(No. II. *a.*)

Denominations of Schools.	Number of Schools under each Denomination.	Number of Square Feet of Area provided in Schools.	Total Sum awarded.	Paid on same Awards before 31 Dec. 1856.	Not claimed before 31 Dec. 1856.
			£ s. d.	£ s. d.	£ s. d.
National or Church of England Schools (*Elementary*) - - - -	445	385,065	112,062 11 11	25,318 0 9	86,744 11 2
Ditto (*Normal*) - -	5	- -	8,605 10 6	6,000 0 0	2,605 10 6
British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - -	79	75,123	21,773 0 2	7,319 8 2	14,453 12 0
Ditto (*Normal*) - -	1	- -	49 10 0	49 10 0	—
Roman Catholic Schools -	10	21,653	4,428 16 6	682 0 0	3,746 16 6
Schools in Scotland connected with Established Church - - - -	21	18,912	5,361 6 10	1,664 1 6	3,697 5 4
Ditto (*Normal*) - -	2	- -	193 0 0	193 0 0	—
Schools in Scotland *not* connected with Established Church - -	11	7,720	2,407 5 8	770 7 0	1,636 18 8
Ditto (*Normal*) - -	1	- -	555 0 0	- - -	555 0 0
Total - -	575	508,473	155,436 1 7	41,996 7 5	113,439 14 2

MEMORANDUM.

A period of eighteen months from the date of each award is allowed for claiming the payment of Building Grants. Grants for improvement or enlargement may be claimed within nine months from the date of the award. Beyond these periods the Committee of Council does not hold itself responsible for payments. From this arrangement it results that a great proportion of the grants for building, enlargement, or improvements, *paid* in each year, was *awarded* in preceding years. *See two following Tables.*

The following Explanatory Table (II. *b*) includes all the Building-Grants *paid* between 1 January 1856 and 31 December 1856, whether awarded before or within that period.

EXPLANATORY TABLE.

(No. II. *b.*)

Denominations of Schools.	Number of Schools under each Denomination.	Sums paid.
		£ s. d.
National or Church of England Schools (*Elementary*) - -	345	58,107 0 3
Ditto Ditto (*Normal*) - -	2	6,800 0 0
British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - - - - -	57	10,676 2 4
Ditto Ditto (*Normal*) - -	1	49 10 0
Roman Catholic Schools - - - - - - -	5	1,672 0 0
Ditto Ditto (*Normal*) - -	1	2,500 0 0
Schools in Scotland connected with Established Church -	13	3,250 1 6
Ditto Ditto (*Normal*) - -	3	193 0 0
Schools in Scotland *not* connected with Established Church - - - - - - - - - - -	7	765 7 6
Total -	434	84,013 1 1

The following Explanatory Table (II. *c*) includes all the Building-Grants *remaining unpaid*, and which may be claimed within the year now current, in addition to those awarded within this year.

EXPLANATORY TABLE.

(No. II. *c*.)

Denominations of Schools.	Number of Schools under each Denomination.	Grants for Buildings.	Grants of 50*l.* and upwards for Improvements.	Grants under 50*l.* for Improvements.	Total.
		£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*
National or Church of England Schools (*Elementary* - - -	309	95,891 16 6	2,284 13 7	1,502 6 5	99,678 16 6
Ditto (*Normal*)	4	2,605 10 6	- - -	- - -	2,605 10 6
British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - - - -	46	16,358 6 0	996 11 8	303 0 4	17,657 12 0
Roman Catholic Schools - - -	7	3,620 5 0	126 11 6	- - -	3,746 16 6
Schools in Scotland connected with Established Church -	16	3,661 1 0	- - -	31 4 4	3,697 5 4
Schools in Scotland *not* connected with Established Church -	6	2,077 10 8	- - -	7 8 8	2,084 19 4
Ditto (*Normal*)	1	555 0 0	- - -	- - -	555 0 0
Total - -	389	124,774 3 8	3,407 16 9	1,843 19 9	130,026 2

*** The Parliamentary Estimate for Building-Grants, in each year, is calculated with reference to the three foregoing Explanatory Tables.

(No. III.)

SUMMARY of GRANTS awarded in aid of purchase of BOOKS and MAPS, and DIAGRAMS, at reduced prices,—*in Year ended* 31 *December* 1856.

Denomination of Schools.	Number of Schools.	Amount of Grants. £	s.	d.
National, or Church of England, Schools	590	2,008	4	2¼
British, Wesleyan, and other Protestant Schools *not* connected with Church of England	173	631	3	8¼
Roman Catholic Schools	48	193	15	11½
Industrial Reformatories	1	4	3	4
Schools in Scotland connected with Established Church	85	288	19	4¼
Ditto - ditto Free Church	72	286	7	1¼
Ditto - ditto Episcopal Church	11	24	18	7½
Total	980	3,437	12	3

Note.—There are 122 schools not included in the above summary (viz., 44 Church of England, 41 Protestant Dissenting, 6 Roman Catholic, 14 Established Church of Scotland, 11 Free Church, 1 Episcopal Church, and 4 Colonial Schools, and 1 Mechanics' Institute), which have obtained *orders to purchase* books, maps, and diagrams, without the assistance of any Grant. The total value of the works procured through the Committee of Council on Education amounts to 13,487*l.* 13*s.* 8*d.*; which amount is thus made up:—

	£	s.	d.
Grant from Parliamentary Vote	3,437	12	3
Local Contributions	10,050	1	5
Total	£13,487	13	8

(No. IV.)

TABLE showing Number of Male and Female CERTIFICATED TEACHERS *actually employed in teaching*; Number of ASSISTANT TEACHERS; and Number of PUPIL-TEACHERS under apprenticeship;—(*corrected to* 31 *December* 1856).

—	Certificated Teachers.			Assistant Teachers.			Pupil-Teachers.																	
							1st Year.			2nd Year.			3rd Year.			4th Year.			5th Year.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
England -	1,948	1,400	3,348	140	38	178	1,091	1,036	2,130	968	872	1,840	859	812	1,671	699	643	1,342	569	461	1,030	4,189	3,824	8,013
Wales -	141	35	176	10	3	13	87	44	131	58	33	91	61	36	97	58	16	74	32	16	48	296	145	441
Isle of Man and Channel Islands.	19	11	30	-	-	—	8	12	20	10	11	21	12	8	20	17	8	25	7	2	9	54	41	95
Scotland -	618	201	819	31	3	34	335	128	463	276	109	385	249	96	345	243	54	297	158	48	206	1,261	435	1,696
Total -	2,726	1,647	4,373	181	44	225	1,524	1,220	2,744	1,312	1,025	2,337	1,181	952	2,133	1,017	721	1,738	766	527	1,293	5,800	4,445	10,245

(No. V.)

TABLE No. IV re-arranged, to show Number of CERTIFICATED TEACHERS, Number of ASSISTANT TEACHERS, and Number of PUPIL-TEACHERS, employed in teaching on 31 December 1856, *classified denominationally*;—with Table showing Number of Schools aided by CAPITATION GRANTS, Amount of Grants, Number of Scholars on whom Grants were allowed, Number of Scholars in average Attendance in those Schools, and Centesimal Proportion of Scholars on whom Grants were allowed to Number of Scholars in average Attendance; *for Years* 1854 *and* 1855, *and for Year* 1856.

*** *It is to be noted that, since* 1 *July* 1856, *the Capitation Grant, which had been previously confined to Schools in the rural districts and in the smaller unincorporated towns, has been extended to the whole of England and Wales. The increase of the expenditure during* 1856, *as compared with that of the two preceding years, is accounted for partly by this fact and partly by the more general diffusion of information respecting the assistance to be obtained.*

Schools connected with	Number of Certificated Teachers.		Number of Assistant Teachers.		Number of Pupil-Teachers.		Capitation Grants. From 1 Jan. 1854 to 31 Dec. 1855 (two years).					From 1 January to 31 December 1856.				
									Number of Scholars.					Number of Scholars.		
	Male.	Female.	Male.	Female.	Male.	Female.	Number of Schools aided.	Amount granted.	On whom grants were allowed.*	In average Attendance.	Centesimal Proportion of Scholars on whom Grants have been allowed to Number of Scholars in average Attendance.	Number of Schools aided.	Amount granted.	On whom grants were allowed.*	In average Attendance.	Centesimal Proportion of Scholars on whom Grants have been allowed to Number of Scholars in average Attendance.
								£ s. d.					£ s. d.			
Church of England, or National Society.	1,637	1,168	113	28	3,191	2,984	949	12,918 4 10	47,845	140,174	34·13	1,453	15,403 1 5	57,288	162,863	35·17
British and Foreign School Society.	240	146	22	8	742	484	105	1,880 15 0	7,021	17,298	40·58	186	2,628 19 1	10,275	25,547	40·22
Wesleyan Methodists' Conference.	158	51	7	2	387	169	68	1,036 0 6	3,931	9,788	40·16	96	1,295 15 6	5,064	11,103	45·6
Roman Catholic Poor School Committee (*in Great Britain*).	82	88	8	3	207	390	23	248 0 0	933	2,283	40·86	66	751 19 0	2,813	7,971	35·29
Parochial Unions -	- -	- -	- -	- -	47	30	—	—	—	—	—	—	—	—	—	—
Established Church of Scotland.	309	104	19	3	640	199	—	—	—	—	—	—	—	—	—	—
Free Church of Scotland.	262	62	12	- -	536	138	—	—	—	—	—	—	—	—	—	—
Episcopal Church in Scotland.	38	28	- -	- -	50	51	—	—	—	—	—	—	—	—	—	—
Total - - -	2,726	1,647	181	44	5,800	4,445	1,145	16,083 0 4	59,730	169,543	35·23	1,801	20,079 15 0	75,440	207,484	36·36

* Capitation grants are allowed on account of those children who have attended school [illegible]

(No. VI.)

STATEMENT of GRANTS awarded to TRAINING COLLEGES (with Amount subscribed by Promoters, and Total Cost) on account of—(1.) Building, Enlargement, or Improvement (see Table No. II., Note *). (2.) Books, Maps, and Diagrams, and Scientific Apparatus. (3.) STUDENTS examined and passed; QUEEN'S SCHOLARS; CERTIFICATED ASSISTANTS under Minute of 6 August 1851; LECTURERS; and GENERAL EXPENSES;—between Years 1839 and 1856, inclusive.

	TRAINING COLLEGE.	BUILDING, ENLARGEMENT, OR IMPROVEMENT.			BOOKS AND MAPS, DIAGRAMS, AND SCIENTIFIC APPARATUS.			AMOUNTS GRANTED ON ACCOUNT OF					TOTAL AMOUNT GRANTED.
		Amount granted.	Amount subscribed.	Total Cost.	Amount granted.	Amount subscribed.*	Total Cost.	Students.	Queen's Scholars.	Certificated Assistants.	Lecturers.	General Expenses (under arrangements antecedent to 1846, and not extended to other classes or training colleges).	
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF ENGLAND.	Cheltenham, *Male*	4,900 0 0	12,497 9 6	17,397 9 6	62 0 1½	219 1 10½	281 1 11¾	6,246 10 0	5,622 [illegible] 8	182 10 0	- - -	- - -	21,629 15 1½
	„ *Female*							2,338 13 4	2,154	124 0 0			
	Highbury (Metropolitan) *Male*	4,450 0 0	14,508 11 5	18,958 11 5	60 5 5¾	161 19 2½	222 4 8¼	2,176 0 0	2,838 [illegible] 0	91 13 4	- - -	- - -	9,630 3 9¾
					†14 0 0	7 13 5	21 13 5						
	NATIONAL SOCIETY'S, at Battersea, *Male*	3,790 0 0	4,194 13 6	7,984 13 6	48 5 10	96 11 8	144 17 6	7,225 0 0	6,271 [illegible] 0	185 0 0	- - -	- - -	17,619 5 10
	Chelsea, St. Mark's, *Male*	7,242 15 5	25,336 1 9	32,578 17 2	†100 0 0	54 6 10	154 6 10						
	Whitelands, *Female*	4,770 0 0	5,661 7 5	10,431 7 5	†100 0 0	55 14 0	155 14 0	6,853 0 0	3,547 [illegible] 5	82 10 0	75 0 0	- - -	17,901 0 5
	Caermarthen, *Male*	3,000 0 0	7,053 0 0	10,053 0 0	19 9 1¼	54 7 1	73 16 2¼	5,464 13 4	3,942 [illegible] 4	138 10 0	- - -	- - -	14,334 15 9¼
	Bishop's Stortford (Rochester), *Female*	3,224 0 0	8,393 7 8	11,617 7 8	†83 6 8	41 13 4	125 0 0	1,741 0 0	981 [illegible] 0	25 0 0	- - -	- - -	6,589 16 8
	Brighton (Chichester), *Female*	2,000 0 0	6,368 3 8	8,368 3 8	10 10 8	21 1 6	31 12 2	‡759 0 0		82 3 4	- - -	- - -	5,400 17 4
	Caernarvon, *Male*				7 10 0	25 0 0	32 10 0	1,040 0 0	1,044 [illegible] 8	82 0 0	- - -	- - -	2,584 8 4
	Chester, *Male*	3,932 6 8	7,428 4 3	11,360 10 11	22 6 10⅔	57 19 0	80 5 10¾	292 0 0	202 [illegible] 0				979 10 2⅔
	Chichester, *Male*	1,171 0 0	3,760 1 10	4,931 1 10	21 7 9¼	67 11 5	88 19 2¼	787 13 4	169 [illegible] 0	47 18 4	- - -	- - -	8,225 2 9¼
	Culham (Oxford), *Male*	6,000 0 0	13,233 4 0	19,233 4 0	44 3 9	10 17 10	55 1 7	2,671 0 0	1,652 [illegible] 0				2,783 8 9
	Derby (Lichfield), *Female*	2,000 0 0	4,680 5 0	6,680 5 0	11 5 10½	22 11 10	33 17 8½	723 0 0	845 [illegible] 0	50 0 0	- - -	- - -	9,664 12 6½
	DIOCESAN, at Durham, *Male*	1,450 0 0	2,606 5 3¾	4,056 5 3¾	†23 11 8	11 15 11	35 7 7	1,768 0 0	1,811 [illegible] 8	88 0 0	- - -	- - -	3,606 18 7
	Exeter, *Male*	2,000 0 0	7,657 5 9	9,657 5 9	20 16 11	49 2 8	69 19 7	702 0 0	796 [illegible] 0				4,440 10 10½
	Bristol (Gloucester and Bristol, and Oxford), *Female*	4,055 0 0	9,398 1 7	13,453 1 7	6 10 10¼	81 12 5¾	88 3 4	1,693 0 0	1,291 [illegible] 0				5,085 8 4
	Norwich, *Female*	1,250 0 0	2,352 17 5	3,602 17 5	5 13 4	11 6 8	17 0 0	1,621 0 0	1,458 [illegible] 0	16 0 0	- - -	- - -	4,525 9 2
	Salisbury, *Female*	2,500 0 0	6,372 16 10	8,872 16 10	12 12 6	33 2 3	45 14 9	181 6 8	260 [illegible] 0	16 0 0	- - -	- - -	1,942 1 8
	Saltley (Worcester), *Male*	2,877 8 2	5,409 18 3	8,287 6 5				329 6 8	346 [illegible] 0	48 0 0	- - -	- - -	5,120 13 4
	Warrington (Chester), *Female*	3,600 0 0	1,935 17 11½	5,535 17 11½	24 17 10¼	50 6 8	75 4 6¼	1,688 13 4	884 [illegible] 0	75 0 0	- - -	- - -	5 955 11 0⅓
	Winchester, *Male*							1,254 10 0	1,723 [illegible] 0	54 0 0	- - -	- - -	6,643 6 8
	York (York and Ripon), *Male*				7 4 1¼	14 8 2	21 12 3¼	1,777 6 8	1,212 [illegible] 0				1,897 4 1¼
	„ „ *Female*	4,550 0 0	7,258 1 1	11,808 1 1	29 6 4¼	58 12 10	87 19 2¼	932 0 0	958 [illegible] 0	260 12 6	75 0 0	- - -	12,290 13 10½
	BRITISH AND FOREIGN SCHOOL SOCIETY'S, in Borough Road, Southwark, *Male*							3,418 10 0	2,450 [illegible] 8	32 0 0	- - -	- - -	
	„ „ *Female*	5,000 0 0	16,433 7 9	21,433 7 9				946 13 4	528 [illegible] 0	100 0 0	- - -	- - -	
	WESLEYAN, in Horseferry Road, Westminster, *Male*							2,659 10 0	2,805 [illegible] 4				12,972 6 7
	„ „ *Female*	5,049 10 0	33,101 9 3	38,150 19 3	101 4 6¾	569 17 0	671 1 6¾	1,090 13 3	1,317 [illegible] 0	23 0 0	75 0 0	- - -	
	HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road, Holborn, *Female*	6,000 0 0	1,600 0 0	7,600 0 0				2,051 0 0	2,443 [illegible] 8				11,058 14 6¾
	ROMAN CATHOLIC, at Hammersmith, *Male*	3,900 0 0	9,630 0 8	13,520 0 8				610 13 4	704 [illegible] 4	156 0 0	- - -	- - -	
	St. Leonard's-on-Sea, *Female*				9 1 8	26 12 4	35 14 0	3,957 0 0	2,358 [illegible] 0	27 10 0	- - -	- - -	12,471 8 4
	Liverpool, Mount Pleasant, *Female*							306 0 0	265 [illegible] 0				4,508 6 8
					10 10 0	30 1 0	40 11 0		140 [illegible] 0				140 15 0
	ESTABLISHED CHURCH IN SCOTLAND, at Edinburgh, *Male*	4,135 0 0	4,639 13 8	8,774 13 8	†13 4 0	6 12 1	19 16 1		262 [illegible] 0				285 14 0
	„ *Female*				3 3 9	6 7 6	9 11 3	2,278 0 0	1,743 [illegible] 0	75 0 0			
	Glasgow, *Male*	7,558 0 0	9,865 15 3	17,423 15 3	†92 18 10	58 2 9	151 1 7	980 13 4	446 [illegible] 0				9,754 5 11
	„ *Female*				4 19 5	4 19 4	9 18 9	1,918 0 0	947 [illegible] 8	82 10 0			
	FREE CHURCH IN SCOTLAND, at Edinburgh, *Male*	3,000 0 0	5,599 1 6	8,599 1 6	†100 0 0	53 6 4	153 6 4	910 0 0	181 [illegible] 0				11,702 16 1
	„ *Female*				57 2 2	173 10 1	230 12 3	5,170 6 8	2,825 [illegible] 4		150 0 0		
	Glasgow, *Male*	3,000 0 0	7,098 7 6	10,098 7 6	†100 0 0	54 15 6	154 15 6	1,779 11 2	649 [illegible] 0				13,731 8 4
	„ *Female*				46 14 4½	83 8 10	130 3 2½	3,214 0 0	1,581 [illegible] 8				
	EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (St. Andrew's Hall)				†86 16 0	43 8 1	130 4 1	1,594 4 4	294 [illegible] 0				9,817 16 4½
	NATIONAL SCHOOL SOCIETY							200 0 0					200 0 0
	BRITISH AND FOREIGN SCHOOL SOCIETY											13,000 0 0	13,000 0 0
	ESTABLISHED CHURCH OF SCOTLAND											9,750 0 0	9,750 0 0
												8,500 0 0	8,500 0 0
	TOTAL	106,405 0 3	244,073 9 9¼	350,478 10 0¼	1,361 0 6¼	2,317 17 5½	3,678 17 11¾	83,349 8 9	61,959 [illegible] 0	2,069 17 6	450 0 0	31,250 0 0	286,844 7 0¼

* Only such subscriptions appear here as have been raised to meet Government Grants. Under this head, a much larger sum has been expended upon items to which the Government Grants have *not* extended.

† Grants for Sc[illegible]entific Apparatus.

‡ Grants on account of Scholars holding Exhibitions.

(No. VII.)

TABLE showing COMPARATIVE NUMBER OF STUDENTS passed, and QUEEN'S SCHOLARS admitted, at Examinations of TRAINING COLLEGES, from 1847 to 1856; with STATEMENT of GRANTS for Years 1856 and 1857.

TRAINING COLLEGES.		1847.		1848.		1849.		1850.		1851.		1852.		1853.		1854.		1855.		1856.				
		Students passed.	Queen's Scholars admitted.	Students passed.	Queen's Scholars admitted.	Students passed.	Queen's Scholars admitted.	Students passed.	Queen's Scholars admitted.	Students passed.	Queen's Scholars admitted.	Students passed.	Queen's Scholars admitted.	Students passed.	Queen's Scholars admitted.	Students passed.	Queen's Scholars admitted.	Students passed.	Queen's Scholars admitted.	Students passed.	Amount paid.			Queen's Scholars admitted.	Amount to be paid during Year 1857.		
																					£	s.	d.		£	s.	d.
CHURCH OF ENGLAND.	Cheltenham, *Male*	–	–	6	–	17	–	15	6	18	12	46	19	44	74	76	85	93	71	79	1,418	0	0	77	1,771	0	0
	„ *Female*	–	–	–	–	5	–	15	2	15	5	18	11	31	34	45	50	56	45	–	-	-	-	52	884	0	0
	Highbury (Metropolitan), *Male*	–	–	–	–	–	–	–	–	3	9	14	12	22	30	40	38	44	46	51	903	0	0	60	1,380	0	0
	NATIONAL SOCIETY'S, at Battersea, *Male*	17	–	20	–	11	–	17	2	16	14	45	21	65	68	87	87	8	99	103	1,873	0	0	107	2,461	0	0
	NATIONAL SOCIETY'S, at Chelsea, St. Mark's, *Male*	20	–	22	–	23	–	23	10	45	15	51	18	42	31	49	31	57	60	69	1,142	0	0	78	1,794	0	0
	NATIONAL SOCIETY'S, at Whitelands, *Female*	21	–	26	–	24	–	31	4	22	16	29	22	64	68	85	76	84	85	105	1,236	0	0	103	1,751	0	0
	NATIONAL SOCIETY'S, at Caermarthen, *Male*	–	–	–	–	5	*11	13	*12	10	*11 / 4	9	*7 / 11	18	*10 / 15	17	*8 / 7	20	10	21	298	0	0	19	437	0	0
	DIOCESAN, at Bishop's Stortford (Rochester), *Female*	–	–	–	–	–	–	–	–	–	–	–	9	12	26	34	25	39	12	29	312	0	0	20	340	0	0
	DIOCESAN, at Brighton (Chichester), *Female*	–	–	–	–	–	–	2	–	1	–	4	–	3	5	6	6	8	3	14	142	13	4	8	136	0	0
	DIOCESAN, at Caernarvon, *Male*	–	–	–	–	–	–	–	–	–	–	5	–	8	–	18	3	17	6	19	299	0	0	11	253	0	0
	DIOCESAN, at Chester, *Male*	7	–	11	–	17	–	14	3	9	9	13	11	18	14	20	16	22	24	33	579	0	0	34	782	0	0
	DIOCESAN, at Chichester, *Male*	–	–	–	–	–	–	–	–	3	6	7	4	8	12	9	10	12	8	4	69	0	0	5	115	0	0
	DIOCESAN, at Culham (Oxford), *Male*	–	–	–	–	–	–	–	–	–	–	–	25	33	36	37	19	29	9	20	324	0	0	20	460	0	0
	DIOCESAN, at Derby (Lichfield), *Female*	–	–	–	–	–	–	–	–	–	1	6	8	13	13	18	20	21	11	23	246	13	4	17	289	0	0
	DIOCESAN, at Durham, *Male*	–	–	1	–	2	–	5	–	8	–	16	6	16	16	20	18	18	20	26	443	0	0	37	851	0	0
	DIOCESAN, at Exeter, *Male*	–	–	–	–	–	–	–	–	–	–	15	10	21	22	23	26	27	13	20	338	0	0	20	460	0	0
	DIOCESAN, at Bristol (Gloucester and Bristol, and Oxford), *Female*	–	–	–	–	–	–	–	–	–	–	–	5	6	8	9	4	12	124	0	0	17	289	0	0			
	DIOCESAN, at Norwich, *Female*	–	–	–	–	–	–	–	–	–	–	–	6	9	5	9	5	7	7	10	106	0	0	15	255	0	0
	DIOCESAN, at Salisbury, *Female*	8	–	6	–	6	–	5	2	10	4	13	6	15	22	32	18	34	8	36	345	6	8	29	493	0	0
	DIOCESAN, at Saltley (Worcester), *Male*	–	–	–	–	–	–	–	–	–	–	–	15	18	27	29	20	22	18	18	311	0	0	30	690	0	0
	DIOCESAN, at Warrington (Chester), *Female*	–	–	2	–	5	–	14	–	13	3	13	6	18	15	35	27	38	38	53	532	13	4	61	1,037	0	0
	DIOCESAN, at Winchester, *Male*	–	–	–	–	–	–	–	–	3	–	5	12	16	10	12	12	15	12	13	195	0	0	23	529	0	0
	DIOCESAN, at York (York and Ripon), *Male*	10	–	7	–	14	–	10	3	19	11	23	11	22	37	40	33	35	23	31	485	0	0	44	1,012	0	0
	DIOCESAN, at „ „ *Female*	–	–	4	–	7	–	8	1	9	–	7	4	10	9	11	11	14	11	16	162	0	0	13	221	0	0
BRITISH AND FOREIGN SCHOOL SOCIETY'S, in Borough Road, Southwark, *Male*		–	–	–	–	–	–	–	2	11	10	31	10	24	33	32	38	41	47	59	1,041	0	0	57	1,311	0	0
„ „ „ *Female*		–	–	–	–	–	–	–	–	–	5	14	5	17	18	24	28	37	37	53	535	15	3	37	629	0	0
WESLEYAN, in Horseferry Road, Westminster, *Male*		–	–	–	–	–	–	–	–	–	–	15	8	18	26	35	43	51	47	55	914	0	0	57	1,311	0	0
„ „ „ *Female*		–	–	–	–	–	–	–	–	–	–	5	–	6	8	17	18	27	23	28	296	0	0	25	425	0	0
HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road, Holborn, *Female*		–	–	–	–	8	–	29	4	37	14	32	23	53	29	54	47	87	44	72	764	0	0	99	1,683	0	0
ROMAN CATHOLIC, at Hammersmith, *Male*		–	–	–	–	–	–	–	–	1	–	1	–	2	–	4	6	10	7	7	124	0	0	18	414	0	0
ROMAN CATHOLIC, at St. Leonard's-on-Sea, *Female*		–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	12	12	121	0	0	21	357	0	0
ROMAN CATHOLIC, at Liverpool, Mount Pleasant, *Female*		–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	19	20	181	6	8	29	493	0	0
ESTABLISHED CHURCH IN SCOTLAND, at Edinburgh, *Male*		–	–	–	–	–	–	–	–	–	–	10	4	16	8	26	18	24	28	45	719	0	0	51	1,173	0	0
ESTABLISHED CHURCH IN SCOTLAND, at „ *Female*		–	–	–	–	–	–	–	–	–	–	12	–	4	4	15	9	18	8	31	333	6	8	26	442	0	0
ESTABLISHED CHURCH IN SCOTLAND, at Glasgow, *Male*		–	–	–	–	–	–	–	–	–	–	7	3	18	6	22	12	23	11	31	506	0	0	30	690	0	0
ESTABLISHED CHURCH IN SCOTLAND, at „ *Female*		–	–	–	–	–	–	–	–	–	–	9	–	10	–	8	2	9	5	38	422	0	0	12	204	0	0
FREE CHURCH IN SCOTLAND, at Edinburgh, *Male*		–	–	19	–	13	–	14	3	14	–	21	10	30	19	43	35	52	42	58	1,035	0	0	42	966	0	0
FREE CHURCH IN SCOTLAND, at „ *Female*		–	–	–	–	2	–	3	3	5	–	13	6	16	5	25	5	31	14	46	540	0	0	24	408	0	0
FREE CHURCH IN SCOTLAND, at Glasgow, *Male*		–	–	11	–	6	–	17	–	13	–	4	4	19	9	25	17	31	28	47	788	0	0	34	782	0	0
FREE CHURCH IN SCOTLAND, at „ *Female*		–	–	–	–	2	–	11	–	13	–	6	1	13	3	21	5	20	5	35	385	6	8	13	221	0	0
EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (St. Andrew's Hall)		–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	5	–	7	107	0	0	–	—		
Total		83	–	135	–	167	11	246	57	298	149	519	328	772	772	1,109	942	1,275	1,015	1,449	20,697	1	11	1,475	30,199	0	0

* These were Exhibitioners under a temporary arrangement, now terminated.

(No. VIII.)

Summary (under Counties) of all **Sums** expended from **Parliamentary Grants** for **Elementary Education**, in **Great Britain**,* between Years 1833 and 1856 inclusive.

*** The Population is not given, because *the Counties in the Census Tables* are not identical with *the Counties of the Map*. The difference is sometimes considerable. Schools under inspection are necessarily grouped *according to the Counties of the Map*.

County.	Amount. £ s. d.
ENGLAND.	
Bedford	10,425 0 9¾
Berks	13,762 6 7¼
Buckingham	12,189 19 0½
Cambridge	17,710 13 3¼
Chester	60,953 19 6¼
Cornwall	28,163 11 3½
Cumberland	15,874 4 7¾
Derby	32,397 16 0½
Devon	43,346 7 11
Dorset	16,861 17 9¼
Durham	33,298 7 3¾
Essex	27,194 3 7¾
Gloucester	52,684 2 10
Hants	49,542 0 2¼
Hereford	9,431 16 5½
Hertford	16,245 18 1
Huntingdon	5,005 14 3½
Kent	53,975 18 9¾
Lancaster	218,241 7 11¼
Leicester	15,946 4 1
Lincoln	25,151 6 5½
Middlesex	152,202 10 4¾
Monmouth	9,340 7 6¾
Norfolk	26,078 0 0¾
Northampton	13,293 3 3½
Northumberland	18,248 10 8¾
Nottingham	19,872 1 9½
Oxford	11,995 18 7¾
Rutland	1,749 8 11
Salop	19,463 2 10¼
Somerset	38,986 3 9
Stafford	62,173 17 11½
Suffolk	25,174 11 0¼
Surrey	63,180 1 7¾
Sussex	30,427 3 3¼
Warwick	42,086 18 0
Westmoreland	3,530 9 7
Wilts	30,686 5 9¾
Worcester	21,151 19 1
York	216,923 5 9¾
Channel Islands	3,490 17 2¼
Isle of Man	9,657 18 11¼

County.	Amount. £ s. d.
WALES.	
Anglesey	6,875 16 3¼
Brecon	2,760 8 3¾
Caermarthen	8,634 6 7½
Caernarvon	12,469 1 3½
Cardigan	4,078 9 2½
Denbigh	12,504 1 7½
Flint	8,220 7 8
Glamorgan	15,896 1 8
Merioneth	4,610 10 0½
Montgomery	6,490 15 0½
Pembroke	12,400 10 4¼
Radnor	671 15 6
SCOTLAND.	
Aberdeen	16,140 19 0¾
Argyll	5,514 13 5¼
Ayr	13,472 10 3¾
Banff	2,951 3 1
Berwick	3,322 9 0¾
Bute	254 4 8¼
Caithness	2,021 19 0¼
Clackmannan	829 11 2
Dumbarton	4,561 4 2¼
Dumfries	2,152 8 7
Edinburgh	34,423 12 5
Elgin	2,226 18 4¼
Fife	10,725 4 2½
Forfar	25,710 3 6½
Haddington	1,881 19 2¾
Inverness	6,431 4 2½
Kincardine	1,721 17 11½
Kinross	876 11 0
Kirkcudbright	3,396 3 10¼
Lanark	40,797 2 7½
Linlithgow	2,124 1 4¼
Nairn	893 2 7¾
Orkney and Shetland	681 8 8¾
Peebles	372 10 0
Perth	19,242 3 5½
Renfrew	7,981 11 6¼
Ross and Cromarty	4,134 8 4
Roxburgh	1,303 5 0¼
Selkirk	966 18 4
Stirling	3,954 4 1
Sutherland	2,301 2 2
Wigtown	2,377 11 5½

* Exclusively, also, of 286.844*l.* 7*s.* 0½*d.* expended on Training Colleges, as per Table No. VI. and also exclusively of cost of Inspection.

(No. IX.)

GENERAL SUMMARY of RESULTS of INSPECTION, for Year ended 31 August 1856.

*** *The results given are not to be taken as* complete *accounts of each Inspector's District, being those of* actual *inspection* only, *between* 1 *September* 1855 *and* 31 *August* 1856.

	DISTRICTS.	Number of Schools *actually inspected* between 1 September 1855 and 31 August 1856.						Number of Children							Number of Certificated Teachers.	Number of Pupil-teachers.	
		Number of Schools, i.e., institutions held in separate buildings, and separately managed.	Number of School-rooms in those institutions in which separate Teachers are employed.					Present at Examination.					In Average Attendance.	For whom accommodation is provided, at 8 square feet of superficial area per child.			
			Boys.	Girls.	Infants.	Mixed.	Total.	Boys.	Girls.	Infants.	Mixed.	Total.					
Church of England Schools.	IN COUNTIES OF—																
	Middlesex	161	131	131	89	14	365	16,530	11,790	10,984	1,227	40,531	35,994	50,814	248	678	
	Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	289	94	90	60	155	399	7,724	6,666	5,192	10,428	30,010	26,831	42,954	192	396	
	York	499	145	139	95	297	676	15,147	12,184	7,650	21,748	56,729	51,651	83,920	309	802	
	Cornwall, Devon, Dorset, and Somerset	316	120	102	43	174	439	9,870	7,279	3,854	11,297	32,300	27,096	41,967	177	421	
	Essex, Norfolk, and Suffolk	236	72	67	42	152	333	6,502	4,850	3,384	9,634	24,370	22,397	33,408	125	268	
	Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	392	110	97	62	259	528	8,467	7,024	5,113	13,789	34,393	28,902	50,561	177	304	
	Kent, Surrey, Sussex, and Channel Islands	297	176	167	80	103	526	15,919	12,447	6,968	7,151	42,485	37,531	55,061	270	600	
	Lancaster, and Isle of Man	232	130	110	73	85	398	15,692	10,378	8,959	8,707	43,736	38,959	65,370	266	767	
	Chester, Salop, and Stafford	390	181	162	126	190	659	13,407	10,286	9,345	12,063	45,101	36,574	66,285	234	454	
	Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	134	40	28	30	81	179	3,534	2,245	2,291	5,876	13,946	11,257	18,038	90	159	
	Berks, Hants, and Wilts	193	84	77	46	95	302	7,082	5,258	3,431	7,152	22,923	21,665	31,763	174	367	
	Cumberland, Durham, Northumberland, and Westmoreland	190	54	48	17	128	247	5,821	3,933	1,673	8,524	19,951	15,781	26,009	113	221	
	Wales	126	41	39	16	83	179	3,599	3,137	1,329	6,673	14,738	12,388	21,293	104	231	
British, Wesleyan, and other Protestant Schools not connected with Church of England.	Anglesey, Caernarvon, Chester, Cumberland, Denbigh, Flint, Lancaster, Merioneth, Montgomery, Salop, and Westmoreland	121	32	30	33	83	178	4,592	3,297	2,817	10,466	21,172	20,001	33,934	123	401	
	Berks, Brecon, Cardigan, Caermarthen, Cornwall, Devon, Dorset, Glamorgan, Gloucester, Hants, Hereford, Monmouth, Pembroke, Radnor, Somerset, Surrey, and Wilts	151	72	54	35	70	231	10,406	6,284	4,430	6,735	27,855	24,157	36,180	135	525	
	Bedford, Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Northampton, Oxford, Salop, Stafford, Sussex, Warwick, and Worcester	113	56	48	28	48	180	7,632	4,866	2,751	5,020	20,269	19,549	29,812	124	393	
	Cambridge, Durham, Huntingdon, Lincoln, Norfolk, Northumberland, Nottingham, Rutland, Suffolk, and York	155	44	35	31	96	206	6,151	3,992	2,577	10,066	22,786	20,774	34,616	146	419	
Roman Catholic Schools.	Bedford, Berks, Brecon, Buckingham, Cambridge, Cardigan, Caermarthen, Cornwall, Derby, Devon, Dorset, Essex, Glamorgan, Gloucester, Hants, Hereford, Hertford, Huntingdon, Kent, Leicester, Lincoln, Middlesex, Monmouth, Norfolk, Northampton, Nottingham, Oxford, Pembroke, Radnor, Rutland, Somerset, Stafford, Suffolk, Surrey, Sussex, Warwick, Wilts, Worcester, and York	107	56	59	25	23	163	4,970	5,455	2,523	1,595	14,543	10,489	15,499	73	206	
Schools connected with *Estab. Church of Scotland.*	Anglesey, Caernarvon, Chester, Cumberland, Denbigh, Durham, Flint, Lancaster, Merioneth, Montgomery, Northumberland, Salop, Westmoreland, Isle of Man, and Scotland	135	64	76	35	48	223	7,149	8,958	4,919	3,362	24,388	17,732	28,668	59	369	
	Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Fife, Forfar, Haddington, Inverness, Kincardine, Kinross, Kirkcudbright, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland	307	13	43	15	251	322	1,083	2,837	1,316	23,145	28,381	26,183	31,970	180	428	
	Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Lanark, Renfrew, and Wigtown	201	7	22	8	179	216	316	1,519	617	17,972	20,424	20,401	24,751	122	254	
Free Church Schools in Scotland, and other Schools *not* connected with Established Church		347	20	55	21	308	404	2,066	3,079	1,863	29,664	36,672	38,226	45,779	305	676	
Episcopal Schools in Scotland		87	13	21	4	63	101	1,038	1,704	314	5,146	8,202	6,701	9,110	46	104	
TOTAL		5,179	1,755	1,700	1,014	2,985	7,454	174,697	139,468	94,300	237,440	645,905	571,239	877,762	3,792	9,443	

PER-CENTAGE OF CHILDREN ON SCHOOL REGISTERS

	Aged													Who have been in School — Years					
	Under four.	Between four and five.	Between five and six.	Between six and seven.	Between seven and eight.	Between eight and nine.	Between nine and ten.	Between ten and eleven.	Between eleven and twelve.	Between twelve and thirteen.	Between thirteen and fourteen.	Over fourteen.	Less than one.	One.	Two.	Three.	Four.	Five, and over.
Middlesex	8·4	7·26	9·01	10·11	13·71	12·39	12·3	10·96	7·62	4·98	2·47	·79	50·83	22·04	13·4	7·41	3·72	2·6
Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	8·34	7·94	9·02	12·01	13·15	12·44	11·68	9·46	7·01	4·76	2·64	1·55	42·33	20·86	15·4	9·56	6·43	5·42
York	7·09	8·18	10·06	11·51	11·87	11·67	11·49	10·19	8·24	6·05	2·45	1·2	47·57	21·54	13·8	8·04	5·03	4·02
Cornwall, Devon, Dorset, and Somerset	7·63	8·45	9·55	11·88	12·68	12·45	11·77	9·8	6·89	4·55	2·58	1·77	39·54	22·13	15·66	10·38	6·95	5·34
Essex, Norfolk, and Suffolk	6·14	6·42	9·37	10·85	13·32	13·01	12·03	10·62	7·83	5·74	3·2	1·47	37·	22·06	16·51	11·34	6·79	6·3
Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	8·09	8·83	10·67	12·58	13·12	11·64	10·91	8·91	6·56	4·54	2·65	1·5	40·39	24·42	15·69	9·82	5·54	4·14
Kent, Surrey, Sussex, and Channel Islands	6·21	5·76	7·46	10·58	12·95	13·15	13·31	11·66	8·67	5·83	2·96	1·46	41·2	22·01	14·97	10·11	6·56	5·15
Lancaster, and Isle of Man	7·66	8·37	9·89	11·5	12·47	11·34	11·14	10·42	8·16	5·89	2·18	·98	49·79	22·86	12·8	7·45	4·31	2·79
Chester, Salop, and Stafford	8·42	8·76	10·18	12·26	13·19	11·68	10·74	9·28	6·76	4·54	2·71	1·48	44·25	21·46	14·29	9·99	5·4	4·61
Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	7·62	8·45	9·7	11·39	12·05	12·21	11·73	9·36	6·97	5·41	3·2	1·91	36·92	21·12	16·45	10·32	7·49	7·7
Berks, Hants, and Wilts	7·96	7·98	9·54	11·63	12·31	11·85	11·62	10·23	7·57	5·27	2·73	1·31	34·32	20·94	16·84	13·15	7·7	7·05
Cumberland, Durham, Northumberland, and Westmoreland	4·4	5·61	9·37	11·75	14·01	13·36	12·54	10·84	7·9	5·52	3·01	1·69	46·71	23·19	13·48	8·28	4·63	3·71
Wales	4·46	6·21	7·77	9·77	12·11	11·88	12·43	10·92	9·17	7·13	4·75	3·4	40·95	20·98	15·08	11·12	6·52	5·35
Anglesey, Caernarvon, Chester, Cumberland, Denbigh, Flint, Lancaster, Merioneth, Montgomery, Salop, and Westmoreland	4·63	6·87	8·71	10·4	11·86	11·95	11·94	11·35	9·8	7·32	3·33	1·84	45·19	22·25	14·74	9·1	4·79	3·93
Berks, Brecon, Cardigan, Caermarthen, Cornwall, Devon, Dorset, Glamorgan, Gloucester, Hants, Hereford, Monmouth, Pembroke, Radnor, Somerset, Surrey, and Wilts	6·3	6·27	8·31	10·93	12·8	11·88	12·13	10·44	8·29	5·85	3·45	3·35	43·55	23·48	14·33	8·94	5·41	4·29
Bedford, Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Northampton, Oxford, Salop, Stafford, Sussex, Warwick, and Worcester	6·31	6·29	8·04	11·71	13·27	12·7	12·33	11·41	8·18	5·52	2·85	1·39	46·36	21·89	14·25	9·21	5·	3·29
Cambridge, Durham, Huntingdon, Lincoln, Norfolk, Northumberland, Nottingham, Rutland, Suffolk, and York	4·97	6·46	8·42	10·58	12·85	11·6	12·59	11·23	9·15	6·71	3·53	1·91	41·9	24·53	14·52	9·1	5·34	4·61
Bedford, Berks, Brecon, Buckingham, Cambridge, Cardigan, Caermarthen, Cornwall, Derby, Devon, Dorset, Essex, Glamorgan, Gloucester, Hants, Hereford, Hertford, Huntingdon, Kent, Leicester, Lincoln, Middlesex, Monmouth, Norfolk, Northampton, Nottingham, Oxford, Pembroke, Radnor, Rutland, Somerset, Stafford, Suffolk, Surrey, Sussex, Warwick, Wilts, Worcester, and York	8·57	9·19	11·03	12·25	12·27	11·36	9·9	8·97	6·69	4·83	3·24	1·7	42·49	26·28	14·88	9·07	4·86	2·42
Anglesey, Caernarvon, Chester, Cumberland, Denbigh, Durham, Flint, Lancaster, Merioneth, Montgomery, Northumberland, Salop, Westmoreland, Isle of Man, and Scotland	8·01	9·55	12·09	12·55	12·93	9·76	10·21	9·16	6·56	4·78	2·85	1·55	45·67	25·46	15·2	8·4	3·58	1·69
Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Fife, Forfar, Haddington, Inverness, Kincardine, Kinross, Kirkcudbright, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland	2·21	6·32	8·87	10·89	11·86	11·58	11·7	11·02	9·1	7·38	4·77	4·3	34·71	21·52	16·84	12·07	8·01	6·85
Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Lanark, Renfrew, and Wigtown	1·04	3·19	7·96	11·42	13·13	12·31	13·08	12·39	9·73	7·41	4·63	3·71	38·09	22·64	15·69	10·78	7·19	5·61
Free Church Schools in Scotland, and other Schools *not* connected with Established Church	1·85	4·85	8·92	11·09	12·5	11·73	11·82	11·12	8·95	7·14	5·08	4·95	33·64	21·29	17·73	12·02	8·11	7·21
Episcopal Schools in Scotland	3·62	7·2	10·72	12·56	12·96	10·55	10·57	11·13	6·58	5·55	4·49	4·07	43·01	25·94	15·62	8·03	3·51	3·89
Mean per-centage	6·08	7·15	9·33	11·4	12·76	11·94	11·74	10·47	7·93	5·77	3·29	2·14	42·02	22·65	15·14	9·72	5·78	4·69

(No. IX*a*.)

TABLE showing COMPARATIVE ATTENDANCE of SCHOLARS at *same* School, from Year 1853 to 1856, in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year ended 31 December.	Per-centage of Scholars who have attended same School					
	Less than One Year.	One Year, but less than Two Years.	Two Years, but less than Three Years.	Three Years, but less than Four Years.	Four Years, but less than Five Years.	Five Years and over.
1853	47·82	21·	13·01	8·48	4·82	4·87
1854	42·	28·18	12·84	8·	4·75	4·23
1855	37·02	28·82	14·51	9·47	5·69	4·49
1856	42·02	22·65	15·14	9·72	5·78	4·69
Mean per-centage	42·21	25·16	13·88	8·92	5·26	4·57

(No. IX*b*.)

TABLE showing COMPARATIVE AGE of SCHOLARS in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year ended 31 December.	Per-centage of Scholars aged												Total Per-centage under Ten Years of Age.
	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.	
1850*	–	–	–	–	–	14·13	13·62	12·54	10·	6·84	4·24	3·55	62·83
1851*	–	–	–	–	–	14·94	14·09	12·73	9·36	7·19	4·12	3·35	63·25
1852*	–	–	–	–	–	14·73	13·98	12·56	10·31	7·85	4·61	3·96	60·71
1853*	–	–	–	–	14·19	14·65	13·72	11·81	9·02	6·24	3·44	1·86	67·63
1854*	–	–	–	–	13·67	13·84	13·62	11·34	8·72	5·86	3·28	2·04	68·76
1855	2·98	4·59	7·18	10·75	13·26	14·15	13·65	12·03	8·99	6·44	3·64	2·34	66·56
1856	6·08	7·15	9·33	11·4	12·76	11·94	11·74	10·47	7·93	5·77	3·29	2·14	70·4
Mean	38·21					14·05	13·47	11·93	9·19	6·6	3·8	2·75	65·73†

* The returns for these years *do not* distinguish the ages of children under eight years.

† The increasing per-centage is partly, perhaps principally, accounted for by the *greater number of infant schools* which have been established under inspection. This fact will be apparent in comparing the per-centages of 1855 with those of 1856, under seven years of age. Children are now sent to school at an age earlier than that at which they were sent in former times; and this raises the general per-centage of children under ten years of age although *the average age up to which attendance is continued* may remain the same as before. Tables are in course of preparation, and will be published in the volume of next year, showing the *comparative* annual numbers of children above ten years of age *in schools which have been inspected continuously from* the year 1850.

(No. X.)

RESULTS OF INSPECTION—*continued.*

CHARACTER OF INSTRUCTION.

	DISTRICTS.	Total Number of Schools* visited between 1 September 1855 and 31 August 1856.	Number of Schools in which Holy Scriptures				Number of Schools in which Catechism				Number of Schools in which Reading				Number of Schools in which Writing				Number of Schools in which, of Arithmetic,											
																			Simple Rules				Compound Rules				Higher Rules			
			Are the subject of a Report.	Are reported to be taught			Is the subject of a Report.	Is reported to be taught			Is the subject of a Report.	Is reported to be taught			Is the subject of a Report.	Is reported to be taught			Are the subject of a Report.	Are reported to be taught			Are the subject of a Report.	Are reported to be taught			Are the subject of a Report.	Are reported to be taught		
				Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.		Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.		Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.		Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.		Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.		Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.		Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.
	In Counties of—																													
Church of England Schools.	Middlesex	276	219	197	22	–	215	193	21	1	223	151	71	1	221	147	73	1	194	131	51	12	195	155	37	3	107	89	17	1
	Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	339	319	227	52	40	318	206	67	45	317	171	113	33	317	218	83	16	315	97	57	161	269	126	62	81	122	74	25	23
	York	581	564	425	99	40	539	374	123	42	568	375	181	12	563	429	125	9	546	305	185	56	539	353	144	42	420	252	115	53
	Cornwall, Devon, Dorset, and Somerset	396	364	270	67	27	358	294	54	10	362	286	72	4	359	306	51	2	360	151	103	106	306	192	88	26	137	102	28	7
	Essex, Norfolk, and Suffolk	291	212	182	30	–	124	102	22	–	213	128	85	–	199	129	70	–	202	112	90	–	163	117	46	–	78	66	11	1
	Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	466	339	214	110	15	310	221	85	4	354	217	120	17	355	240	105	10	340	156	147	37	277	155	102	20	158	110	41	7
	Kent, Surrey, Sussex, and Channel Islands	446	255	224	30	1	93	77	15	1	251	162	88	1	247	215	31	1	216	136	73	7	208	165	42	1	35	34	1	–
	Lancaster and Isle of Man	325	185	133	51	1	182	130	51	1	207	159	48	–	209	180	28	1	202	99	97	6	201	112	85	4	134	77	46	11
	Chester, Salop, and Stafford	533	319	281	51	7	301	234	60	7	316	217	97	2	323	261	56	6	282	190	81	11	285	175	93	17	159	129	25	5
	Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	149	135	129	6	–	123	117	6	–	136	124	12	–	136	124	12	–	125	101	23	1	113	96	17	–	64	60	4	–
	Berks, Hants, and Wilts	256	246	224	21	1	214	197	14	3	242	217	23	2	242	208	32	2	235	170	58	7	223	178	39	6	144	134	9	1
	Cumberland, Durham, Northumberland, and Westmoreland	230	67	46	19	2	62	47	14	1	76	43	33	–	87	53	34	–	71	47	24	–	69	40	29	–	59	34	25	–
	Wales	163	82	63	19	–	79	61	17	1	83	58	24	1	82	48	32	2	82	70	12	–	81	73	8	–	62	58	4	–
British, Wesleyan, and other Protestant Schools not connected with Church of England.	Anglesey, Caernarvon, Chester, Cumberland, Denbigh, Flint, Lancaster, Merioneth, Montgomery, Salop, and Westmoreland	145	–	–	–	–	–	–	–	–	139	136	3	–	138	130	8	–	131	124	7	–	130	119	11	–	114	103	11	–
	Berks, Brecon, Cardigan, Caermarthen, Cornwall, Devon, Dorset, Glamorgan, Gloucester, Hants, Hereford, Monmouth, Pembroke, Radnor, Somerset, Surrey, and Wilts	196	–	–	–	–	–	–	–	–	185	162	20	3	185	168	16	1	185	158	25	2	183	159	20	4	175	155	18	2
	Bedford, Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Northampton, Oxford, Salop, Stafford, Sussex, Warwick, and Worcester	152	–	–	–	–	–	–	–	–	143	139	4	–	143	141	2	–	140	123	17	–	138	123	15	–	109	102	4	3
	Cambridge, Durham, Huntingdon, Lincoln, Norfolk, Northumberland, Nottingham, Rutland, Suffolk, and York	175	–	–	–	–	–	–	–	–	100	71	29	–	100	89	11	–	98	48	50	–	99	62	37	–	68	54	14	–
Roman Catholic Schools.	Bedford, Berks, Brecon, Buckingham, Cambridge, Cardigan, Caermarthen, Cornwall, Derby, Devon, Dorset, Essex, Glamorgan, Gloucester, Hants, Hereford, Hertford, Huntingdon, Kent, Leicester, Lincoln, Middlesex, Monmouth, Norfolk, Northampton, Nottingham, Oxford, Pembroke, Radnor, Rutland, Somerset, Stafford, Suffolk, Surrey, Sussex, Warwick, Wilts, Worcester, and York	133	–	–	–	–	–	–	–	–	80	75	5	–	81	79	1	1	80	75	4	1	78	75	3	–	75	72	3	–
Schools connected with Established Church of Scotland.	Anglesey, Caernarvon, Chester, Cumberland, Denbigh, Durham, Flint, Lancaster, Merioneth, Montgomery, Northumberland, Salop, Westmoreland, Isle of Man, and Scotland	188	–	–	–	–	–	–	–	–	136	113	23	–	136	121	15	–	131	101	29	1	122	89	32	1	102	82	18	2
	Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Fife, Forfar, Haddington, Inverness, Kincardine, Kinross, Kirkcudbright, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland	307	197	196	1	–	191	188	3	–	197	194	3	–	195	191	4	–	180	165	14	1	173	161	12	–	152	140	12	–
	Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Lanark, Renfrew, and Wigtown	208	198	185	13	–	189	167	22	–	200	194	6	–	189	169	20	–	160	141	19	–	155	133	21	1	153	130	22	1
Free Church Schools in Scotland, and other Schools *not* connected with Established Church		383	197	197	–	–	196	195	1	–	354	332	20	2	342	336	6	–	331	316	14	1	321	305	16	–	296	282	14	–
Episcopal Schools in Scotland		97	92	85	7	–	89	81	8	–	92	68	23	1	92	72	20	–	92	69	22	1	84	67	17	–	25	22	3	–
	Total	6,440	3,990	3,258	598	134	3,583	2,884	583	116	4,974	3,792	1,103	79	4,941	4,054	835	52	4,698	3,085	1,202	411	4,412	3,230	976	206	2,948	2,361	470	117

	DISTRICTS.	Number of Schools in which, of Arithmetic,				Number of Schools in which Geography				Number of Schools in which Grammar				Number of Schools in which History				Number of Schools in which Music from Notes				Number of Schools in which Drawing			
		Higher Rules																							
		Are the subject of a Report.	Are reported to be taught			Is the subject of a Report.	Is reported to be taught			Is the subject of a Report.	Is reported to be taught			Is the subject of a Report.	Is reported to be taught			Is the subject of a Report.	Is reported to be taught			Is the subject of a Report.	Is reported to be taught		
			Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.		Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.		Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.		Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.		Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.		Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.
	In Counties of—																								
Church of England Schools.	Middlesex	186	146	39	1	169	90	71	8	79	72	6	1	39	38	1	–	28	27	–	1
	Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	254	150	54	50	201	97	54	50	86	44	23	19	41	33	7	1	21	16	4	1
	York	505	305	154	46	455	248	148	69	280	135	93	52	42	41	1	–	59	41	16	2
	Cornwall, Devon, Dorset, and Somerset	307	223	65	19	238	138	76	24	151	108	38	5	32	32	–	–	11	11	–	–
	Essex, Norfolk, and Suffolk	149	95	53	1	80	57	22	1	83	53	30	–	2	2	–	–	1	1	–	–
	Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	270	187	85	7	180	90	84	6	96	74	21	1	18	17	–	1	9	9	–	–
	Kent, Surrey, Sussex, and Channel Islands	230	142	76	12	175	115	42	18	45	35	8	2	6	6	–	–	3	2	1	–
	Lancaster and Isle of Man	203	137	65	1	191	41	74	76	114	28	81	5	1	1	–	–	5	4	1	–
	Chester, Salop, and Stafford	262	184	69	9	156	108	46	2	84	65	17	2	21	20	1	–	9	9	–	–
	Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	84	68	15	1	75	63	12	–	30	29	1	–	14	14	–	–	7	7	–	–
	Berks, Hants, and Wilts	229	206	21	2	206	163	35	8	106	88	15	3	19	19	–	–	19	19	–	–
	Cumberland, Durham, Northumberland, and Westmoreland	64	27	37	–	42	16	26	–	11	6	4	1	6	6	–	–	2	1	1	–
	Wales	79	60	18	1	64	47	17	–	8	8	–	–	11	11	–	–	5	4	1	–
British, Wesleyan, and other Protestant Schools not connected with Church of England.	Anglesey, Caernarvon, Chester, Cumberland, Denbigh, Flint, Lancaster, Merioneth, Montgomery, Salop, and Westmoreland	135	128	5	2	134	104	27	3	71	63	8	–	11	11	–	–	5	4	1	–
	Berks, Brecon, Cardigan, Caermarthen, Cornwall, Devon, Dorset, Glamorgan, Gloucester, Hants, Hereford, Monmouth, Pembroke, Radnor, Somerset, Surrey, and Wilts	184	163	19	2	164	128	32	4	138	120	16	2	4	4	–	–	39	39	–	–
	Bedford, Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Northampton, Oxford, Salop, Stafford, Sussex, Warwick, and Worcester	141	136	5	–	141	117	23	1	134	125	7	2	1	1	–	–	1	1	–	–
	Cambridge, Durham, Huntingdon, Lincoln, Norfolk, Northumberland, Nottingham, Rutland, Suffolk, and York	98	87	11	–	99	38	60	1	57	36	21	–	2	2	–	–	7	7	–	–
Roman Catholic Schools.	Bedford, Berks, Brecon, Buckingham, Cambridge, Cardigan, Caermarthen, Cornwall, Derby, Devon, Dorset, Essex, Glamorgan, Gloucester, Hants, Hereford, Hertford, Huntingdon, Kent, Leicester, Lincoln, Middlesex, Monmouth, Norfolk, Northampton, Nottingham, Oxford, Pembroke, Radnor, Rutland, Somerset, Stafford, Suffolk, Surrey, Sussex, Warwick, Wilts, Worcester, and York	80	71	9	–	77	62	14	1	11	7	6	1	9	8	1	–				
Schools connected with Established Church of Scotland.	Anglesey, Caernarvon, Chester, Cumberland, Denbigh, Durham, Flint, Lancaster, Merioneth, Montgomery, Northumberland, Salop, Westmoreland, Isle of Man, and Scotland	102	82	18	2	131	89	40	2	131	69	53	9	83	61	22	–	26	21	5	–	21	18	3	–
	Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Fife, Forfar, Haddington, Inverness, Kincardine, Kinross, Kirkcudbright, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland	152	140	12	–	186	176	9	1	182	168	14	–	42	41	1	–	15	15	–	–	13	13	–	–
	Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Lanark, Renfrew, and Wigtown	161	151	10	–	156	129	26	1	35	35	–	–	2	2	–	–	17	16	1	–
Free Church Schools in Scotland, and other Schools *not* connected with Established Church		296	282	14	–	349	335	12	2	342	315	27	–	104	129	34	1	5	5	–	–	4	4	–	–
Episcopal Schools in Scotland		25	22	3	–	85	75	10	–	84	68	16	–	29	27	2	–	16	15	–	1	–	–	–	–
	Total	2,948	2,361	470	117	4,381	3,342	880	159	3,745	2,470	994	281	2,063	1,444	462	97	378	353	21	4	295	261	30	4

* Boys', Girls', and Mixed Schools *only*—*not* Infants.

(No. XI.)

RESULTS OF INSPECTION—*continued.*

SCHOOL APPLIANCES, DISCIPLINE, &c.

DISTRICTS.	Total Number of Schools* visited.	Number of Schools in which																				
		Premises are reported to be			Furniture is reported to be			Books are reported to be			Registers are reported to be kept			Apparatus is reported to be			Discipline is reported to be			Fitness for Training Apprentices is reported to be		
		Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
Church of England Schools. — In Counties of—																						
Middlesex	365	273	58	10	309	15	2	273	54	10	213	11	- -	269	57	9	272	49	6	265	16	7
Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	399	324	29	23	317	33	7	277	26	72	262	17	35	295	28	57	287	46	40	214	11	9
York	676	597	66	2	583	65	10	463	106	66	445	55	12	482	94	44	521	113	21	366	17	8
Cornwall, Devon, Dorset, and Somerset	439	372	34	21	381	30	8	317	70	31	308	33	23	337	61	10	352	46	22	218	4	21
Essex, Norfolk and Suffolk	333	277	51	1	220	101	- -	154	95	11	115	38	- -	152	164	6	222	106	2	147	17	—
Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	528	381	101	14	451	22	3	319	106	69	331	18	6	345	90	46	379	87	8	196	25	9
Kent, Surrey, Sussex, and Channel Islands	526	476	26	8	469	28	5	404	74	22	401	2	5	428	64	11	469	29	6	293	7	3
Lancaster and Isle of Man	398	329	45	10	366	11	4	310	30	42	233	19	27	317	35	25	331	35	9	246	39	6
Chester, Salop, and Stafford	659	479	60	57	488	17	9	359	110	81	328	41	26	420	61	50	476	47	30	236	8	3
Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	179	143	29	2	160	10	- -	138	17	11	15	3	2	151	18	- -	144	23	1	92	1	—
Berks, Hants, and Wilts	302	266	26	6	274	20	4	244	24	27	233	11	5	248	31	12	265	26	8	213	16	3
Cumberland, Durham, Northumberland, and Westmoreland	247	145	44	7	165	25	6	141	41	2	130	15	- -	142	54	1	143	50	3	104	20	2
Wales	179	117	56	4	148	30	- -	143	12	9	101	19	12	131	27	2	151	22	- -	82	9	1
British, Wesleyan, and other *Protestant* Schools *not* connected with Church of England. — Anglesea, Caernarvon, Chester, Cumberland, Denbigh, Flint, Lancaster, Merioneth, Montgomery, Salop, and Westmoreland	178	171	- -	- -	162	6	1	126	2	12	116	2	4	166	6	2	169	1	3	148	1	—
Berks, Brecon, Cardigan, Caermarthen, Cornwall, Devon, Dorset, Glamorgan, Gloucester, Hants, Hereford, Monmouth, Pembroke, Radnor, Somerset, Surrey, and Wilts	231	215	6	3	214	6	2	189	7	24	191	4	9	196	13	12	213	6	2	190	4	5
Bedford, Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Northampton, Oxford, Salop, Stafford, Sussex, Warwick, and Worcester	180	155	11	2	163	4	- -	152	15	- -	158	5	3	158	7	1	57	9	- -	150	1	1
Cambridge, Durham, Huntingdon, Lincoln, Norfolk, Northumberland, Nottingham, Rutland, Suffolk, and York	206	189	13	3	195	9	- -	171	10	23	70	3	5	157	24	24	146	52	4	144	43	6
Roman Catholic Schools. — Bedford, Berks, Brecon, Buckingham, Cambridge, Cardigan, Caermarthen, Cornwall, Derby, Devon, Dorset, Essex, Glamorgan, Gloucester, Hants, Hereford Hertford, Huntingdon, Kent, Leicester, Lincoln, Middlesex, Monmouth, Norfolk, Northampton, Nottingham, Oxford, Pembroke, Radnor, Rutland, Somerset, Stafford, Suffolk, Surrey, Sussex, Warwick, Wilts, Worcester, and York	163	103	7	2	99	7	1	102	6	1	86	4	2	101	7	2	110	- -	1	91	5	1
Anglesey, Caernarvon, Chester, Cumberland, Denbigh, Durham, Flint, Lancaster, Merioneth, Montgomery, Northumberland, Salop, Westmoreland, Isle of Man, and Scotland	223	147	18	6	143	25	- -	132	16	10	140	6	2	139	29	3	160	7	- -	106	1	2
Schools connected with *Established Church of Scotland.* — Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Fife, Forfar, Haddington, Inverness, Kincardine, Kinross, Kirkcudbright, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross, and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland	322	302	18	1	308	11	1	288	22	6	253	8	5	260	46	6	301	15	1	208	2	1
Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Lanark, Renfrew, and Wigtown	216	178	29	5	156	22	4	186	12	10	122	27	6	171	17	8	187	12	- -	128	—	—
Free Church Schools in Schools in Scotland, and other Schools *not* connected with Established Church	404	388	10	- -	390	- -	2	377	5	5	282	14	51	354	18	2	394	3	1	285	—	—
Episcopal Schools in Scotland	101	93	1	2	87	7	1	81	14	1	87	2	1	85	8	2	87	7	2	72	1	2
TOTAL	7,454	6,120	738	189	6,248	504	70	5,346	874	545	4,620	357	240	5,504	954	345	5,936	791	170	4,194	248	90

* Separate departments under separate teachers.

(No. XII.)

RESULTS OF INSPECTION—*continued.*

GGREGATE ANNUAL INCOME and EXPENDITURE (*as returned by Managers*) of an ascertained Number of SCHOOLS enumerated in foregoing Table No. IX.,* *exclusive* of aid from Parliam

	INCOME.					Average Income† per Scholar in Attendance.	EXPENDITURE.		
	From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.		Salaries.	Books and Apparatus.	Miscellaneous.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
niary	2,972 13 8	23,717 14 8½	12,364 3 10½	6,241 14 8½	45,296 6 11½	1 6 5¼	24,069 15 7¼	3,566 6 4¾	18,268 9 11
ts	3,163 16 9	10,654 18 11½	5,968 8 3½	2,832 10 1¼	22,619 14 1¼	1 0 1¾	16,738 7 8	1,761 11 5½	5,565 6 9
vern-	3,126 1 2½	13,042 6 0¾	19,100 8 5	4,071 13 10½	39,340 9 6¾	0 15 8	31,842 3 1¾	2,467 12 2	8,166 2 4
and	1,926 13 0½	10,211 2 0¾	5,771 4 4¼	2,864 2 5½	20,773 1 11	0 16 2	16,376 5 1	1,490 17 6½	5,161 19 1
nal	2,388 4 6	7,650 7 2¾	5,349 11 8½	3,161 9 7½	18,549 13 0¾	0 18 3	13,769 15 6	1,347 6 10¾	4,550 1 8
ome).	2,197 13 7½	10,616 7 8½	8,920 6 11	2,841 18 8½	24,576 6 11½	0 17 11½	20,177 14 3½	1,518 14 9½	4,208 6 2
	4,253 2 8½	19,069 16 10½	10,434 3 4	4,601 4 6½	38,358 7 5½	1 0 11¾	25,226 17 8½	2,870 4 0¾	11,387 16 9
	1,074 12 10½	12,318 2 7¼	14,419 17 3	2,886 5 5¼	30,698 18 2	0 16 3¼	21,344 6 8¾	2,234 14 6½	7,696 14 2
	2,220 6 11	13,249 2 1¼	12,324 0 11½	3,881 12 10	31,675 2 9¾	0 18 0½	25,176 18 4	2,213 16 2¼	6,472 3 5
	2,050 17 1	4,699 4 2½	2,781 4 0	890 4 11¼	10,421 10 2¾	0 19 2	7,723 18 8	709 7 7	2,354 0 10
	1,333 12 0	8,467 15 11½	5,129 11 8½	2,261 2 1½	17,192 1 9¼	0 16 9½	13,935 10 7	1,189 6 11¾	3,653 4 4
	1,585 2 7	4,278 16 3¾	5,544 11 7½	973 13 7½	12,382 4 1¾	0 16 5	10,237 18 6	948 10 3½	2,177 13 5
	844 17 6	4,629 4 2	3,271 16 9	1,584 15 4	10,330 13 9	0 16 8	8,406 3 2	648 12 9	1,688 12 3
ter, Merioneth,	271 3 5	5,121 17 10¼	9,680 13 8½	1,656 0 8¼	16,729 15 8	0 16 9¾	12,464 17 3	1,122 19 11½	3,850 7 10
t, Glamorgan, nerset, Surrey,	434 9 6	7,445 9 3¼	7,431 15 2	2,846 18 10¾	18,158 12 10	0 16 11¼	12,924 5 9	1,412 16 11¾	4,746 10 2
dlesex, North-	294 19 2	6,751 8 0¼	8,341 16 10½	6,683 10 5¾	22,071 14 6½	1 3 6¾	12,930 19 0¾	1,435 11 6¼	8,574 13 5
d, Nottingham,	680 8 4	5,352 7 1	9,593 8 3	1,643 9 1¾	17,269 12 9¾	0 16 11	12,803 7 1½	1,312 19 6½	3,800 13 11
narthen, Corn- nts, Hereford, outh, Norfolk, Somerset, Staf- rk	240 10 11	3,507 9 8	1,422 9 2½	927 14 7½	6,098 4 5	0 12 8½	4,419 19 8	533 3 11¼	1,706 11 1
nt, Lancaster, , Isle of Man,	237 13 1½	3,563 7 2	3,271 9 4	2,077 11 7½	9,150 1 3	0 10 8¼	5,900 6 11	729 19 10	4,049 12
n, Fife, Forfar, thgow, Nairn, , Stirling, and	8,025 4 8	7,308 16 3½	8,986 10 5	2,209 8 4½	26,529 19 9	1 0 9	20,124 4 6½	846 4 7½	6,125 19 1
, and Wigtown	3,108 3 7½	4,151 3 4¼	9,838 0 8	1,150 14 1½	18,248 1 9¼	0 17 10¾	15,907 8 1¼	503 12 6½	1,967 16
	291 6 5	6,922 13 3½	17,782 17 0	5,733 16 3	30,730 12 11¼	0 16 8½	25,982 18 3¼	540 2 0¾	4,991 6
							4,000 3 2	206 0 10	1,018 5

(No. XIII.)

RESULTS OF INSPECTION—*continued.*

SALARIES OF TEACHERS (certificated as compared with *uncertificated*).

DISTRICTS.	MASTERS.						MISTRESSES.						Average Emoluments (including all professional sources)
	Certificated.			*Uncertificated.*			Certificated.			*Uncertificated.*			
	Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	
Church of England Schools. — In Counties of—	£ s. d.			£ s. d.			£ s. d.			£ s. d.			£
Middlesex	102 7 7	121	77	99 14 11	23	15	71 12 3	98	69	50 5 10¾	32	19	64
Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	87 10 8	114	80	52 2 9	52	28	58 9 1	66	37	30 3 7	63	35	63
York	88 12 5½	200	132	48 14 9½	179	87	63 9 9¾	94	40	31 17 1½	76	28	65
Cornwall, Devon, Dorset, and Somerset	78 16 1	114	58	44 3 7¼	104	59	56 2 7¾	52	23	27 13 5	112	56	53
Essex, Norfolk, and Suffolk	92 12 4	64	37	50 5 11	64	36	56 19 4	53	26	29 12 8	82	30	53
Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	87 0 5¼	104	65	43 3 8	133	70	58 4 2¼	56	35	30 9 6¾	94	37	52
Kent, Surrey, Sussex, and Channel Islands	88 5 2¾	148	99	60 4 8	73	43	59 9 0¾	104	74	37 17 10¼	100	58	51
Lancaster, and Isle of Man	99 13 10	148	69	60 3 3	40	22	66 6 8	92	24	42 6 2	19	9	59
Chester, Salop, and Stafford	89 8 10¾	140	89	49 15 11¾	114	55	58 3 1¾	83	43	30 11 0¾	116	40	53
Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	84 9 10¾	50	41	48 8 7	24	13	55 16 6	34	24	29 3 5	39	23	49
Berks, Hants, and Wilts	86 1 2	97	66	52 15 5	41	31	55 5 1	66	43	34 17 0	43	27	50
Cumberland, Durham, Northumberland, and Westmoreland	91 1 1	81	37	45 17 0	45	23	63 3 9	26	15	34 13 8	20	5	47
Wales	78 9 4½	86	62	51 18 6½	27	18	59 12 0¼	16	4	35 13 10½	32	19	52
British, Wesleyan, and other *Protestant* Schools *not* connected with Church of England. — Anglesey, Caernarvon, Chester, Cumberland, Denbigh, Flint, Lancaster, Merioneth, Montgomery, Salop, and Westmoreland	98 2 11	88	26	73 5 2	24	5	71 7 1	22	5	39 12 1½	25	3	56
Berks, Brecon, Cardigan, Caermarthen, Cornwall, Devon, Dorset, Glamorgan, Gloucester, Hants, Hereford, Monmouth, Pembroke, Radnor, Somerset, Surrey, and Wilts	97 13 9¾	80	30	74 1 9½	38	11	64 18 3	36	12	42 8 10¾	29	9	59
Bedford, Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Northampton, Oxford, Salop, Stafford, Sussex, Warwick, and Worcester	103 11 4¼	75	18	92 1 0¾	23	7	68 13 4	38	13	47 1 2½	17	4	77
Cambridge, Durham, Huntingdon, Lincoln, Norfolk, Northumberland, Nottingham, Rutland, Suffolk, and York	100 11 10¾	100	34	69 1 1¾	25	10	64 13 0	25	4	36 19 2¼	24	7	57
Roman Catholic Schools. — Bedford, Berks, Brecon, Buckingham, Cambridge, Cardigan, Caermarthen, Cornwall, Derby, Devon, Dorset, Essex, Glamorgan, Gloucester, Hants, Hereford, Hertford, Huntingdon, Kent, Leicester, Lincoln, Middlesex, Monmouth, Norfolk, Northampton, Nottingham, Oxford, Pembroke, Radnor, Rutland, Somerset, Stafford, Suffolk, Surrey, Sussex, Warwick, Wilts, Worcester, and York	75 1 7½	26	11	55 8 5½	13	5	53 19 10¼	29	17	46 15 7½	22	15	37
Anglesey, Caernarvon, Chester, Cumberland, Denbigh, Durham, Flint, Lancaster, Merioneth, Montgomery, Northumberland, Salop, Westmoreland, Isle of Man, and Scotland	76 14 3	35	15	53 8 3¼	25	11	57 2 3	20	8	42 19 10½	49	26	50
Schools connected with *Estab. Church of Scotland.* — Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Fife, Forfar, Haddington, Inverness, Kincardine, Kinross, Kirkcudbright, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland	85 4 6	134	106	88 2 0	82	51	49 6 4	36	27	42 4 4	34	12	48
Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Lanark, Renfrew, and Wigtown	98 11 4	93	58	75 13 2½	84	53	52 8 8¾	27	20	44 1 0	11	6	49
Free Church Schools in Scotland, and other schools *not* connected with Established Church	92 13 7	242	142	69 0 5	80	29	57 7 1	49	24	30 14 8	33	12	46
Episcopal Schools in Scotland	74 18 7	27	11	44 11 6	23	7	48 7 3	18	5	33 5 2	25	10	41
Total	89 9 2½	2,367	1,363	60 19 2½	1,336	689	59 12 0¼	1,140	592	37 0 3¾	1,097	490	51

(No. XIV.)

RESULTS OF INSPECTION—*continued.*

SCHOOL FEES.*

	DISTRICTS.	Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
				One Penny, and less than Twopence.	Twopence, and less than Threepence.	Threepence, and less than Fourpence.	Fourpence.	Over Fourpence.
	In Counties of—							
Church of England Schools.	Middlesex	129	40,647	29·71	51·35	11·26	4·08	3·6
	Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	196	24,908	48·1	41·24	7·07	2·04	1·55
	York	382	59,063	16·68	55·5	20·78	4·87	2·17
	Cornwall, Devon, Dorset, and Somerset	247	31,194	70·59	22·81	3·67	1·47	1·46
	Essex, Norfolk, and Suffolk	158	19,722	57·	35·5	4·16	1·5	1·84
	Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	249	28,878	38·44	40·47	13·01	4·77	3·31
	Kent, Surrey, Sussex, and Channel Islands	210	40,418	46·57	43·53	6·21	1·34	2·35
	Lancaster, and Isle of Man	201	44,357	24·35	55·22	12·5	5·45	2·48
	Chester, Salop, and Stafford	255	38,196	30·45	47·05	15·12	5·	2·38
	Bedford, Buckingham, Cambridge, Hertford, and Huntingdon	84	11,628	66·4	25·38	4·72	1·48	2·02
	Berks, Hants, and Wilts	154	23,156	64·27	28·02	3·86	1·69	2·16
	Cumberland, Durham, Northumberland, and Westmoreland	117	16,795	28·4	46·72	16·33	5·17	3·38
	Wales	116	15,679	62·53	23·75	8·54	3·81	1·37
British, Wesleyan, and other *Protestant* Schools *not* connected with Church of England.	Anglesey, Caernarvon, Chester, Cumberland, Denbigh, Flint, Lancaster, Merioneth, Montgomery, Salop, and Westmoreland	113	22,953	17·59	36·81	20·3	17·76	7·54
	Berks, Brecon, Cardigan, Caermarthen, Cornwall, Devon, Dorset, Glamorgan, Gloucester, Hants, Hereford, Monmouth, Pembroke, Radnor, Somerset, Surrey, and Wilts	129	25,157	35·62	41·24	16·01	4·23	2·9
	Bedford, Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Northampton, Oxford, Salop, Stafford, Sussex, Warwick, and Worcester	100	21,585	15·88	38·29	26·88	13·54	5·41
	Cambridge, Durham, Huntingdon, Lincoln, Norfolk, Northumberland, Nottingham, Rutland, Suffolk, and York	137	25,582	15·08	41·36	23·39	15·29	4·88
Roman Catholic Schools.	Bedford, Berks, Brecon, Buckingham, Cambridge, Cardigan, Caermarthen, Cornwall, Derby, Devon, Dorset, Essex, Glamorgan, Gloucester, Hants, Hereford, Hertford, Huntingdon, Kent, Leicester, Lincoln, Middlesex, Monmouth, Norfolk, Northampton, Nottingham, Oxford, Pembroke, Radnor, Rutland, Somerset, Stafford, Suffolk, Surrey, Sussex, Warwick, Wilts, Worcester, and York	52	7,614	66·84	22·06	6·51	3·61	·98
	Anglesey, Caernarvon, Chester, Cumberland, Denbigh, Durham, Flint, Lancaster, Merioneth, Montgomery, Northumberland, Salop, Westmoreland, Isle of Man, and Scotland	80	13,986	62·27	28·65	4·98	2·58	1·52
Schools connected with *Established Church of Scotland.*	Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Fife, Forfar, Haddington, Inverness, Kincardine, Kinross, Kirkcudbright, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland	207	21,291	25·07	34·95	25·34	7·41	7·23
	Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Lanark, Renfrew, and Wigtown	145	16,044	10·99	35·15	35·12	8·37	10·37
Free Church Schools in Scotland, and other Schools *not* connected with Established Church		297	37,079	14·4	39·7	26·95	8·25	10·7
Episcopal Schools in Scotland		59	5,358	51·75	37·2	8·73	1·96	·36
	Total	3,817	591,290	34·84	41·25	14·69	5·54	3·68

* Extract from the Report of the Registrar General, on the Census of 1851, p. xxiii., with reference to Education:—

"*Children of the labouring classes are employed at an early age,—some permanently, others temporarily,—at a rate of recompence which, though apparently but trifling, is sufficient for their maintenance, and more than sufficient to induce their parents to remove them from School. It is evident that even the lowest amount of wages which the child of a labouring man will receive (from 1s. 6d. to 2s. per week) must be so great a relief to the parents as to render it almost hopeless that they can withstand the inducement, and retain the child at School in the face of such temptation. And this inducement will be almost equally powerful whether or not the School be one where payments from the children are required. It is, not for the sake of* saving a penny *per week, but, for the sake of* gaining a shilling or eighteenpence *per week, that a child is transferred from the School to the factory or the fields; and the mere opportunity of saving the penny by sending the child to a* free school *would not restrain the parents from making a positive addition to their weekly income, if the absence of the child from School could ensure it.*"

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools
	Amount.	Date of Payment.						
DERBYSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d
Derby, St. Peter's (DevonshireStreet), Girls - - N.S.	*125 0 0	May 8, 1839	4 13 6½	15 0 0	- -	30 8 4		
Derby, St. Peter's (Siddal's Lane), Infants - - N.S.	*160 0 0*a*	Nov. 22, 1834	2 13 5					
Derby, St. Peter's (Traffic Street), Boys - - - N.S.	124 0 0*b*	Apr. 29, 1847	5 16 8	- -	- -	255 15 0		
Dore - - - N.S.	20 0 0	Feb. 23, 1846	1 14 1¾					
Doveridge, Girls - N.S.	- -	- - - -	- -	2 10 0	- -	131 0 10	8 10 0	
Draycott and Wilne, Par.	386 0 0	Dec. 6, 1854	4 18 2	18 15 0	- -	- -	14 2 0	
Duffield, Endowed N.S.	21 0 0	Apr. 23, 1855	2 15 8¾	30 0 0	- -	15 0 0	15 0 0	
Eaton, Little - N.S.	50 0 0	Dec. 1, 1842	7 5 7¾	102 1 8	- -	225 4 2	48 0 0	
" " - - "	15 0 0	May 19, 1849						
" " - - "	20 0 0	Sept. 1, 1849						
Eaton, Long - - N.S.	- -	- - - -	3 1 8					
Edale - - N.S.	- -	- - - -	1 2 10					
Edensor - - N.S.	- -	- - - -	2 16 10	109 16 8	- -	194 3 4		
Eyam - - - N.S.	- -	- - - -	1 1 4½					
Glossop - - B.S.	*225 0 0*c*	Nov. 30, 1836						
Glossop (Duke of Norfolk's) - - - B.S.	- -	- - - -	5 11 7	- -	- -	7 5 0		
Hadfield - - Wes.	- -	- - - -	2 6 3¾	40 0 0	- -	14 3 4	27 3 0	
Hardwick - - N.S.	- -	- - - -	- -	15 0 0	- -	- -	2 2 0	
Hathersage - - N.S.	- -	- - - -	2 10 0	- -	- -	102 10 0	3 0 0	
Hathersage - - Wes.	- -	- - - -	1 3 10	12 0 0				
Hayfield - - N.S.	*116 0 0	Mar. 9, 1839						
Hazlewood - - R.C.	- -	- - - -	1 11 7	39 6 8	- -	104 11 8		
Hazlewood - - N.S.	69 0 0	June 16, 1846	1 1 2¾	- -	- -	- -	2 8 0	
Heage - - - N.S.	68 0 0	Sept. 1, 1841						
" - - - "	1 16 4	Oct. 2, 1846						
Heanor - - N.S.	220 0 0	Nov. 16, 1848	4 17 2¼	43 5 0	- -	68 0 0	19 4 0	
" - - - "	40 8 0	Oct. 7, 1856						
Horsley, Endowed N.S.	24 13 4	Oct. 22, 1849	3 6 1½					
Hulland - - N.S.	- -	- - - -	1 17 8½	- -	- -	- -	4 15 0	
Ilkeston (B. and G.) N.S.	4 3 0	Nov. 18, 1847	3 14 0½	95 12 6	- -	334 19 2	41 4 0	
" " - "	131 5 0	July 4, 1851						
Ilkeston - - B.S.	200 0 0	Sept. 14, 1846	6 10 10	13 15 0	- -	232 10 0	41 11 0	
Ironville - - N.S.	490 0 0	Mar. 13, 1852	8 0 0½	111 16 8	- -	215 0 0	80 5 0	
Kniveton - - N.S.	53 0 0	Mar. 14, 1849						
Langley, Kirk - N.S.	40 0 0	Aug. 9, 1845						
" - - - "	5 9 10	Sept. 14, 1847						
Lea, Public School -	- -	- - - -	- -	- -	- -	- -	4 10 0	
Littleover - - N.S.	70 0 0	Nov. 10, 1845						
Longford - Par.S.	- -	- - - -	- -	66 0 0	- -	10 0 0	14 1 0	
Matlock Bath - N.S.	205 0 0	May 27, 1854						
Measham - - N.S.	*20 0 0	Oct. 18, 1837	5 12 8	120 0 0	- -	366 3 4	17 12 0	
" - - "	60 0 0	Feb. 3, 1847						
" - - "	28 0 0	Oct. 18, 1851						
" - - "	57 6 6	Feb. 17, 1855						
Melbourne - - N.S.	- -	- - - -	3 15 3½	66 0 0	- -	105 10 0	21 18 0	
Mickleover - Ch.S.	- -	- - - -	1 0 8¼					
Middleton - - N.S.	75 0 0	July 28, 1846						
Middleton Stoney - N.S.	- -	- - - -	- -	44 5 0	- -	- -	8 5 0	
Milford - - - B.S.	- -	- - - -	28 0 9	81 5 0	85 0 0	827 10 0	83 12 0	
Monyash - - N.S.	- -	- - - -	1 0 1	- -	- -	1 13 4		
Morley - - - N.S.	17 1 9	Dec. 29, 1850	1 13 4					
Newhall - - - N.S.	- -	- - - -	- -	20 0 0	- -	26 13 4		
Newmills - - N.S.	300 0 0	Oct. 17, 1846						
Newmills - - Wes.	- -	- - - -	3 13 4¼	45 0 0	- -	2 10 0	16 15 0	
Normanton, South N.S.	*64 0 0	Nov. 9, 1839	- -	14 3 4				
Norton, Greenhill - N.S.	46 0 0	May 28, 1844	0 12 0¾					
Ockbrooke - - N.S.	200 0 0	Jan. 28, 1850	3 1 8	- -	- -	290 0 10	7 4 0	
" - - "	11 0 0	Nov. 21, 1855						
Osmaston - - N.S.	- -	- - - -	5 3 4¼	49 5 0	- -	276 15 0		
Pentrich - - N.S.	- -	- - - -	1 13 4					

a For Siddal's Lane and Traffic Street schools.
b For repairing Bag Lane, Siddal's Lane, Devonshire Street, and Traffic Street schools.
c School pulled down, and part of proceeds of sale of material, with interest, (165*l.* 8*s.* 1*d.*,) repaid to Lor
of Her Majesty's Treasury.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
DERBYSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bakewell - - N.S.	137 5 0	Dec. 4, 1848	- - -	- - -	- - -	0 15 0		
Bamford - - N.S.	62 10 0	June 28, 1842	1 1 3½					
Baslow, Ch. Ch. - N.S.	- - -	- - -	2 13 11½	15 0 0	- -	90 16 8		
Beighton and Hackenthorpe - - N.S.	367 0 0	Apr. 19, 1855						
Belper - - - N.S.	536 0 0	Nov. 16, 1849	9 9 7¾	120 0 0	- -	410 0 0	16 17 0	
Belper - - - P.U.	- - -	- - -	- - -	- - -	- -	62 10 0		
Belper - - - Wes.	- - -	- - -	5 11 8	161 13 4	- -	326 10 0		
Biggin, St. Thomas' N.S.	150 0 0	July 11, 1849	3 15 7					
Bolsover - - N.S.	40 0 0	Feb. 7, 1845	1 0 9½	- -	- -	- -	3 0 0	
" - - "	70 0 0	July 14, 1848						
Borrowash - - N.S.	- - -	- - -	2 16 1	- -	- -	90 12 6		
Boylestone - - N.S.	90 0 0	May 13, 1846	0 15 0	- -	- -	7 10 0		
" - - "	3 18 6	Nov. 20, 1847						
Brackenfield - N.S.	70 0 0	Nov. 25, 1845						
" - - "	35 0 0	Sept. 24, 1847						
" - - "	4 4 0	Sept. 24, 1847						
" - - "	13 13 0	Mar. 29, 1855						
Brailsford - - N.S.	- - -	- - -	1 1 1¾	106 3 4	- -	173 0 0		
Brampton, St. Thomas' - - N.S.	- - -	- - -	- - -	- - -	- -	10 0 0		
Brimington - - N.S.	75 0 0	Apr. 2, 1841	- -	16 10 0				
" - - "	3 0 0	Feb. 8, 1847						
Broughton, Church N.S.	- - -	- - -	1 9 0					
Buxton - - - N.S.	- - -	- - -	2 14 11½	- -	- -	32 10 0		
Buxton - - - Wes.	92 10 0	June 17, 1851	2 3 4½					
Castleton - - N.S.	- - -	- - -	- - -	38 15 0	- -	- -	12 4 0	
Chapel-en-le-Frith N.S.	*105 0 0	July 25, 1840	3 16 2	48 5 0	- -	281 3 4	9 10 0	
" " - "	8 17 0	July 20, 1847						
" " - "	17 0 0	Oct. 4, 1853						
Charlesworth - N.S.	250 0 0	Feb. 6, 1851	3 8 7½	59 13 4	- -	52 10 0	6 13 0	
Charlesworth - B.S.	- - -	- - -	- - -	11 15 0	- -	143 10 0	33 2 0	
Chesterfield, Victoria - - N.S.	160 0 0	May 8, 1848	2 3 3	108 10 0	- -	346 8 4	23 11 0	
" - "	30 0 0	May 15, 1855						
Chesterfield, Old - N.S.	50 0 0	Aug. 10, 1847						
Chinley - - B.S.	*40 0 0	Aug. 22, 1835						
Clay Cross, St. Bartholomew's Par. S.	- - -	- - -	- - -	7 10 0	- -	- -	3 8 0	
Codnor and Loscoe N.S.	67 0 0	Aug. 9, 1842	2 6 2	5 0 0				
" " "	52 0 0	Aug. 25, 1856						
Crich - - - N.S.	250 0 0	Oct. 19, 1848	2 0 8	22 10 0	- -	- -	2 1 0	
Derby - - - B.S.	450 0 0	Aug. 5, 1844	14 7 2½	155 3 4	- -	1,057 3 4	25 7 0	
" - - - "	55 0 0	July 10, 1856						
Derby, All Saints' - N.S.	*160 0 0	Oct 25, 1837	6 4 10½	101 17 6	- -	165 0 0		
" " - "	10 14 6	Apr. 14, 1848						
" " - "	311 0 0	Mar. 29, 1852						
Derby, Ch. Ch. - N.S.	250 0 0	Dec. 17, 1852	6 2 7½	59 2 6	- -	198 11 8	9 9 0	
Derby, Curzon Street, N.S.	355 0 0	Nov. 9, 1842	22 13 2½	207 5 10	17 10 0	1,253 15 0		
" " - "	40 0 0	Aug 21, 1845						
" " - "	12 0 0	Sept. 5, 1846						
" " - "	2 10 0	Nov. 18, 1847						
" " - "	20 0 0	June 15, 1849						
" " - "	13 6 8	May 9, 1850						
" " - "	7 0 0	July 12, 1851						
" " - "	8 19 0	Dec. 28, 1853						
Derby, Diocesan Board -	- - -	- - -	12 4 11					
Derby, Holy Trinity, N.S.	250 0 0	May 5, 1841	27 7 10¼	145 10 0	150 0 0	1,999 16 8		
" " - "	306 0 0	July 11, 1851						
" " - "	70 0 0	Nov. 25, 1853						
Derby, King Street, Wes.	- - -	- - -	4 1 8½	60 18 4	- -	51 10 0	12 19 0	
Derby, Practising School	277 0 0	Jan. 25, 1855	4 3 4½	31 5 0	- -	15 0 0	5 10 0	
Derby, St. Alkmund's N.S.	211 0 0	Mar. 18, 1853	10 0 0	68 10 2	- -	183 5 0	4 13 0	
Derby, St. Joseph's R.C.	- - -	- - -	7 14 8	- -	- -	278 0 0		
Derby, St. Mary's - R.C.	- - -	- - -	- - -	67 11 8	- -	55 0 0	25 0 0	
Derby, St. Michael's N.S.	- - -	- - -	3 9 3	28 8 4	- -	46 5 0	3 8 0	
Derby, St. Paul's - N.S.	234 15 0	July 1, 1852	2 10 0	39 13 4	- -	15 0 0	39 13 0	
Derby, St. Peter's (Bag Lane), Infts. N.S.	*85 0 0	Feb. 1, 1840	1 12 5½	- - -	- -	118 10 0		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
CUMBERLAND—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Dacre - - - N.S.	*40 0 0	Dec. 14, 1836						
Dovenby - - N.S.	100 0 0	Dec. 23, 1845						
Drumburgh - - N.S.	*45 0 0	Apr. 5, 1836	2 7 8½					
Fingland - - N.S.	*30 0 0	June 23, 1838						
Flimby - - N.S.	- - -		2 0 9					
Frizington - - N.S.	*25 0 0	Jan. 23, 1839						
Garrygill Gate - B.S.	- -		2 13 4					
Greystoke - - N.S.	- -		4 2 4	- -	- -	98 6 8		
Hensingham - - N.S.	- -		- -	- -	- -	- -	7 8 0	
Holme Cultram, Abbey Town - N.S.	- -		1 6 8¾					
Holme Cultram, Aldoth - - N.S.	- -		1 3 1½					
Holmhead - - B.S.	- -		- -	37 10 0	- -	250 18 4		
Hutton Mar - Ch. of E.	- -		- -	- -	- -	52 5 0		
Ive Gill - - - B.S.	30 0 0	Feb. 8, 1840						
Keswick, St. John's N.S.	- -		- -	8 5 0	- -	146 0 0	12 15 0	
Leadgate-in-Alston N.S.	- -		4 17 6	7 10 0	- -	119 4 2	21 7 0	
Maryport - - N.S.	396 0 0	Dec. 22, 1848	2 5 0½	37 10 0	- -	62 5 0	4 10 0	
" - - "	20 0 0	Apr. 27, 1853						
" - - "	30 10 0	June 28, 1855						
Maryport - - B.S.	100 0 0	May 19, 1846	9 12 4½	138 0 0	- -	312 13 4		
" - - "	15 0 0	Mar. 23, 1849						
Mowbray - - N.S.	70 0 0	Mar. 7, 1845						
Newby - - N.S.	50 0 0	June 21, 1853						
Newlands - - N.S.	- -		1 0 0½					
Penrith - - N.S.	- -		- -	28 3 4	- -	78 5 0		
Penrith - - - B.S.	200 0 0	May 2, 1848	3 6 8	12 10 0	- -	223 16 8		
" - - "	38 0 0	Feb. 8, 1856						
Penrith - - - Wes.	234 15 0	Sept. 24, 1852	5 17 11½	115 0 0	- -	344 8 4		
Plumbland - - N.S.	- -		4 11 8					
Salkeld, Great - N.S.	- -		1 14 0					
Scaleby - - N.S.	40 0 0	Feb. 22, 1847						
Stanwix - - - N.S.	*55 0 0	Apr. 3, 1839	9 10 11½	115 11 8	- -	867 5 0	67 3 0	
" - - "	100 0 0	May 10, 1844						
" - - "	55 0 0	Jan. 27, 1845						
" - - "	19 18 8	June 22, 1848						
" - - "	25 0 0	Oct. 24, 1849						
" - - "	45 0 0	Nov. 12, 1849						
" - - "	13 6 8	Jan. 29, 1851						
" - - "	49 10 0	Sept. 8, 1853						
" - - "	18 0 0	June 4, 1856						
Thursby, Endowed N.S.	- -		2 9 11					
Uldale, Grammar Sch.	- -		2 10 8	- -	- -	- -	4 9 0	
Upperby - - N.S.	174 0 0	June 8, 1854						
Wetheral, Village Ch. S.	90 0 0	May 9, 1855	2 6 8½					
Whitehaven - - P.U.	- -		- -	- -	- -	56 10 0		
Whitehaven, St. Mary's, R.C.	- -		- -	7 10 0½	14 6 8			
Whitehaven, Holy Trinity - - N.S.	*200 0 0	Mar. 1, 1837	8 13 2½	183 10 0	- -	593 19 2	29 15 0	
" " - "	75 0 0	May 17, 1848						
" " - "	206 6 8	Aug. 11, 1852						
Whitehaven, St. Nicholas' - - N.S.	213 0 0	June 15, 1847	1 0 2	4 13 4				
Wigton - - - N.S.	- -		5 2 4	- -	- -	102 0 0	26 17 0	
Wigton - - - B.S.	*210 0 0	July 29, 1834						
Wigton, St. Cuthbert's - - R.C.	- -		2 10 0½	30 16 8	28 6 8	- -	14 18 0	
Wreay - - - N.S.	- -		1 15 4½	38 6 8	- -	15 0 0	4 6 0	
DERBYSHIRE.								
Alfreton - - N.S.	350 0 0	July 18, 1848	1 17 0½	34 7 6	- -	136 5 0	19 13 0	
Alkmonton - - N.S.	- -		- -	- -	- -	- -	1 3 0	
Allestree - - N.S.	207 0 0	July 15, 1856	3 0 0	9 3 4	- -	5 0 0	11 16 0	
Ashbourne - - N.S.	- -		4 19 5	55 10 0	- -	215 0 0	25 3 0	
Aston-on-Trent - N.S.	54 0 0	Oct. 22, 1845						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
CORNWALL—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Stratton - - N.S.	180 0 0	June 7, 1849	4 4 3	13 15 0	- -	195 11 8	21 3 0	
Tideford - - N.S.	119 0 0	Feb. 20, 1849	1 13 4¼	- -	- -	- -	3 16 0	
Tintagel - - N.S.	143 3 10	May 21, 1855	1 0 7					
Tresco (Scilly) - N.S.	- -		- - -	27 10 0	- -	260 17 6	12 15 0	
Trevenson - - N.S.	- -		2 0 9½	159 0 0	25 0 0	469 0 0	52 15 0	
Truro, Fairmantle Street (late Cornwall Central) - N.S.	- -		7 13 10½	248 14 2	- -	1,037 10 0	21 0 0	
Truro, St. Mary's - N.S.	*120 0 0	July 27, 1836	2 11 8½	- -	- -	277 16 8	7 16 0	
„ - - - B.S.	*300 0 0	June 1, 1839	20 10 8	126 18 4	- -	1,466 13 4		
Tuckingmill, All Saints' - - N.S.	120 0 0	Nov. 13, 1846	4 11 11¼	- -	- -	142 6 8	28 9 0	
Tywardreath - N.S.	150 0 0	Oct. 14, 1842	2 7 10	101 13 4	- -	32 10 0	29 2 0	
- - „	30 0 0	Mar. 13, 1849						
Wall" - - - Wes.	- -		4 0 0½	- -	- -	31 10 0	29 13 0	
Warbstow - - N.S.	*30 0 0	Jan. 18, 1837						
Wendron - - N.S.	*90 0 0	Dec. 13, 1837						
Zennor - - - N.S.	69 0 0	July 16, 1841						
CUMBERLAND.								
Allonby - - - B.S.	100 0 0	Nov. 20, 1841						
Allhallows - - Ch.S.	199 0 0	Aug. 3, 1855						
- - - „	33 17 0	Oct. 18, 1856						
Alston - - - N.S.	75 0 0	Mar. 25, 1844	2 2 1½	32 13 4	- -	253 8 4	10 5 0	
„ - - - - „	70 0 0	Dec. 19, 1845						
„ - - - - „	22 7 6	Mar. 18, 1852						
„ - - - - „	25 0 0	Mar. 2, 1854						
„ - - - - „	7 10 0	Mar. 2, 1854						
Aspatria - - N.S.	15 0 0	Mar. 11, 1854	4 2 9¾	60 0 0	- -	105 10 0	34 9 0	
Bolton - - - N.S.	264 0 0	Aug. 3, 1854	1 2 5					
Bothel - - - N.S.	- -		3 4 0					
Brampton - - N.S.	- -		3 5 3	135 17 6	- -	259 0 0	17 7 0	
Brigham - - N.S.	- -		2 6 1½	26 5 0	- -	177 7 6	11 3 0	
Brigham, Industrial Department - -	- -		- -	- -	- -	- -	- -	16 14 6
Broughton, Great - N.S.	112 10 0	Dec. 27, 1847						
Cargo - - Ch. S.	116 0 0	Feb. 18, 1856	1 14 2¾	13 15 0	- -	- -	6 14 0	
Carlisle - - - B.S.	*300 0 0	Feb. 11, 1835	8 0 11¾	153 15 0	27 10 0	597 3 4		
„ - - - - „	54 0 0	June 15, 1855						
Carlisle, Central - N.S.	- -		6 13 4	113 1 8	- -	453 0 0	12 2 0	
Carlisle, Ch. Ch. - N.S.	165 0 0	Dec. 9, 1842	5 2 0	82 10 0	25 0 0	541 5 0	13 1 0	
„ „ - - „	100 0 0	Sept. 6, 1847						
„ „ - - „	60 0 0	Nov. 11, 1853						
Carlisle, Holy Trinity, N.S.	145 10 0	Feb. 22, 1843	5 0 0	29 13 4	- -	625 13 6	3 0 0	
„ „ - - „	25 0 0	Dec. 18, 1845						
„ „ - - „	26 0 0	July 12, 1852						
Carlisle, St. Patrick's R.C.	64 0 10	Feb. 26, 1855	7 9 10	35 15 0	- -	100 2 6	9 18 0	
Carlisle, Shaddon Works - - Ch.S.	- -		6 10 10¾	40 5 0	- -	52 8 4	14 13 0	
Carlisle (The Fawcett) N.S.	334 0 0	Apr. 19, 1851	11 10 7¼	139 0 0	- -	399 7 6	18 11 0	
„ „ - - „	18 6 4	Jan. 18, 1853						
Cleator - - - N.S.	- -		- - -	20 12 6				
Cleator Mill - - B.S.	- -		4 5 8	- -	- -	27 3 4		
Cockermouth - - N.S.	170 0 0	June 17, 1845	8 14 5⅔	130 5 0	- -	429 7 6	14 3 0	
„ - - - „	81 15 0	Jan. 25, 1855						
„ - - - „	38 3 0	Apr. 28, 1855						
Cotehill - - - Ch.S.	97 10 0	Feb. 16, 1855	1 8 8					
Crosby-on-Eden - N.S.	66 10 0	Jan. 4, 1845	1 19 4½	11 5 0				
„ - - - „	50 0 0	Aug. 1, 1846						
„ - - - „	22 13 4	May 23, 1854						
Crosthwaite - - N.S.	- -		3 4 6	40 10 0	- -	- -	5 0 0	
Crosthwaite, Free Grammar School -	- -		- - -	15 0 0	- -	8 0 0		
Cumrew - - - N.S.	50 0 0	Jan. 7, 1846	1 3 4					
„ - - - „	7 0 0	Sept. 9, 1846						

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CORNWALL—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Dominick, St. - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	1 4 0	
Erth, St. - - Par.	80 0 0	June 30, 1841	4 4 $3\frac{1}{2}$	134 10 0	- -	366 13 4	11 3 0	
,, - - ,,	4 10 0	Nov. 29, 1848						
,, - - ,,	20 0 0	Feb. 4, 1850						
,, - - ,,	10 5 0	Oct. 25, 1855						
Ervan, St. - - N.S.	200 0 0	Jan. 28, 1856	2 16 8					
Ewe, St. - - N.S.	- - -	- - -	- - -	131 0 0	- -	310 0 0	39 7 0	
Falmouth - - B.S.	- - -	- - -	10 10 $3\frac{3}{4}$	114 2 6	26 13 4	961 3 4		
Feock, St. - - N.S.	65 0 0	Jan. 20, 1847	2 0 11	- - -	- - -	- - -	17 18 0	
Gwennap - - N.S.	*42 0 0	May 30, 1840	3 12 $2\frac{1}{2}$	*a*9 3 4	- -	84 0 0	3 0 0	
,, - - ,,	14 1 4	Apr. 14, 1851						
Hayle, Foundry S. -	- - -	- - -	3 6 8	- - -	- - -	6 5 0	8 1 0	
Helstone - - Wes.	- - -	- - -	1 3 $1\frac{1}{2}$	168 6 8	- -	131 5 0		
Hessenford, St. Ann's N.S.	2 6 0	Aug. 12, 1843	2 4 $11\frac{3}{4}$	- - -	- -	311 10 0	4 12 0	
,, ,, - ,,	7 17 8	Mar. 8, 1850						
Illogan - - - N.S.	81 0 0	Feb. 21, 1846	6 11 $6\frac{3}{4}$	173 15 10	22 10 0	407 5 5	40 5 0	
Ive, St. - - N.S.	45 10 0	Mar. 13, 1843	- - -	- - -	- - -	- - -	2 12 0	
,, - - - ,,	20 0 0	Sept. 16, 1844						
Ives, St. - - N.S.	300 0 0	June 10, 1847	2 5 $11\frac{1}{2}$					
Ives, St. - - Wes.	- - -	- - -	11 19 $9\frac{3}{4}$	175 8 4	28 6 8	472 5 0	17 10 0	
Just, St. - - Wes.	155 0 0	Nov. 26, 1849	- - -	- - -	- -	39 1 8		2
Just, St. - - N.S.	193 0 0	July 3, 1848	3 4 $0\frac{3}{4}$	55 2 6	- -	194 5 0	2 6 0	
Kenwyn, St. George's N.S.	- - -	- - -	- - -	39 0 0	- -	86 10 0		
Launcells - - N.S.	60 0 0	Feb. 1, 1844	1 1 1					
Launceston and St. Thomas' - - N.S.	*200 0 0	July 11, 1840	1 16 0	5 0 0	- -	512 10 0		
,, ,, - ,,	10 0 0	Sept. 1, 1849						)
Launceston - - B.S.	*100 0 0	Jan. 14, 1837						
Lerrin - - - N.S.	120 0 0	Apr. 24, 1846	1 16 $3\frac{1}{2}$					
Lewannick - - Wes.	- - -	- - -	2 14 1	- - -	- - -	6 5 0	10 15 0	
Lewtrenchard - N.S.	66 0 10	May 27, 1842						
Lezant - - - N.S.	70 0 0	Aug. 14, 1848	0 14 8					
Liskeard - - B.S.	*125 0 0	Feb. 18, 1835	2 3 $0\frac{3}{4}$	115 0 0	- -	734 15 10		
,, - - ,,	3 5 4	Jan. 25, 1849						
,, - - ,,	54 0 0	Jan. 2, 1856						)
Ludgvan - - N.S.	*90 0 0	Nov. 16, 1836						
Mabyn, St. - - N.S.	110 0 0	Feb. 10, 1847						
Marazion (Sir S. Cole's)	- - -	- - -	- - -	45 16 8	- -	45 8 4	5 14 0	
Menheniot - - N.S.	- - -	- - -	- - -	24 11 8	- -	32 10 0	26 6 0	
Merrymeet - - N.S.	50 0 0	Oct. 23, 1846	- - -	- - -	- -	- - -	24 5 0	
Morwinstow - - N.S.	70 0 0	Jan. 22, 1845						
Mousehole - - Wes.	243 0 0	Aug. 15, 1848	10 14 $0\frac{3}{4}$	21 5 0	- -	438 6 8	34 2 0	
,, - - ,,	19 13 4	July 12, 1851						
,, - - ,,	7 16 8	May 25, 1853						
,, - - ,,	15 0 0	Jan. 9, 1856						
Mylor Bridge - N.S.	- - -	- - -	8 11 $3\frac{3}{4}$	43 0 0	- -	564 11 8	33 14 0	
Pelynt - - - N.S.	75 0 0	Oct. 4, 1843	- - -	- - -	- -	- - -	3 2 0	
Pendeen - - N.S.	241 10 0	Dec. 2, 1851	5 0 3	- - -	- -	10 0 0		
Penrose - - Ch. of E.	- - -	- - -	- - -	13 15 0	- -	- - -	0 16 0	
Penryn - - - N.S.	*150 0 0	Apr. 21, 1838	3 18 $3\frac{1}{4}$	- - -	- - -	294 10 0		
Penryn - - - Wes.	144 0 0	Aug. 6, 1850	12 11 $11\frac{1}{4}$	24 5 0	- -	317 8 4		
,, - - - ,,	83 0 0	Sept. 27, 1855						
Penzance - - N.S	*340 0 0	Oct. 3, 1835						
Penzance - - Wes.	- - -	- - -	9 10 4	97 12 6	- -	567 3 4		
Perranzabuloe - N.S.	90 0 0	Nov. 8, 1844	2 3 1					
Polruan - - N.S.	80 0 0	Sept. 12, 1843	1 12 $6\frac{1}{2}$	- - -	- -	65 0 0		
,, - - ,,	5 14 0	Jan. 29, 1849						
Pool (Trevenson) - N.S.	81 0 0	July 28, 1846	7 7 $2\frac{3}{4}$	81 6 8	- -	352 10 0	20 7 0	
Porthleven - - N.S.	81 0 0	Mar. 4, 1846	- - -	- - -	- -	17 19 0		
Quethiock - - N.S.	*32 0 0	June 27, 1840	0 16 $5\frac{1}{2}$					
Redruth - - N.S.	- - -	- - -	8 7 $6\frac{1}{2}$	53 12 6	- -	295 10 0	22 5 0	
Saltash - - N.S.	91 10 0	Apr. 28, 1842						
Sancreed - - N.S.	140 0 0	Nov. 25, 1844	1 5 4					4
,, - - ,,	50 0 0	Aug. 25, 1845						
Scilly Isles, St. Mary's N.S.	- - -	- - -	- - -	- - -	- - -	133 15 0		
Stoke-Clymsland - N.S.	250 0 0	May 5, 1853	2 11 3	31 5 0	- -	191 0 0	41 13 0	
,, ,, - ,,	15 0 0	Feb. 16, 1854						
,, ,, ,,	9 0 0	July 31, 1855						

a Retiring pension.

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CHESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
mperley - - N.S.	471 0 0	Sept. 29, 1856						
ntwistle - - N.S.	*195 0 0	Nov. 27, 1839	3 19 2¾	11 5 0	- -	105 10 0	26 1 0	
„ - - „	100 0 0	Apr. 13, 1848						
„ - - „	13 17 4	July 26, 1853						
ntwistle - - B.S.	200 0 0	Dec. 30, 1840	11 16 5½	- -	- -	332 10 0	30 0 0	
ranmere, Lime- kiln Lane, Ch. of E.	150 3 4	Jan. 25, 1854	4 12 6½	48 6 8	- -	15 0 0	5 2 0	
pton, St. Mary's - N.S.	70 0 0	July 25, 1843	1 13 4½	- -	- -	- -	0 15 0	
kinton - - N.S.	45 0 0	Feb. 5, 1845						
eaverham - - N.S.	- - -		3 4 2	33 10 0	- -	29 0 0	20 12 0	
harton - - N.S.	165 0 0	Oct. 18, 1847	5 17 3¾	22 10 0	- -	149 10 0	59 13 0	
„ - - „	39 18 6	June 28, 1848	- -	a40 0 0				
„ - - „	33 0 0	May 17, 1855						
ilmslow, The Oak (Styall) - - B.S.	- - -		- -	- -	- -	127 10 0		
insford - - N.S.	150 0 0	Nov. 4, 1846	- -	50 0 0	- -	- -	35 6 0	
itton - - N.S.	26 0 0	Aug. 18, 1850	- -	162 9 2	- -	992 5 5	65 10 0	
oodbank - - N.S.	*30 0 0	Nov. 29, 1834						
oodford - - N.S.	123 0 0	July 29, 1848	2 3 1½	66 0 0	- -	36 9 2		
orleston - - N.S.	40 0 0	Sept. 8, 1853						
CORNWALL.								
nes, St. - - B.S.	*250 0 0	Dec. 28, 1839						
„ - - „	126 10 0	Apr. 1, 1840						
tarnun - - N.S.	*32 0 0	Sept. 20, 1837	2 16 0½	- -	- -	52 10 0	11 8 0	
stell, St. - - N.S.	*150 0 0	June 10, 1837	1 0 4¼	18 0 0	- -	241 13 4	49 10 0	
„ - - „	16 19 6	Aug. 12, 1848						
„ - - „	25 0 0	Feb. 8, 1856						
stell, St. - - B.S.	*100 0 0	July 25, 1835						
ldiu - - N.S.	120 0 0	Sept. 20, 1848	1 0 0	47 10 0	- -	262 5 0	34 2 0	
azey, St. - - N.S.	200 0 0	May 29, 1845						
„ - - „	12 0 0	May 19, 1849						
dmin - - N.S.	- - -		- -	12 10 0				
dmin - - Wes.	- - -		3 19 9½	110 0 0	- -	234 10 0		
scastle - - N.S.	50 0 0	June 18, 1844	1 11 9	- -	- -	- -	3 5 0	
ttoms, St. Levan's Wes.	228 0 0	Mar. 9, 1850	5 2 4½	- -	- -	106 5 0	8 16 6	
eage, St. - - N.S.	*125 0 0	May 7, 1840	1 18 6¼	78 11 8	- -	140 15 0	36 3 0	
„ - - „	30 0 0	Oct. 23, 1845						
„ - - „	20 0 0	May 9, 1850						
eward, St. - - N.S.	- - -		1 13 4	46 10 0	- -	- -	1 17 0	
ryan, St. - - N.S.	34 17 2	Sept. 7, 1850	6 0 11	78 10 0	- -	133 5 0	5 7 0	
„ - - „	6 13 6	May 25, 1853						
lington - - N.S.	120 0 0	June 28, 1842						
stock - - N.S.	- - -		6 6 4	23 15 0	- -	22 10 0		
mborne - - N.S.	225 0 0	Sept. 20, 1845	2 4 6½	32 10 0	- -	131 15 0	14 6 0	
„ - - „	20 0 0	Nov. 7, 1848						
„ - - „	61 17 0	July 15, 1856						
nborne - - B.S.	*150 0 0	Nov. 18, 1836	8 9 10¾	- -	- -	242 10 0		
„ - - „	78 13 4	Nov. 5, 1856						
nelford - - N.S.	200 0 0	May 16, 1854	2 16 0½	19 3 4	- -	28 6 8	15 1 0	
dynham - - N.S.	*50 0 0	Mar. 6, 1839						
n Thomas, St. Mary's - - N.S.	- - -		- -	22 10 0	- -	173 0 0	21 10 0	
acewater - - N.S.	180 0 0	Jan. 21, 1848	2 16 11⅜	40 0 0	- -	244 18 4	38 0 0	
„ - - „	20 0 0	Mar. 20, 1855						
stantine - - B.S.	*70 0 0	Feb. 3, 1838	9 6 9¾	30 16 8	- -	557 17 6	50 19 0	
„ - - „	38 13 4	Jan. 19, 1855						
„ - - „	8 5 0	Nov. 21, 1855						
ed, Boys - - Par.	166 10 0	Oct. 10, 1854						
wan - - N.S.	112 0 0	Dec. 23, 1845	2 18 9½	36 13 4	- -	351 13 4	12 15 0	
ert - - Ch. of E.	- - -		1 5 0					
garne - - N.S.	60 0 0	Apr. 18, 1844						
roran - - N.S.	65 0 0	Oct. 14, 1847	- -	- -	- -	15 0 0	28 13 0	
yock - - N.S.	80 0 0	May 22, 1845	2 7 5¾	- -	- -	20 8 4		
„ - - „	4 8 6	Aug. 12, 1848						
„ - - „	34 0 0	Mar. 1, 1850						

a Gratuity in lieu of retiring pension.

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	Amount.	Date of Payment.						
CHESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Northenden - - N.S.	40 0 0	July 26, 1841						
Northwich, Arley Green - - N.S.	- - -	- - -	- - -	9 0 0				
Northwich - - Wes.	- - -	- - -	6 12 11	54 0 0	- - -	234 10 0	42 3 0	
Over - - - N.S.	- - -	- - -	1 2 3½	- - -	- - -	- - -	0 18 0	
Over Lane - - Wes.	- - -	- - -	4 15 6½	51 5 0	- - -	95 10 0	31 0 0	
Oxton - - - N.S.	517 6 8	Nov. 8, 1853	13 10 10¼	88 15 0	75 0 0	78 0 0	23 12 0	
„ - - - „	25 0 0	Sept. 10, 1855						
Poynton - - N.S.	- - -	- - -	9 4 7½	113 17 6	132 10 0	751 10 10	72 11 0	
Rainow - - N.S.	150 0 0	June 1, 1843	1 10 8½					
„ - - „	20 0 0	Nov. 21, 1843						
„ - - „	59 0 0	Nov. 24, 1856						
Rostherne - - N.S.	- - -	- - -	- - -	11 5 0	- - -	- - -	5 2 0	
Rudheath - - N.S.	- - -	- - -	2 19 7¾					
Runcorn - - N.S.	- - -	- - -	5 2 3¼	13 15 0	- - -	103 0 0		
Runcorn, Holy Trinity N.S.	308 0 0	Aug. 10, 1848	10 3 4½	93 13 4	- - -	382 11 8		
Runcorn - - Wes.	486 0 0	Feb. 27, 1849	18 13 0½	18 15 0	- - -	417 10 0		
Saltney-cum-Lache N.S.	22 0 0	Sept. 4. 1854	7 1 4½	37 2 6	- - -	29 0 0	19 10 0	
„ „ - „	40 0 0	Sept. 21, 1855						
„ „ - „	129 0 0	Oct. 28, 1856						
„ „ Industrial Dept. - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	8 14 2
Sandbach - - N.S.	250 0 0	Feb. 5, 1842	10 9 9	139 5 0	20 0 0	1,719 13 4	62 12 0	
„ - - „	20 0 0	July 25, 1845						
„ - - „	40 0 0	Oct. 26, 1848						
„ - - „	180 10 0	Mar. 18, 1850						
„ - - „	125 13 4	Feb. 9, 1856						
„ Industrial Deptartment - „	- - -	- - -	- - -	- - -	- - -	- - -	- - -	32 10 0
Seacombe - - Wes.	735 0 0	Dec. 23, 1856	2 13 4	13 15 0	- - -	- - -	5 7 0	
Shadow Moss - N.S.	*30 0 0	July 22, 1840						
Sharston - - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	2 3 0	
Siddington and Capesthorne - N.S.	150 0 0	Mar. 10, 1843	3 7 6	143 6 8	- - -	261 15 0	22 11 0	
„ „ - „	17 10 0	July 23, 1856						
„ „ Industrial Dept. - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	3 10 0
Smallwood - - N.S.	100 0 0	July 18, 1846	1 4 3½	26 5 0	- - -	- - -	17 10 0	
„ - - „	10 10 0	Feb. 15, 1855						
Stalcy, St. Paul's - N.S.	500 0 0	Aug. 10, 1843	5 6 1½	- - -	- - -	814 13 4	32 15 0	
„ „ - „	100 0 0	Apr. 26, 1852						
Staley Millbrook, St. Paul's - - N.S.	256 0 0	Aug. 30, 1848	1 17 1	- - -	- - -	75 12 6		
Staleybridge, Factory - - B.S.	- - -	- - -	15 1 3½	156 19 2	205 0 0	559 3 4		
Stockport - - B.S.	250 0 0	Sept. 2, 1845	16 2 1¼	138 15 0	36 5 0	641 6 8	12 8 0	
Stockport - - R.C.	- - -	- - -	14 3 3	84 15 0	- - -	519 0 0		
„ Night S. „	- - -	- - -	- - -	- - -	- - -	10 0 0		
Stockport, St. Peter's „	212 0 0	July 3, 1845						
„ „ „	35 0 0	Aug. 14, 1846						
Stockport, St. Thomas' N.S.	*560 0 0	Oct. 18, 1837	11 14 8	78 15 0	- - -	504 5 0		
„ „ - „	*190 0 0	Dec. 6, 1837						
„ „ - „	11 10 0	Dec. 6, 1849						
Stretton - - N.S.	- - -	- - -	1 11 6	202 15 0	- - -	269 3 4	22 16 0	
Sutton (Higher) St. James', - - N.S.	*150 0 0	July 5, 1841	- - -	26 5 0				
Sutton, St. George's N.S.	250 0 0	Sept. 17, 1845	6 3 0¼					
„ „ - „	13 6 8	Aug. 8, 1849						
Sutton, St. George's Chapel - - N.S.	*400 0 0	May 18, 1836						
Tarporley - - N.S.	304 0 0	Oct. 27, 1849	4 9 1½	14 3 4	- - -	181 13 4	14 10 0	
„ - - „	20 0 0	Oct. 23, 1855						
Tarporley, Industrial" Department - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	- - -	10 17 4
Tarvin - - - N.S.	*77 0 0	June 10, 1840	1 10 6					
Tattenhall - - N.S.	560 0 0	Nov. 22, 1855	1 18 10½	44 1 8	29 3 4	42 18 4	33 9 0	
Taxal and Fernilee N.S.	214 0 0	July 12, 1848	1 13 4½	90 0 0	- - -	100 0 0	10 13 0	
Tilston - - Ch. of E.	- - -	- - -	- - -	- - -	- - -	61 10 0	8 15 0	

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	Amount.	Date of Payment.						
CHESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hurdsfield - Night S.	- - -	- - -	- - -	- - -	- - -	8 0 0		
Huxley - - - N.S.	54 0 0	Apr. 26, 1851	1 10 0½					
Hyde, St. George's N.S.	*300 0 0	May 18, 1836	2 19 10½	16 13 4	- - -	- - -	9 1 0	
Kelsall, St. Philip's N.S.	60 0 0	Oct. 24, 1846	1 9 8½					
Kettleshulme - N.S.	207 0 0	Oct. 30, 1856	2 18 11					
Kingsley - - N.S.	120 0 0	Apr. 17, 1847						
" " - "	59 5 0	Jan. 24, 1853						
Knutsford - - Par.	- - -	- - -	1 5 9½	12 10 0	- - -	- - -	12 6 0	
Latchford, Infant - N.S.	100 0 0	Dec. 17, 1844						
" " - "	15 16 0	Oct. 20, 1854						
Lawton (Church), Girls and Infants N.S.	105 0 0	Oct. 7, 1844	6 6 4½	- - -	- - -	517 18 4	38 2 0	
" Industrial Department - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	20 5 0
Lawton, Boys - N.S.	12 13 4	July 23, 1856	0 18 8	31 5 0	- - -	- - -	7 16 0	
Lees - - - N.S.	*35 0 0	Sept. 13, 1839						
Leftwich, Infants - N.S.	45 0 0	Mar. 11, 1842						
Leighton and Minshull Vernon - N.S.	21 0 0	Aug. 26, 1846	4 2 2¾	- - -	- - -	183 13 4		
" " - "	78 0 0	Jan. 24, 1850						
Liscard - - - N.S.	150 0 0	Mar. 17, 1842	- - -	72 16 8	- - -	- - -	11 2 0	
Liscard, St Alban's R.C.	- - -	- - -	2 13 4½	5 0 0	- - -	- - -	15 18 0	
Lostock Gralam - N.S.	120 0 0	Mar. 11, 1852	2 0 9	55 0 0	- - -	105 1 8	25 3 0	
Lymm - - - N.S.	- - -	- - -	2 16 2¾	42 10 0	- - -	52 10 0	17 15 0	
Macclesfield, Ch. Ch. - - N.S.	200 0 0	Apr. 13, 1841	14 0 5¾	139 16 8	- - -	353 0 0		
" " - "	175 0 0	Feb. 11, 1846	*a*10 0 0					
" " - "	14 0 0	Apr. 14, 1846						
" " - "	56 17 4½	Aug. 2, 1856						
Macclesfield, Ch. Ch. (Crompton Road) - - N.S.	232 0 0	Aug. 10, 1850	- - -	- - -	- - -	- - -	14 15 0	
Macclesfield, Old Church, or Town N.S.	34 0 0	July 24, 1846	5 16 8	187 10 0	48 15 0	367 10 0	11 15 0	
" " - "	20 0 0	Nov. 18, 1847						
" " - "	22 0 0	Feb. 9, 1856						
Macclesfield, St. Alban's R.C.	- - -	- - -	11 15 1½	16 10 0	- - -	177 0 10	10 10 0	
Macclesfield, St. Paul's N.S.	417 0 0	Feb. 26, 1851	6 14 5½	51 5 0	- - -	77 0 0	13 7 0	
" " "	6 2 8	June 4, 1856						
Macclesfield, St. Peter's N.S.	405 0 0	Oct. 13, 1846						
" " "	31 3 4	Nov. 25. 1856						
Malpas, Allport's Endowed - - N.S.	- - -	- - -	2 14 2	55 12 6	- - -	33 6 8	10 16 0	
Marlston-cum-Lache N.S.	*20 0 0	Oct. 27, 1838						
Marple - - - N.S.	*160 0 0	Feb. 10, 1838	4 6 4	6 13 4	- - -	105 10 0	22 14 0	
Marple (HighLane) N.S.	152 0 0	June 30, 1847	2 19 8½	- - -	- - -	- - -	22 3 0	
Marton - - - N.S.	46 0 0	Mar. 10, 1843	0 15 2					
Mere (Mr. Langford Brooke's) - - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	6 5 0	
Middlewich - - N.S.	*70 0 0	Dec. 16, 1835	4 4 3½	70 16 8	- - -	131 5 0	6 0 0	
" - - "	1,111 10 0	Mar. 15, 1855						
Middlewich - - Wes.	- - -	- - -	- - -	15 0 0				
Mossley - - - N.S.	250 0 0	Oct. 30, 1845	3 12 0	49 10 0	- - -	- - -	8 8 0	
Mottram-in-Longdendale - - N.S.	20 13 0	Nov. 8, 1853	8 6 8					
Moulton - - - N.S.	38 0 0	Feb. 22, 1843	0 13 1					
Nantwich - - - N.S.	*240 0 0	May 26, 1838	10 7 9	149 0 10	- - -	598 0 10		
" - - "	55 0 0	May 16, 1850						
" - - "	119 15 6	Dec. 19, 1855						
Nantwich - - Wes.	- - -	- - -	6 12 2¾	64 17 6	- - -	507 13 4	24 15 0	
Newton-in-Mottram N.S.	500 0 0	Nov. 22, 1843	1 11 2	8 15 0				
" " - "	36 0 0	Apr. 12, 1847						
Neston - - - N.S.	- - -	- - -	2 13 4½	- - -	- - -	- - -	3 12 0	
Norbury - - - N.S.	20 0 0	May 6, 1845	2 18 0¼	- - -	- - -	- - -	8 10 0	
" - - "	61 0 0	Sept. 8, 1853						
" - - "	44 0 0	Apr. 11, 1855						

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	Amount.	Date of Payment.						
CHESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Christleton - - Par.	- - -	- - -	3 6 8	70 10 0	- - -	70 16 8	30 12 0	
Clutton - - N.S.	*50 0 0	Jan. 27, 1838	- -	98 1 8	85 0 0	511 11 8	29 11 0	
Coathrook - - N.S.	30 0 0	Feb. 12, 1848						
Congleton, St. James', N.S.	300 0 0	Aug. 15, 1845	11 2 6					
" " - "	12 5 0	June 15, 1849						
" " - "	52 1 8	May 4, 1852						
" " - "	4 0 0	Aug. 19, 1852						
Congleton, St. Peter's N.S.	- - -	- - -	5 9 0¾	- - -	- - -	162 0 0		
Congleton, St. Stephen's N.S.	367 0 0	July 31, 1849	6 0 6	- - -	- - -	22 18 4		
Congleton, Wagg Street Wes.	- - -	- - -	2 2 0½	42 10 0	- - -	42 6 8		
Coppenhall - - N.S.	36 0 0	Sept. 12, 1843						
" - - "	17 6 8	Mar. 19, 1856						
Cranage, Blue Coat N.S.	- - -	- - -	2 3 3¼	6 17 6	- - -	10 4 2	4 4 0	
Crewe - - - N.S.	- - -	- - -	10 9 11¼	295 16 8	- - -	1,438 12 6	106 8 0	
Crewe - - - R.C.	- - -	- - -	3 11 8	12 6 8	- - -	29 0 0	13 15 0	
Dane Bridge - N.S.	529 4 0	Mar. 16, 1855	1 16 4	22 10 0	- - -	46 10 0	22 19 0	
Davenham - - N.S.	- - -	- - -	1 14 9½	27 10 0	- - -	72 10 0	27 17 0	
Delamere Forest - N.S.	150 0 0	Mar. 2, 1847	- -	20 12 6	- - -	15 0 0	1 19 0	
" " - "	26 0 0	Jan. 11, 1855						
Dukinfield, Factory B.S.	- - -	- - -	12 9 1	- - -	- - -	305 0 0		
Dukinfield, Moravian School - - -	352 2 6	July 15, 1853	1 18 2	97 0 0	- - -	289 0 0	20 2 0	
Dukinfield, St. John's N.S.	600 0 0	Mar. 4, 1845	7 1 9	146 13 4	- - -	704 12 6	24 7 0	
" " - "	14 17 6	Oct. 20, 1856						
Dukinfield, St. Mark's, B. G. and I. - N.S.	496 0 0	Feb. 23, 1848	3 19 11¾	75 5 0	60 0 0	327 12 6	23 16 0	
" " - "	2 7 0	Aug. 12, 1848						
" " - "	42 0 0	Sept. 10, 1850						
" " - "	56 13 4	Dec. 17, 1855						
Dukinfield, St. Mark's, "Lower," Infants N.S.	113 0 0	Mar. 12, 1850						
Eastham - - N.S.	316 1 1	Jan. 19, 1855	1 14 6					
Ellesmere, Port - N.S.	45 0 0	June 18, 1845	- -	30 0 0	- -	- -	3 5 0	
Elworth - - N.S.	80 0 0	Mar. 26, 1849						
Faddiley - - N.S.	124 0 0	May 28, 1850	1 0 0					
Flookersbrook - N.S.	- -	- - -	- -	109 12 6	- -	226 16 8	15 0 0	
Frodsham, Endowed Grammar School -	- - -	- - -	4 9 4	34 10 0	- -	116 15 0	8 3 0	
Frodsham, G. & I. - N.S.	*100 0 0	Jan. 5, 1837	3 1 4½	91 0 0	- -	151 8 4	18 0 0	
" - - "	73 10 0	May 5, 1852						
" - - "	26 0 0	June 24, 1852						
Godley-cum-Newton Green - - N.S.	456 0 0	Dec. 21, 1849	2 13 0¾	- -	- -	79 3 4		
Grappenhall - N.S.	156 0 0	Nov. 30, 1846	5 15 11	152 15 0	- -	550 10 0	73 3 0	
" - - "	12 0 0	Apr. 15, 1847						
" - - "	35 0 0	Aug. 15, 1851						
" - - "	45 0 0	Mar. 14, 1855						
Halton - - N.S.	- - -	- - -	- -	14 0 0	- -	17 10 0		
Handforth - - N.S.	175 0 0	May 6, 1845	1 13 4	- -	- -	100 0 0	10 5 0	
Hartford - - N.S.	*78 0 0	July 19, 1834	- -	- -	- -	- -	10 3 0	
Haslington - - N.S.	- - -	- - -	1 1 4½					
Helsby - - N.S.	100 0 0	Jan. 28, 1847	- -	- -	- -	- -	5 6 0	
Hollingworth - N.S.	222 0 0	Apr. 4, 1846	- -	- -	- -	- -	10 14 0	
" - - "	18 0 0	Aug. 30, 1856						
Hoyle Lake - - N.S.	70 0 0	Oct. 23, 1844	3 16 2	14 3 4	- -	143 0 0	10 1 10	
" - - "	9 8 6	Sept. 1, 1854						
" - - "	68 10 8	Nov. 8, 1854						
" - - "	109 0 0	Oct. 17, 1856						
Hulme Walfield - N.S.	- - -	- - -	- -	- -	- -	- -	6 7 0	
Hurdsfield, Upper N.S.	400 0 0	Oct. 5, 1841	7 6 0½	- -	- -	243 10 0	8 0 0	
" " - "	50 0 0	Jan. 13, 1844						
" " - "	20 0 0	Oct. 31, 1845						
Hurdsfield, Lower, Infants - - N.S.	350 0 0	May 17, 1845	1 6 5	72 17 6	- -	236 18 4	12 12 0	
" " - "	6 8 0	June 3, 1851						
" " - "	19 6 0	Oct. 11, 1856						

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	Amount.	Date of Payment.						
CHESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Alderley, Over - N.S.	25 0 0	Sept. 26, 1842						
Alderley Edge - B.S.	- - -	- - -	- - -	4 3 4	- -	5 0 0		
Altrincham and Bowdon Downs - B.S.	- - -	- - -	4 6 8½	46 0 0	- -	245 5 0	11 10 0	
Antrobus - - N.S.	50 0 0	Sept. 2, 1844	1 8 7					
Arley, Middle - N.S.	- - -	- - -	3 6 8½	36 0 0				
Astbury - - N.S.	116 0 0	Sept. 9, 1842	3 5 4½	138 1 8	- -	135 0 0	65 7 0	
,, - - ,,	150 0 0	Feb. 6, 1855						
,, Indust. Dep. -	- - -	- - -	- - -	- - -	- -	- - -	- - -	7 0 0
Audlem - - - N.S.	65 10 0	Nov. 2, 1846	- - -	- - -	- -	- - -	4 9 0	
,, - - ,,	3 8 0	June 15, 1849						
Backford - - N.S.	100 0 0	Feb. 17, 1845						
Barnton - - N.S.	226 0 0	Nov. 5, 1845	5 14 6¾	2 0 0	- -	201 1 8	38 18 0	
Barthomley - - N.S.	152 0 0	Mar. 9, 1849	- - -	30 0 0				
Bebington, Lower N.S.	*75 0 0	June 18, 1836	- - -	15 0 0				
Bickerton - - N.S.	45 0 0	Dec. 5, 1842						
,, - - ,,	30 0 0	Mar. 29, 1844						
,, - - ,,	1 8 0	Oct. 21, 1845						
Bidstone - - N.S.	*53 0 0	Feb. 23, 1839	2 6 8½	36 5 0	- -	- - -	6 7 0	
,, - - ,,	55 0 0	Feb. 28, 1855						
Birkenhead, Holy Trinity - - N.S.	300 0 0	Nov. 29, 1844	7 7 1½	196 13 4	- -	398 16 8		
,, - - ,,	120 0 0	Oct. 14, 1846						
,, - - ,,	56 0 0	Sept. 25, 1855						
,, - - ,,	20 0 0	Aug. 6, 1856						
Birkenhead, Trinity Ragged S. - - -	400 0 0	Aug. 26, 1852						
,, - -	100 0 0	Sept. 21, 1852						
Birkenhead, St. Anne's, N.S.	262 0 0	Mar. 6, 1850	1 19 11½	6 5 0				
Birkenhead, St. John's, N.S.	480 0 0	Dec. 7, 1847	8 4 0	172 10 0	- -	331 11 8	8 8 0	
Birkenhead (Argyle Street), Infants - N.S.	- -	- - -	1 10 10½					
Birkenhead (Back Chester Street) - N.S.	- -	- - -	1 1 3					
Birkenhead (Market Street) - - N.S.	- -	- - -	1 16 10½					
Birkenhead (Priory Street) - - N.S.	- -	- - -	2 7 7					
Birkenhead, St. Werburgh's - - R.C.	- -	- - -	- - -	30 13 4	- -	71 6 8	15 0 0	
Bollington - - N.S.	*250 0 0	Oct. 16, 1839	11 18 7½	207 5 0	108 15 0	559 11 8	104 15 0	
,, - - ,,	50 0 0	Dec. 17, 1852						
,, - - ,,	324 0 0	Mar. 25, 1856						
Bollington - Night S.	- -	- - -	- - -	- - -	- -	10 0 0		
Bollington - Wes.	- -	- - -	6 5 8	29 2 6	- -	50 5 0	43 8 0	
			*a*6 13 4					
Bollington Cross - N.S.	241 0 0	Mar. 2, 1845	5 4 7¾	12 7 6	- -	- - -	18 18 0	
Boughton, St. Paul's N.S.	- -	- - -	- - -	7 10 0				
Bowden - - N.S.	- -	- - -	2 16 8¾	53 0 0	- -	- - -	5 4 0	
Bredbury, St. Mark's N.S.	322 10 0	Sept. 25, 1850	3 6 8					
Brighton, New - N.S.	- -	- - -	- - -	15 0 0				
Broken Cross - N.S.	59 0 0	Mar. 7, 1849	- - -	5 16 8				
Buglawton - - N.S.	230 0 0	Sept. 18, 1844	1 18 9½	67 10 0	- -	52 10 0	21 9 0	
,, - -	3 0 0	May 25, 1853						
Bunbury - - N.S.	- -	- - -	2 10 0¾	12 10 0	- -	- - -	6 15 0	
Carrington - - N.S.	- -	- - -	2 0 0	130 12 6	- -	- - -	6 2 0	
Cheadle - - - N.S.	*90 0 0	Dec. 20, 1837	4 7 6	67 10 0	- -	102 0 0	34 6 0	
Chester, Ch Ch. - N.S.	150 0 0	Feb. 12, 1842	6 10 3½	3 6 8				
,, ,, - ,,	7 12 0	May 19, 1849						
,, ,, - ,,	21 0 0	Apr. 22, 1856						
Chester, Grosvenor N.S.	- - -	- - -	4 3 4½	63 7 6	- -	99 8 4		
Chester, Model School -	- - -	- - -	6 18 2¼	93 18 4	- -	158 11 8		
Chester, St. Mary's N.S.	516 0 0	Sept. 16, 1847	7 16 11¼	55 18 0	- -	85 13 4		
,, ,, ,,	4 13 0	June 22, 1848						
Chester, St. Oswald's N.S.	- -	- - -	4 16 0½	81 5 0	- -	258 3 4		
Chester, St Werburgh's - - R.C.	- -	- - -	- - -	6 5 0				

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CAMBRIDGESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Dittou, Fen - - N.S.	70 0 0	July 3, 1844						
„ - - „	27 0 0	Oct. 5, 1846						
Ditton Wood - - N.S.	133 0 0	May 17, 1849						
Duxford - - N.S.	9 0 0	Feb. 1, 1848	1 2 7½	60 5 0	- - -	270 10 10	8 7 0	
„ - - „	168 0 0	Feb. 8, 1848						
Elsworth - - N.S.	187 0 0	Jan. 29, 1849						
Ely - - - N.S.	27 15 4	July 4, 1850	10 6 8¾	61 7 6	- - -	317 10 10		
Fordham - - N.S.	168 0 0	Dec. 17, 1849						
Gamlingay - - N.S.	160 0 0	Feb. 27, 1849						
Gransden, Little - N.S.	95 0 0	Jan. 7, 1848						
- „	37 0 0	Aug. 23, 1848						
Haddenham, Girls, Industrial - N.S.	- - -	- - -	2 1 8	- - -	- - -	42 0 0		
Haddenham - - B.S.	- - -	- - -	3 0 10½	11 5 0	- - -	223 7 6	3 18 0	
Horningsey - N.S.	40 10 0	Jan. 19, 1842						
Impington - - N.S.	55 0 0	Aug. 18, 1847						
Isleham - - N.S.	230 0 0	Feb. 20, 1849	- - -	28 6 8	- - -	32 1 8		
Linton - - N.S.	- - -	- - -	5 5 5	43 15 0	- - -	259 2 6	18 14 0	
Littleport - - N.S.	400 0 0	July 17, 1847	4 14 4	41 5 0	- - -	19 8 4	35 10 0	
„ - - „	64 13 4	Aug. 9, 1855						
Madingley - - N.S.	50 0 0	June 18, 1845						
March - - N.S.	- - -	- - -	2 8 0	- - -	- - -	114 16 8		
Melbourn (Ayloffe's) Ch. of E.	90 0 0	April 29, 1854						
Morden, Guilden - N.S.	150 0 0	May 30, 1850	4 18 11¾	52 10 0	- - -	241 5 0	12 0 0	
Oakington - - N.S.	*50 0 0	Dec. 22, 1838						
Over - - - N.S.	111 5 0	Sept. 21, 1844	1 19 0	- - -	- - -	151 14 2		
- - „	4 16 8	July 20, 1847						
Prickwillow - - N.S.	- - -	- - -	2 19 1					
Rampton - - N.S.	36 0 0	July 13, 1846						
Sawston - - N.S.	48 0 0	May 17, 1842						
Shelford, Great - N.S.	4 2 0	Oct, 2, 1842						
„ - „	81 0 0	Nov. 6, 1843						
„ - „	40 0 0	Dec. 20, 1843						
Stapleford - - N.S.	102 0 0	Oct. 30, 1847						
Soham - - N.S.	- - -	- - -	- - -	12 10 0	- - -	- - -	4 0 0	
Swaffham-Bulbeck N.S.	54 0 0	Jan. 11, 1841						
Swavesey - - N.S.	100 0 0	Dec. 6, 1842	- - -	41 10 0	- - -	390 16 8	6 12 0	
„ - - „	5 0 0	Nov. 18, 1847						
„ - - „	123 0 0	Mar. 24, 1849						
Thorney Abbey - N.S.	- - -	- - -	2 18 4	182 18 4	65 0 0	345 4 2	9 9 0	
Toft and Caldecote N.S.	*25 0 0	Jan. 3, 1835	1 15 4½	- - -	- - -	70 12 6		
Trumpington - N.S.	60 0 0	Feb. 8, 1844	2 16 6	43 15 0	- - -	113 10 0	40 16 0	
„ - - „	48 10 0	Nov. 1, 1849						
„ - - „	18 0 0	Dec. 12, 1854						
Tyd, St. Giles' - N.S.	- - -	- - -	2 11 4					
Waterbeach - N.S.	- - -	- - -	1 15 2¼					
Whittlesea, St. Mary's and St. Andrew's, N.S.	190 10 0	Feb. 22, 1851	6 0 1	72 1 8	- - -	136 2 6		
„ „ - „	200 0 0	Dec. 22, 1852						
Wilbraham, Little N.S.	82 10 0	May 23, 1850						
Wilburton - - N.S.	*29 0 0	Apr. 27, 1839						
„ - - „	216 0 0	Dec. 6, 1855						
Wisbeach, St. Peter's N.S.	34 18 10	Nov. 5, 1853	4 16 5½	121 10 0	- - -	451 16 8		
„ - - „	17 6 0	Aug. 30, 1856	a9 10 0					
Wisbeach - - B.S.	150 0 0	Oct. 24, 1840	9 10 1	81 5 0	- - -	201 0 0	26 10 0	
„ - - „	160 0 0	May 22, 1841						
„ - - „	2 13 4	Jan. 28, 1854						
„ - - „	37 0 0	Oct. 23, 1855						
Witchford - - N.S.	- - -	- - -	1 4 6¾	- - -	- - -	5 0 0		
CHESHIRE.								
Acton - - - N.S.	315 0 0	Apr. 11, 1845	11 10 9¾	146 6 8	- - -	1,063 13 9	84 12 0	
„ - - „	165 0 0	Apr. 2, 1850						
„ - - „	102 13 4	Mar. 27, 1856						
Acton, Indust. Dep. -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	59 10 0

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial School.
	Amount.	Date of Payment.						
BUCKINGHAMSHIRE— *cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Wing - - - N.S.	- - -	- - -	6 0 0¼	30 10 0	- - -	- - -	4 17 0	
Winslow - - N.S.	*80 0 0	Oct. 2, 1840	3 18 11	- - -	- - -	71 13 4	31 3 4	
„ - - „	8 7 8	Mar. 23, 1849						
„ - - „	18 10 0	Nov. 1, 1854						
Woburn Sands - N.S.	- - -	- - -	2 11 4½	- - -	- - -	- - -	11 9 0	
Wolverton, New - B.S.	- - -	- - -	- - -	47 5 10	- - -	46 0 0		
Wooburn - - N.S.	150 0 0	Feb. 20, 1852	1 3 5¼	- - -	- - -	- - -	13 11 0	
„ - - „	50 0 0	Apr. 8, 1852						
Woughton and Walton N.S.	- - -	- - -	0 16 8¾					
Wycombe, High - N.S.	1176 0 0	Dec. 14, 1855	3 9 0	13 6 8	- - -	6 5 0		
Wycombe, High - B.S.	*400 0 0	May 13, 1835	- - -	- - -	- - -	674 2 6		
„ „ - „	9 7 8	June 22, 1848						
„ „ - „	54 0 0	June 21, 1853						
CAMBRIDGESHIRE.								
Aldreth-in-Haddenham - - - N.S.	*20 0 0	May 25, 1836						
Barton - - - N.S.	15 0 0	May 4, 1844						
Cassingbourne - N.S.	*60 0 0	Jan. 9, 1836						
Cassingbourne - B.S.	*60 0 0	June 27, 1838						
Cottisham - - N.S.	100 0 0	June 27, 1840						
„ - - „	50 0 0	Jan. 9, 1847						
Brinckley - - N.S.	65 0 0	Feb. 11, 1845						
Burwell - - B.S.	80 0 0	July 6, 1847						
Cambridge, Barnwell - - - N.S.	*210 0 0	June 27, 1838	17 7 4	121 9 2	- - -	1,280 19 2		
„ „ - „	100 0 0	Oct. 18, 1848						
„ „ - „	64 2 8	Oct. 6, 1852						
„ „ - „	16 0 0	Aug. 30, 1856						
Cambridge, Church School-masters' Association -	- - -	- - -	0 12 4½					
Cambridge, Industrial - - - N.S.	106 10 0	Feb. 21, 1851	- - -	- - -	- - -	155 3 0		
„ „ - „	95 0 0	June 8, 1852						
Cambridge (King Street) - - N.S.	178 0 0	Nov. 21, 1855	10 4 3½	6 5 0	- - -	243 15 6		
Cambridge, Pound Hill, Infants Ch. of E.	33 0 0	April 18, 1855						
Cambridge, St. Giles' N.S.	- - -	- - -	- - -	- - -	- - -	201 10 0		
Cambridge, St. Paul's (Russell Street), B. & G. - - N.S.	300 0 0	Aug. 5, 1845	15 17 0½					
„ „ - „	55 18 8	June 27, 1851						
„ „ - „	100 0 0	June 1, 1852						
Cambridge, St. Paul's (Union Road), Infants N.S.	100 0 0	Feb. 6, 1846	- - -	159 19 2	- - -	1,295 9 2		
„ „ - „	1 15 0	Nov. 7. 1848						
Cambridge, St. Peter's (Castle End) - N.S.	21 0 6	Nov. 11, 1854	4 3 4¾	33 15 0	- - -	210 10 0		
Cambridge - - B.S.	250 0 0	July 18, 1840	12 4 5¼	37 1 8	- - -	1,012 1 8		
„ - - „	11 6 0	Nov. 29, 1848						
„ - - „	100 0 0	Oct. 22, 1849						
„ - - „	114 0 0	Apr. 11, 1856						
Caxton - - N.S.	201 12 0	Jan. 30, 1855	1 3 4½					
Chesterton - - N.S.	144 0 0	Dec. 28, 1844	2 4 2¾					
Chatteris, Girls - -	- - -	- - -	- - -	- - -	- - -	3 5 0		
Chatteris, Infants' School	70 0 0	Sept. 20, 1845	- - -	44 18 4	- - -	116 13 4	27 14 0	
Comberton - - N.S.	75 0 0	June 22, 1846	1 15 0	40 0 0	- - -	116 5 0	8 13 0	
„ - - „	4 16 0	Mar. 23, 1849						
„ - - „	31 0 0	Mar. 2, 1855						
Conington - - N.S.	26 10 0	Apr. 19, 1842						
„ - - „	26 10 0	May 25, 1849						
Coton - - N.S.	49 0 0	June 27, 1848						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
BUCKINGHAMSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aletchley - - N.S.	*50 0 0	May 23, 1840						
Brickhill, Little - N.S.	44 0 0	Oct. 7, 1841						
Buckingham - N.S.	- - -	- - -	-	66 13 4	- -	21 5 0		
Chalfont, St. Peter's, N.S.	70 0 0	Mar. 3, 1848						
" " - "	42 17 6	May 9 1848						
Cheddington - Ch. of E.	- - -	- - -	-	42 10 0	- -	-	7 19 0	
Chesham - - N.S.	200 0 0	Dec. 12, 1846						
" - - "	54 0 0	Dec. 31, 1851						
Claydon, Middle - N.S.	- - -	- - -	-	29 11 8	- -	106 5 0	22 16 0	
Colnbrook and Horton N.S.	215 0 0	Mar. 2, 1846	0 12 2	40 0 0	- -	195 13 4	32 16 0	
" " - "	15 0 0	Feb. 8, 1856						
Crawley, North - N.S.	50 0 0	Jan. 25, 1845						
Cuddington - - N.S.	75 0 0	Apr. 28, 1846						
Datchet - - N.S.	- - -	- - -	4 9 9½	20 3 4	- -	328 2 6	3 17 0	
Drayton Beauchamp N.S.	60 0 0	Mar. 25, 1845						
Dunton - - N.S.	25 0 0	Feb. 23, 1842						
Eaton (Workhouse School) - - -	- - -	- - -	-	- - -	- -	23 0 0		
Farnham-Royal - N.S.	- - -	- - -	2 6 6	3 15 0	- -	-	24 7 0	
Fulmer - - - N.S.	50 0 0	Oct. 8, 1844						
" " - "	50 0 0	Oct. 19, 1855						
Grandborough - N.S.	90 0 0	Feb. 4, 1854.						
Haddenham - - B.S.	70 0 0	Sept. 19, 1851						
Hambledon - - N.S.	- - -	- - -	2 6 4½					
Hulcott - - N.S.	87 0 0	Apr. 26, 1856						
Iver, Boys - - N.S.	102 0 0	July 7, 1849	-	19 10 0	- -	88 15 0	6 12 0	
Iver, Girls & Infants N.S.	100 0 0	Jan. 9, 1847	-	20 0 0	- -	21 5 0	13 4 0	
Kemble, Great - N.S.	- - -	- - -	-	- - -	- -	-	12 0 0	
Langley Marish - N.S.	72 0 0	Oct. 28, 1848	2 5 10	57 10 0	20 0 0	117 10 0	18 3 0	
Lavendon - - N.S.	*49 0 0	Oct. 27, 1838						
" - - "	78 0 0	Aug. 19, 1853						
Leckhampstead - N.S.	*60 0 0	Mar. 6, 1839						
Lee-Common - N.S.	50 0 0	Mar. 9, 1848						
Linslade - - N.S.	198 0 0	July 25, 1849	6 12 0	- -	- -	-	7 11 0	
Ludgershall - N.S.	93 0 0	Nov. 25, 1847	2 8 2					
Marlow, Great - N.S.	- - -	- - -	6 16 8¾	104 11 8	- -	173 5 0	36 6 0	
Marlow - - - B.S.	- - -	- - -	1 3 2					
Marsh Gibbon - N.S.	120 0 0	June 20, 1849	0 8 8½					
" - - "	40 0 0	Aug. 26, 1851						
Marston, North - N.S.	*60 0 0	Sept. 16, 1835						
Marsworth - - N.S.	45 0 0	Mar. 9, 1842	-	- -	- -	-	1 10 0	
Mursley - - N.S.	*25 0 0	Nov. 21, 1835						
Newport Pagnell - B.S.	*90 0 0	Feb. 14, 1838						
Olney - - - N.S.	176 0 0	Oct. 13, 1848	1 6 7	11 13 4	- -	-	7 10 0	
Quainton - - N.S.	- - -	- - -	1 16 8¾					
Risborough, Prince's N.S.	105 0 0	Jan. 24, 1842						
" " - "	35 0 0	June 5, 1844						
Risborough, Prince's B.S.	153 0 0	Oct. 5, 1848	-	- -	- -	115 0 0	13 9 0	
Stoke Goldington - N.S.	*72 0 0	June 6, 1840						
Stoke Hamond - N.S.	38 0 0	Aug. 12, 1844						
Stoke Mandeville - N.S.	60 0 0	Oct. 2, 1845	1 0 0					
Stoke Pogis - - N.S.	95 0 0	Nov. 6, 1843	4 5 10	47 0 0	- -	299 0 0	10 2 0	
Stony Stratford - N.S.	- - -	- - -	-	- - -	- -	15 0 0	28 10 0	
Taplow - - - N.S.	74 0 0	Oct. 17, 1849	1 13 1½	20 0 0	- -	-	13 11 0	
" - - - "	92 12 0	Sept. 19, 1855						
Thornborough - N.S.	42 0 0	Aug. 3, 1842						
Towersey - - N.S.	60 0 0	Apr. 17, 1849						
Tyler's Green - N.S.	51 0 0	Mar. 19, 1844						
Upton-cum-Chalvey, N.S.	64 0 0	May 27, 1842	6 13 11⅓	73 5 0	- -	296 8 4	43 19 0	
" " - "	290 15 0	Jan. 10, 1853						
" " - "	5 4 0	May 10, 1855						
Waddesdon - - N.S.	119 0 0	Mar. 21, 1849	2 14 10⅓	81 6 8	- -	161 3 0	40 0 0	
Waddesdon - - B.S.	121 0 0	Feb. 4, 1847	6 5 1⅓	49 10 0	- -	318 0 0	7 9 0	
Walton - - - N.S.	- - -	- - -	2 2 6⅔	12 7 6	- -	31 5 0	26 16 0	
Wendover - - N.S.	- - -	- - -	2 5 10	15 0 0				
Whaddon - - N.S.	28 0 0	July 1, 1842						
Whitchurch - - Wes.	170 0 0	Sept. 24, 1850	5 1 2	18 0 0	- -	301 10 0	35 12 0	

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BERKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hampstead Norris N.S.	68 0 0	Oct. 27, 1847	1 0 8					
Hanney - - N.S.	165 0 0	Sept. 28, 1848	1 13 4	10 0 0				
Harwell - - N.S.	*50 0 0	Nov. 20, 1839						
Hendred, West - N.S.	153 5 8	Mar. 28, 1854	2 8 8	46 5 0	- -	34 11 8	5 18 0	
Hermitage - - N.S.	35 0 0	Aug. 11, 1841	1 7 2					
Hinton Waldrist - N.S.	*30 0 0	Aug. 4, 1838	1 2 8¾					
Hurst and Ruscombe - - N.S.	140 0 0	Jan. 17 1844						
Knowle Hill - - N.S.	110 0 0	July 17, 1847	1 6 8	- -	- -	- -	15 4 0	
Lambourne - - N.S.	106 0 0	Dec. 19, 1851	2 8 8½	58 6 8	- -	10 0 0	25 0 0	
„ - - „	243 0 0	Nov. 15, 1856						
Lambourne - - Wes.	- - -	- - -	4 12 5¾	6 5 0	- -	125 0 0	9 0 0	
Langford - - N.S.	90 0 0	Aug. 17, 1847	1 2 1¾					
Letcombe Regis - N.S.	166 4 0	Feb. 16, 1856						
Maidenhead - - N.S.	150 0 0	Apr. 18, 1845	2 17 6	26 13 4	- -	20 0 0		
Newbury - - B.S.	133 0 0	Aug. 26, 1840						
Newbury - - Wes.	400 0 0	Nov. 26, 1856	6 2 6¾	83 5 0	- -	142 0 0		
Reading, St. Giles' N.S.	*150 0 0	Jan. 20, 1838	14 13 1	205 8 4	- -	769 10 0		
Reading, St. John's, Infants - - N.S.	- - -	- - -	- - -	8 13 4				
Reading, St. Lawrence's - - Par.	250 0 0	May 9, 1854	6 3 4½	4 3 4	- -	32 18 4		
Reading, St. Mary's N.S.	120 0 0	Dec. 1, 1855	4 4 8¼	- - -	- -	61 [illegible] 4		
Reading, St. Mary's Chapel - - N.S.	- - -	- - -	- - -	26 0 0	- -	9 13 4		
Sparsholt - - N.S.	*40 0 0	Nov. 30, 1839						
Speen - - Par.	- - -	- - -	2 11 4½	189 15 10	- -	203 16 8	48 1 0	
Stanford in the Vale N.S.	20 0 0	Aug. 30, 1844	0 19 10½					
Steventon - - N.S.	40 0 0	Dec. 13, 1841						
Sunningdale - - N.S.	38 0 0	Sept. 2, 1842	6 8 8	43 15 0	- -	227 2 6	31 18 0	
„ - - „	8 0 0	Nov. 7, 1848						
„ - - „	5 0 0	May 9, 1850						
„ - - „	110 0 0	Sept. 23, 1854						
Swallowfield - - Ch.S.	350 0 0	May 25, 1855						
Thatcham - - N.S.	225 0 0	Apr. 2, 1846	2 13 4½	13 15 0	- -	35 0 0	9 18 0	
Thatcham - - B.S.	125 0 0	Oct. 30, 1847	1 3 4	18 0 0	- -	104 0 10		
„ - - „	9 1 10	Nov. 29, 1848						
Uffington - - N.S.	80 0 0	Dec. 15, 1852						
Wallingford - - N.S.	- - -	- - -	2 10 0½	60 0 0	- -	80 13 4		
Wantage - - Wes.	- - -	- - -	7 0 10½	11 5 0	- -	318 5 0	30 8 0	
Wantage, St. Peter's and St Paul's - N.S.	- - -	- - -	- - -	87 1 8	- -	228 15 0	77 8 0	
Wargrave - - N.S.	- - -	- - -	- - -	5 0 0	- -	10 0 0		
Windsor, New - N.S.	10 0 0	Aug. 12, 1848	19 9 4½	147 13 4	50 0 0	997 0 0		
Windsor, New - B.S.	245 0 0	Jan. 1, 1842	7 4 2⅜	- - -	- -	134 10 0		
„ - - „	17 6 8	Sept. 1, 1854						
Windsor, Old - N.S.	- - -	- - -	3 12 10	33 0 0	- -	191 13 4		
Windsor Park, Royal N.S.	- - -	- - -	- - -	117 0 0	- -	576 7 6		
Windsor, St. Ann's, Girls' - - - N.S.	274 5 4	Dec. 9, 1856	- - -	43 3 4	- -	52 10 0		
Windsor, St. Mark's N.S.	- - -	- - -	3 2 3	207 11 8	- -	251 10 0		
Windsor - - P.U.	- - -	- - -	- - -	- - -	- -	32 2 6		
Winkfield Industrial School - -	*70 0 0	Sept. 21, 1839	4 7 6¾	70 0 0	- -	75 0 0	25 4 0	
Wokingham - - B.S.	*125 0 0	June 30, 1841						
Wytham - - N.S.	- - -	- - -	- - -	3 6 8				
BUCKINGHAMSHIRE.								
Aston Clinton - N.S.	96 0 0	July 11, 1849						
Aylesbury - - N.S.	190 0 0	Jan. 2, 1847	3 17 10½	77 15 0	- -	210 16 8	17 5 0	
„ - - „	21 0 0	Jan. 22, 1855						
Aylesbury - - B.S.	- - -	- - -	4 10 10	- - -	- -	236 0 0		
Beachampton - N.S.	- - -	- - -	1 15 10	- - -	- -	92 1 8		
Beaconsfield - B.S.	- - -	- - -	- - -	- - -	- -	53 19 2		
Bierton - - N.S.	87 0 0	May 18, 1849	1 1 2¾	- - -	- -	52 10 0		

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	Amount.			Date of Payment.																		
BEDFORDSHIRE—*cont.*	£	s.	d.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Luton - - - N.S.	*145	0	0	July 11, 1835	2	1	9	70	2	6	-	-	-	244	10	0	17	10	0			
„ - - - „	50	0	0	Feb. 23, 1849																		
Luton - - - Wes.	-	-	-	- - -	12	2	2¼	-	-	-	-	-	-	199	10	0						
Marston Mortaine																						
and Lidlington - N.S.	160	0	0	Jan. 3, 1848	2	14	0	180	11	8	-	-	-	303	10	0	28	12	0			
Maulden - - N.S.	110	0	0	April 2, 1850	1	12	8															
Keppershall - N.S.	*40	0	0	Feb. 8, 1840																		
Poddington - - N.S.	50	0	0	Oct. 10, 1842	1	3	8															
Pulloxhill - - N.S.	55	0	0	Sept. 6, 1845	1	13	4½	16	0	0	-	-	-	30	0	0						
- - „	29	10	0	Nov. 11, 1854																		
Ridgmont - - Wes.	-	-	-	- - -	5	0	7½	16	10	0	-	-	-	192	6	8	13	7	0			
Risely - - - N.S.	37	10	0	June 26, 1841																		
„ - - „	66	0	0	June 15, 1849																		
Shillington - - N.S	-	-	-	- - -	-	-	-	2	10	0												
Silsoe - - - N.S.	-	-	-	- - -	-	-	-	12	1	8	-	-	-	-	-	-	11	16	0			
Staughton, Little - N.S.	50	0	0	May 30, 1846																		
Totfold - - N.S.	110	0	0	Jan. 15, 1844	1	19	11															
„ - - „	45	0	0	Feb. 24 1854																		
„ - - „	38	0	0	May 15, 1855																		
Tobworth - - N.S.	297	0	0	April 26, 1855	2	10	5	11	13	4	-	-	-	15	0	0	10	14	0			
Toddington - - N.S.	439	4	0	Nov. 1, 1855																		
Toddington - - Wes.	477	0	0	Mar. 1, 1856	3	6	8	16	5	0	-	-	-	19	16	8	8	0	0			
Turvey, Infants - N.S.	66	10	0	Nov. 20, 1841																		
Turvey, B. and G. - N.S.	341	0	0	Oct. 30, 1848	2	0	0	48	15	0	-	-	-	15	0	0	12	12	0			
Upend - - - N.S.	270	0	0	June 26, 1855																		
Westoning - - N.S.	58	0	0	Dec. 11, 1841	-	-	-	-	-	-	-	-	-	-	-	-	7	12	0			
„ - - „	17	5	0	Oct. 17, 1855																		
Wilden, Endowed - N.S.	101	5	0	Apr. 27, 1852																		
Woburn - - B.S.	-	-	-	- - -	-	-	-	43	0	0	-	-	-	17	10	0						
Wilshampstead - N.S.	111	0	0	Aug. 5, 1847																		
Yelden - - - N.S.	45	0	0	Feb. 25, 1846																		
„ - - - „	36	0	0	Jan. 9, 1847																		
BERKSHIRE.																						
Abingdon - - B.S.	-	-	-	- - -	12	2	2½	14	11	8	-	-	-	441	0	0						
Aldermaston - - N.S.	-	-	-	- - -	-	-	-	36	0	0	-	-	-	31	9	2	10	14	0			
Aldermaston, Industrial Department - -	-	-	-	- - -	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2	6
Appleton - - N.S.	*35	0	0	Dec. 2, 1837																		
Arborfield - - N.S.	65	0	0	Aug. 11, 1841																		
Ascot Heath - - N.S.	50	0	0	Jan. 21, 1854	3	1	5½	25	0	0	-	-	-	61	8	4	21	18	0			
Ashbury - - N.S.	-	-	-	- - -	-	-	-	-	-	-	-	-	-	66	6	8						
Aston-Tyrold - N.S.	54	0	0	Oct. 25, 1847	1	0	4½															
Beech Hill - - N.S.	-	-	-	- - -	-	-	-	13	0	0												
Beenham - - N.S.	36	0	0	Feb. 11, 1841																		
Boxford - - N.S.	-	-	-	- - -	2	4	10															
Bracknell - - N.S.	150	0	0	June 5, 1855																		
Bray - - - N.S.	-	-	-	- - -	-	-	-	23	16	8	-	-	-	46	10	0	22	15	0			
Bray and Hollyport N.S.	104	0	0	Nov. 17, 1848	3	6	2½	28	6	8	-	-	-	15	0	0	5	2	0			
Brightwell - - N.S.	45	0	0	May 17, 1842	1	13	6½	44	13	4	-	-	-	86	6	8	23	19	0			
„ - - „	5	18	8	May 15, 1854																		
Brimpton - - N.S.	-	-	-	- - -	-	-	-	-	-	-	-	-	-	3	0	0	3	10	0			
Buckland - Par.S.	-	-	-	- - -	-	-	-	-	-	-	-	-	-	-	-	-	13	16	0			
Burghfield - - N.S.	20	10	0	July 30, 1844																		
Challow, East - N.S.	144	0	0	Oct. 10, 1856																		
Shiveley (North Heath) - - N.S.	*75	0	0	Jan. 15, 1840																		
Chieveley - - Wes.	-	-	-	- - -	1	10	8½	25	0	0	-	-	-	22	18	4	14	11	0			
Cholsey - - N.S.	*62	0	0	Mar. 20, 1839	-	-	-	-	-	-	-	-	-	-	-	-	7	17	0			
Clewer - - N.S.	-	-	-	- - -	2	11	0	9	12	6	-	-	-	107	10	0	12	5	0			
Cookham Dean - N.S.	119	0	0	Oct. 8, 1847	2	14	5¼	40	16	8	-	-	-	258	13	4	37	10	0			
„ - „	6	9	0	Feb. 15, 1855																		
Crayton - - N.S.	124	0	0	Dec. 27, 1848																		
Faringdon - - B.S.	-	-	-	- - -	-	-	-	-	-	-	-	-	-	-	-	-	7	6	0			
Fyfield - - N.S.	-	-	-	- - -	1	0	0															
Greenham - - N.S.	-	-	-	- - -	1	4	6½															

(No. XV.)

DETAILED STATEMENT (under Counties) of sums expended from Parliamentary Grants for Education in Great Britain, in BUILDING, ENLARGEMENT, IMPROVEMENTS, or FIXTURES of Elementary Schools; in SCIENTIFIC APPARATUS, and in BOOKS, MAPS, and DIAGRAMS; in AUGMENTATION of SALARIES of CERTIFICATED SCHOOLMASTERS and SCHOOLMISTRESSES, and in RETIRING PENSIONS to late TEACHERS of SCHOOLS under INSPECTION; in STIPENDS of ASSISTANT TEACHERS; in STIPENDS of PUPIL-TEACHERS, and GRATUITIES for their special instruction; in CAPITATION GRANTS; and in GRANTS to REFORMATORIES, and to SCHOOLS of INDUSTRY for industrial purposes;—between years 1833 and 1856, inclusive.

*** *Grants awarded by the Lords of Her Majesty's Treasury (prior to the appointment of the Committee of Privy Council on Education) are marked with an asterisk.*

ENGLAND.

NOTE.—N.S. denotes that School is in connexion with the *National Society*, or with the *Church of England*; B.S., with the *British and Foreign School Society*; Wes., *Wesleyan Methodists' Conference*; R.C., *Roman Catholic Poor School Committee*; Par., that it is a *Parochial* School; and P.U., a *Parochial Union* School.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools
	Amount.	Date of Payment.						
BEDFORDSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ampthill - - N.S.	180 0 0	June 4, 1845	1 6 6¾	36 13 4	- -	531 15 0	28 7 0	
„ - - „	59 17 6	Jan. 28, 1853						
Ampthill - - B.S.	150 0 0	Nov. 18, 1846	4 4 2	55 2 6	- -	146 7 6	13 8 0	
„ - - „	40 0 0	Jan. 15, 1855						
Aspley Guise - - N.S.	202 0 0	Mar. 27, 1848	8 7 0¾	47 10 0	- -	352 5 10	54 15 0	
„ „ - „	49 10 0	Oct. 25, 1850						
„ „ - - „	9 0 0	May 15, 1854						
„ „ - - „	13 0 0	July 31, 1855						
Apsley Guise - - B.S.	- - -	- - -	2 0 10	18 15 0	- -	218 2 6	19 18 0	
Barford, Great - N.S.	115 0 0	Jan. 23, 1849	2 13 10	- -	- -	- -	9 16 0	
„ - „	98 0 0	Jan. 2, 1856						
Biddenham - - N.S.	*45 0 0	Feb. 13, 1839						
„ - - „	65 0 0	July 22, 1848						
Biggleswade - - N.S.	*150 0 0	Mar. 2, 1839						
„ - - „	90 0 0	Sept. 13, 1844						
Biggleswade - - B.S.	- - -	- - -	3 17 3¼	87 6 8	- -	258 9 2	11 15 0	
Bletsoe - - - N.S.	100 0 0	April 11, 1854						
Blunham - - N.S.	52 0 0	Feb. 27, 1843						
Clophill - - N.S.	*50 0 0	July 19, 1836						
Colmworth - - N.S.	23 10 0	June 21, 1841						
„ - - „	40 0 0	June 24, 1845						
Cranfield - - N.S.	*48 0 0	Jan. 13, 1836	1 3 0	122 8 4	- -	119 3 4	38 6 0	
„ - - „	*40 0 0	Jan. 5, 1839						
Dunstable - - N.S.	*85 0 0	Dec. 28, 1839	1 8 8	46 15 0	- -	29 3 4	18 0 0	
„ - - „	12 6 0	May 23, 1846						
Dunstable - - Wes.	- - -	- - -	4 0 0	16 10 0	- -	86 15 10	20 18 0	
Eaton Bray - - N.S.	72 0 0	Apr. 22, 1842						
Eversholt - - N.S.	80 0 0	Sept. 23, 1842	0 17 0					
Everton and Tetsworth - - N.S.	*42 0 0	Oct. 18, 1837						
Felmersham - - N.S.	110 0 0	Dec. 31, 1846						
Harrold - - N.S.	200 0 0	Nov. 13, 1847						
Heath and Reach - N.S.	80 0 0	Feb. 27, 1847						
Henlow - - - N.S.	- - -	- - -	- - -	17 10 0				
Hockliffe - - N.S.	72 0 0	Feb. 3, 1845	4 2 6¾	41 10 0	- -	315 9 3	29 11 0	
„ - - „	72 0 0	Nov. 11, 1854						
Kempston - - N.S.	130 0 0	Sept. 12, 1844						
Keysoe - - - N.S.	32 0 0	July 16, 1841						
„ - - - „	10 0 0	June 22, 1848						
Leighton Buzzard - B.S.	*75 0 0	Jan. 18, 1840						
„ „ - „	10 0 0	April 1, 1847						
„ „ - „	50 0 0	May 22, 1847						

Name and denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
RBYSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
nstone - - N.S.	- - -	- - -	- - -	- - -	- -	- -	2 10 0	
ings - - N.S.	345 0 0	Aug. 12, 1845	3 3 3	79 10 0	- -	85 0 0	11 2 0	
way - - N.S.	*80 0 0	Sept. 27, 1837	1 10 0½					
y - - - Wes.	- - -	- - -	4 3 4	- - -	- -	32 10 0		
y - - - N.S.	800 0 0	July 3, 1856	3 16 9½	160 10 0	- -	259 10 0		
ton - - N.S.	80 0 0	Jan. 3, 1853	- - -	6 10 0	- -	- - -	15 0 0	
llow - - Par.	- - -	- - -	3 9 6¼	83 5 0	- -	226 12 6	32 17 0	
brook - - N.S.	83 5 0	Nov. 30, 1852						
and - - N.S.	133 10 0	Aug. 20, 1851	2 3 4	35 0 0	- -	15 0 0		
ey - - N.S.	62 0 0	Nov. 28, 1845	2 2 0¾	30 5 0	- -	64 7 6	14 12 0	
- - - „	8 14 8	Sept. 5, 1846						
- - - „	26 6 8	Feb. 26, 1856						
ley - - N.S.	35 0 0	Apr. 3, 1848 -	4 3 7¼	151 0 10	- -	255 13 4	5 18 0	
- - - „	153 0 0	Sept. 28, 1848						
k-Hill, Mount								
Mary's - - R.C.	- - -	- - -	5 17 2½	53 15 0	- -	55 8 4	39 9 0	
don - - N.S.	183 0 0	June 20, 1840	- - -	7 10 0	- -	113 6 8	1 10 0	
on-by-Dale								
bey - - N.S.	263 0 0	June 17, 1854	1 17 7½	- - -	- -	- - -	15 5 0	
nhill - - N.S.	- - -	- - -	2 17 6½	31 8 4	- -	32 10 0	7 8 0	
ley - - N.S.	200 0 0	May 10, 1844						
ury (Lady Ver-								
r's) - - N.S.	- - -	- - -	-	146 3 4	- -	315 0 0		
ley - - N.S.	60 0 0	June 8, 1842	1 6 0½	- - -	- -	- - -	26 12 0	
- - - „	1 2 4	Feb. 8, 1847						
- - - „	60 0 0	Aug. 28, 1849						
well - - N.S.	255 0 0	Feb. 25, 1847						
- - - „	50 0 0	Apr. 9, 1850						
ditch - - N.S.	75 0 0	May 19, 1847						
field - - N.S.	300 0 0	Apr. 28, 1848	5 0 0					
tington, End. - Par.	144 0 0	July 23, 1849	3 13 7¼					
sworth - - N.S.	234 0 0	Dec. 15, 1852	5 2 8	10 0 0	- -	- - -	19 9 0	
eley - - N.S.	26 10 0	March 1842						
„ - - „	32 0 0	Jan. 9, 1847						
DEVONSHIRE.								
edore - - N.S.	130 0 0	May 15, 1844	2 0 0¼	- - -	-	367 5 0	6 12 0	
„ - - „	2 0 0	Apr. 6, 1846						
„ - - „	6 6 8	Mar. 31, 1852						
urton, Infants N.S.	*38 0 0	Nov. 24, 1838						
on - - N.S.	*37 0 0	Jan. 23, 1839						
scombe - - N.S.	*36 0 0	Nov. 7, 1840	- - -	- - -	- -	- - -	3 10 0	
nster - - N.S.	158 0 0	Aug. 6, 1850	5 10 5¾	66 0 0	- -	471 10 0	59 18 0	
outh - - N.S.	8 11 4	Mar. 31, 1853	1 17 6	58 15 0	- -	57 10 0	17 2 0	
- - - „	10 10 0	June 4, 1856						
staple - - N.S.	*100 0 0	July 29, 1835	- - -	39 8 4	- -	222 3 4		
staple (Boys), En-								
ved - - - -	- - -	- - -	- - -	- - -	- -	123 16 8		
staple, Holy								
nity - - N.S.	345 0 0	Mar. 9, 1849	7 0 0	6 5 0	- -	86 6 8		
staple - - Wes.	- - -	- - -	10 5 0¾	84 17 6	- -	102 0 0	14 6 0	
orthy - - N.S.	*25 0 0	Dec. 17, 1834						
rn Arbor - N.S.	126 0 0	Nov. 29, 1848	1 4 2	- - -	- -	- - -	6 12 0	
eigh - - N.S.	55 0 0	June 28, 1842						
„ - - „	4 13 4	Dec. 19, 1853						
ford, Longbridge								
N.S.	125 0 0	Jan. 18, 1849	3 5 9¾	65 0 0	- -	492 6 8		
ford - - B.S.	*240 0 0	Jan. 14, 1837	8 14 11½	98 12 6	62 1 8	529 13 4	10 3 0	
- - - „	86 1 7	July 31, 1856						
xauton - - N.S.	*37 0 0	Aug. 13, 1836						
y Tracey - N.S.	*87 0 0	Feb. 7, 1835	2 3 11	- - -	- -	18 15 0	3 18 0	
minch - - N.S.	*99 0 0	Dec. 26, 1838						
„ - - „	25 0 0	June 10, 1850						
„ - - „	27 18 0	Sept. 15, 1855						
mpford Wood, Re-								
matory - - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	51 0 0
on Clovelly - N.S.	*65 0 0	Aug. 18, 1838	1 6 4	- - -	- -	- - -		
on Fleming - N.S.	65 0 0	Apr. 2, 1841	1 18 4	- - -	- -	- - -	16 3 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grant to Reformatory and Industrial Schools
DEVONSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Brixham, Endowed Ch. S.	50 0 0	Aug. 15, 1854	4 10 0½	37 2 6	- -	198 10 0		
Brixham, Infant - -	- - -	- - -	- - -	- -	- -	38 6 8		
Brixham - - - B.S.	- - -	- - -	- - -	- -	- -	- -	8 9 0	
Buckfastleigh - N.S.	189 0 0	May 13, 1842						
Buckfastleigh - B.S.	*170 0 0	Dec. 30, 1835						
Buckland, Egg - N.S.	123 0 0	Aug. 16, 1848						
Buckland, West - N.S.	70 0 0	Oct. 14, 1846	- -	- -	- -	- -	6 19 0	
" " - "	20 0 0	July 20, 1847						
" " - "	20 0 0	July 18, 1854						
Budeaux, St. - - N.S.	*40 0 0	May 3, 1837						
Butterleigh - - N.S.	26 0 0	Jan. 1, 1844						
Cadeleigh - - N.S.	40 0 0	June 7, 1842						
Castle Hill - - N.S.	- -	- - -	- - -	21 5 0	- -	27 10 0		
Chagford - - N.S.	- -	- - -	2 2 0½	7 13 4	- -	35 16 8	19 16 0	
Cheriton, Bishop - N.S.	*25 0 0	Apr. 21, 1838						
Chittlehampton - N.S.	- -	- - -	1 13 4½	- -	- -	100 0 0		
Chumleigh - - B.S.	*50 0 0	Apr. 27, 1836						
Colebrooke - - N.S.	*140 0 0	Feb. 7, 1835						
Collumpton - - N.S.	21 0 0	May 21, 1853	4 13 10½	3 15 0	- -	15 0 0	4 4 0	
Colyton - - - N.S.	*92 0 0	Nov. 30, 1836						
Colyton Rawleigh - N.S.	60 0 0	Jan. 20, 1841						
Combmartin - - N.S.	104 15 6	Apr. 1, 1854	4 12 11¾	5 0 0	- -	83 15 0	13 18 0	
Countess Wear - N.S.	100 0 0	Aug. 12, 1854	- -	- -	- -	- -	4 14 0	
Culmstock - - N.S.	*70 0 0	Apr. 18, 1840	- -	- -	- -	- -	5 17 0	
Dawlish - - - N.S.	- -	- - -	- -	- -	- -	237 16 8	41 6 0	
Devon and Exeter, Central, B. and G. N.S.	- -	- - -	12 4 2½	204 16 8	- -	660 0 0		
Devonport, Royal Naval and Military Free S. -	653 0 0	Jan. 9, 1849	15 9 2¼	98 10 0	- -	815 0 0		
" " -	250 0 0	Jan. 30, 1854						
Devonport, St. James' N.S.	- -	- - -	4 15 10	78 10 0	- -	298 18 4		
Devonport, St. Mary's N.S.	- -	- - -	- -	42 5 0	- -	81 5 0		
Devonport, St. Stephen's - - - N.S.	- -	- - -	3 2 10	104 17 6	- -	290 15 0		
Dittisham - - N.S.	75 0 0	Apr. 2, 1844	1 3 7	- -	- -	76 5 0	3 8 0	
" - - "	17 10 0	Mar. 23, 1847						
Down, West - - N.S.	50 0 0	Aug. 13, 1842						
Drewsteignton - N.S.	- -	- - -	2 3 11½	- -	- -	91 13 4		
Elmore - - - B.S.	- -	- - -	7 14 2	11 0 0	26 13 4	638 0 10		
Ermington - - N.S.	69 10 0	Dec. 22, 1841	1 8 0¾	- -	- -	- -	22 8 0	
" - - "	75 0 0	July 1, 1848						
Exbourne - - N.S.	*60 0 0	May 18, 1840						
Exeter - - - N.S.	- -	- - -	12 18 0¾	18 6 8	- -	881 2 6		
Exeter - - - B.S.	*150 0 0	Sept. 20, 1837						
Exeter, Episcopal Charity School - - -	- - -	- - -	13 9 1½	193 12 6	- -	818 10 0		
Exeter, Mint Lane Wes.	300 0 0	Sept. 11, 1848	13 16 10	165 13 4	32 1 8	740 13 4		
" " - "	35 0 0	Dec. 27, 1854						
Exeter, St. James' N.S.	200 0 0	July 14, 1845	2 3 1¾	63 15 0	- -	206 8 4		
" " - "	3 2 0	Apr. 15, 1847						
" " - "	13 16 0	Mar. 31, 1853						
" " - "	8 0 0	Dec. 12, 1854						
Exeter, St. Sidwell's N.S.	467 0 0	Dec. 27, 1854	7 14 11½	50 10 0	- -	115 17 6		
" " - "	33 0 0	Feb. 5, 1856						
Exeter, St. Thomas' P.U.	- -	- - -	- -	- -	- -	125 0 0		
Exeter, Workhouse Sch.	- -	- - -	- -	- -	- -	97 10 0		
Exmouth - - N.S.	- -	- - -	- -	- -	- -	223 13 4		
Halberton - - N.S.	100 0 0	July 9, 1845	2 19 10¾	3 15 0	- -	199 10 0	50 9 0	
" - - "	9 18 0	May 23, 1852						
" - - "	40 0 0	Mar. 24, 1854						
" - - "	156 0 0	Apr. 14, 1856						
Hampton, High - N.S.	*35 0 0	Apr. 11, 1835						
Harberton Ford - N.S.	137 0 0	Jan. 2, 1850 -	2 8 0¾					
Hatherleigh - - N.S.	*112 0 0	June 8, 1839						
Hollacombe - - B.S.	45 0 0	June 29, 1836						
Holsworthy - - Wes.	150 0 0	Apr. 2, 1852	5 13 2½	50 0 0	- -	83 0 0	21 4 0	
Holsworthy - - N.S.	100 0 0	June 17, 1847	- -	- -	- -	- -	23 9 0	
" - - "	15 0 0	July 31, 1855						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.				Grants for Apparatus, Books, Maps, and Diagrams.			Grants to Certificated Teachers, and for Retiring Pensions.			Grants on account of Assistant Teachers.			Grants on account of Pupil-teachers.			Capitation Grants.			Grants to Reformatory and Industrial Schools.		
	Amount.			Date of Payment.																		
DEVONSHIRE—*cont.*	£	s.	d.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Dniton - - B.S.	*150	15	0	Sept. 11, 1834																		
Doe, West - - N.S.	-	-		- - -	2	9	2	-	-		-	-		3	15	0						
Drrabridge, Secular School - - -	-	-		- - -	3	2	0½	52	10	0	-	-		46	10	0	38	18	0			
Dish, North - N.S.	63	0	0	July 16, 1846	-			-			-	-		-		-	1	14	0			
Dracombe - - N.S.	-	-		- - -	3	5	11¼	124	10	0	-	-		413	4	2	25	11	0			
Dtow - - - N.S.	117	0	0	Mar. 25, 1856																		
Dly - - - N.S.	-	-		- - -	-		-	-		-	-	-		35	16	8	10	10	0			
Dnn - - Ch. of E.	-	-		- - -	-		-	-		-	-	-		2	10	0						
Dntisbeare - - N.S.	-	-		- - -	1	9	5½	17	10	0	-	-		18	15	0						
Dgsbridge and Dodbrooke - - N.S.	134	0	0	June 28, 1850	3	6	7½	32	15	0	-	-		109	0	10	16	5	0			
Dgsbridge and Dodbrooke - - B.S.	103	0	0	Sept. 19, 1842	1	9	8½	115	8	4	-	-		439	15	10	56	9	0			
" " - "	100	0	0	Apr. 24, 1845																		
" " - "	9	10	8	June 22, 1848																		
" " - "	31	0	0	Nov. 1, 1854																		
Dgskerswell, St. Mary's - - N.S.	280	0	0	Sept. 24, 1856																		
Dnerton - - N.S.	-	-		- - -	2	5	0	-	-		-	-		13	15	0						
Dchore - - N.S.	40	0	0	Mar. 21, 1843	1	1	9½	3	6	8												
Dnpston - - N.S.	-	-		- - -	3	15	0	-	-		-	-		3	15	0						
Dnton - - - N.S.	100	0	0	Dec. 9, 1843																		
Drychurch, St. - N.S.	-	-		- - -	5	0	0½	111	5	0	-	-		160	16	8	26	18	0			
Dry-Tavy, St. - N.S.	-	-		- - -	4	3	4½	30	3	4	-	-		-		-	9	0	0			
Dry-Tavy, St. - B.S.	*100	0	0	July 29, 1837	2	7	6¾															
Davy - - - N.S.	*25	0	0	Dec. 6, 1837																		
" - - -	30	0	0	Dec. 22, 1846																		
Dmbury - - N.S.	51	0	0	Feb. 16, 1842	0	4	0															
" - - - "	10	0	0	Feb. 1, 1848																		
Dton Abbot, (Duke of Bedford's), Boys' Free School - -	-		-	- - -	3	5	2	211	1	8	-	-		306	0	10						
Dton Abbot, Girls N.S.	60	0	0	Dec. 15, 1848	1	5	2	-		-	-	-		138	15	0	14	0	0			
Dtbury - - N.S.	*100	0	0	Dec. 7, 1836																		
" - - "	77	0	0	July 6, 1854																		
Dton, South - N.S.	-		-	- - -	2	17	4	118	16	8	-	-		167	10	0						
Dton, South - Wes.	-		-	- - -	3	17	4½	111	0	0	-	-		100	0	0	9	3	0			
Dton, South - Inft. S.	-		-	- - -	1	0	3¾	15	16	8	-	-		83	0	0	20	8	0			
Dtham - - N.S.	*90	0	0	Feb. 27, 1836	2	2	3	-		-	-	-		261	0	0	20	2	0			
D-Mayo - - N.S.	100	0	0	Apr. 27, 1844	1	4	0½															
" - - - "	11	0	0	Jan. 25, 1849																		
Dmpton, Bishop's N.S.	50	0	0	Dec. 5, 1842																		
Dwell - - N.S.	-		-	- - -	1	4	10															
Dhampton - - N.S.	*82	0	0	May 13, 1837	3	3	4½	36	13	4	-	-		28	15	0	39	1	0			
" - - - "	44	0	0	Oct. 30, 1855																		
Dery, St. Mary's - N.S.	-		-	- - -	1	16	7	-		-	-	-		-		-	4	10	0			
Dnton - - N.S.	84	0	0	Nov. 13, 1846	2	15	2¾	-		-	-	-		69	13	4	14	14	0			
" - - - "	5	10	0	Oct. 20, 1854																		
Dtherwyn, North N.S.	80	0	0	Aug. 11, 1845																		
Don - - - N.S.	*100	0	0	Feb. 10, 1841	-		-	-		-	-	-		76	13	4						
Dmouth (Charles Parish) - - N.S.	600	0	0	July 6, 1847	13	4	6½	168	15	0	30	0	0	1,318	15	0						
" " - "	26	5	5	Sept. 13, 1851																		
" " - "	8	6	8	Mar. 19, 1856																		
Dmouth, Ch. Ch. N S.	177	0	0	Mar. 20, 1850	1	0	0	-		-	-	-		65	11	8						
Dmouth, Free - B.S.	11	13	8	Nov. 29, 1848	4	8	1½	18	6	8	-	-		2,576	5	0						
" " - "	95	15	0	Dec. 6, 1849																		
" " - "	300	0	0	Nov. 6, 1851																		
" " - "	80	13	4	Aug. 15, 1854																		
" " - "	14	0	0	July 31, 1855																		
Dmouth, Holy Trinity - - N.S.	270	0	0	Feb. 21, 1855	4	12	3½	44	7	6	-	-		149	11	8						
Dmouth, St. Andrew's Chapel - N.S.	-		-	- - -	4	3	9	29	0	0	-	-		130	8	4						
Dmouth, The Grey School - - -	-		-	- - -	2	0	0½	48	0	0	-	-		18	15	0						
Dmpton, St. Mary's, Widgway District N.S.	-		-	- - -	2	17	6	34	3	4	-	-		345	13	4	56	1	0			
Dmstock - - N.S.	-		-	- - -	3	13	5	-		-	-	-		110	0	0						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools
	Amount.	Date of Payment.						
DEVONSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Rose Ash - - N.S.	65 0 0	Nov.17, 1847						
Salcombe, near Kingsbridge - N.S.	150 0 0	May 5, 1848						
Sampford Peverell N.S.	100 0 0	Jan. 15, 1850						
Sandford - - N.S.	- - -	- - -	- -	36 0 0	- -	96 5 0		
Shebbeare - - N.S.	*30 0 0	May 28, 1836						
Sidmouth, All Saints' N.S.	161 0 0	Mar. 16, 1849	2 3 7½					
Silverton - - N.S.	111 0 0	May 1, 1848						
Stoke Gabriel - N.S.	50 0 0	Nov. 6, 1843						
" - - "	4 10 0	Aug. 25, 1853						
Stoke Damerel - B.S.	*90 0 0	May 21, 1836	6 3 4½	45 15 0	- -	197 16 8		
Stokenham - - N.S.	- - -	- - -	- -	- - -	- -	1 5 0		
Stonehouse - - N.S.	17 6 8	Sept. 3, 1852	7 4 0½	94 8 4	- -	317 18 4		
" - - "	7 5 0	Dec. 17, 1856						
Stonehouse - - Wes.	- - -	- - -	- -	33 0 0	- -	197 5 0		
Tavistock - - N.S.	415 0 0	Dec. 11, 1847	10 11 2½	131 15 0	- -	741 19 2		
Tavistock - - B.S.	- - -	- - -	10 12 9¾	81 5 0	- -	469 3 4		
Tawton, Bishop's - N.S.	66 10 0	Dec. 13, 1843						
Teignton Bishop's, Ch. of E.	- - -	- - -	- -	- -	- -	17 14 2	25 5 0	
Teignton, King's - N.S.	188 0 0	Oct. 27, 1848	2 16 8¾	- -	- -	114 9 7	8 0 0	
" " - "	3 12 6	July 18, 1854						
Thorverton - - N.S.	140 0 0	May 25, 1843	1 9 10¼	47 6 8	- -	34 11 8	10 19 0	
Tipton, St. John's - N.S.	50 0 0	June 29, 1843						
Tiverton, B. G. & I. B.S.	- - -	- - -	22 11 2¾	123 15 0	91 13 4	2,014 18 4		
Tiverton (Bampton Street), Infants - B.S.	- - -	- - -	5 0 0½	77 3 4	- -	324 10 0		
Topsham - - Wes.	- - -	- - -	2 3 4¾	69 0 0	- -	32 10 0	31 14 0	
Tor, Yonge - - N.S.	250 0 0	Feb. 26, 1847	7 14 9¼	17 10 0	- -	89 10 0		
" " - - "	36 0 0	July 29, 1847						
" " - - "	15 6 5	Jan. 18, 1853						
" " - - "	47 0 0	Nov. 9, 1854						
Torrington, Black - N.S.	*40 0 0	Nov. 23, 1836						
Torrington, Great - B.S.	*150 0 0	July 25, 1835						
Torquay - - N.S.	- - -	- - -	3 12 8	85 10 0	- -	549 8 4		
Uffculme - - N.S.	- - -	- - -	- -	47 8 4	- -	33 15 0		
Up-Ottery - - N.S.	125 0 0	Oct. 4, 1844						
" - - "	1 16 0	Nov. 18, 1847						
Upton, Boston Fields, N.S.	85 0 0	Jan. 19, 1856						
Upton Pyne - - N.S.	- - -	- - -	1 19 6½	43 6 8	- -	36 10 0	26 19 0	
Warkleigh - - N.S.	47 10 0	Mar. 8, 1847						
Whimple - - N.S.	96 0 0	Nov. 27, 1850	1 0 2					
Willand - - N.S.	70 0 0	Oct. 11, 1845						
Winkleigh - - N.S.	64 0 0	May 19, 1841						
Witheridge - - N.S.	95 0 0	Jan. 9, 1847	0 19 11½					
" - - "	82 0 0	July 17, 1847						
Withycombe Rawleigh - - N.S.	49 5 10	Feb. 5, 1842						
Wolborough and Highweek - - N.S.	150 0 0	June 3, 1844	3 4 7¼	- -	- -	95 0 0	8 10 0	
" " - "	10 0 0	Feb. 4, 1850						
Woodbury, Broadmead's, End. School -	- - -	- - -	2 2 11	32 13 4	- -	101 18 4	35 6 0	
Yarnscombe - - N.S.	51 0 0	Sept. 16, 1848						
DORSETSHIRE.								
Allington - - N.S.	*80 0 0	Jan. 12, 1839						
Alton Pancras - N.S.	75 0 0	Apr. 27, 1847	0 17 5					
" " - "	25 0 0	Dec. 1, 1848						
Athelhampton - B.S.	- - -	- - -	- - -	- - -	- -	- - -	9 4 0	
Beaminster - - N.S.	- - -	- - -	- -	29 3 4	- -	32 10 0	6 0 0	
Black Down - - N.S.	60 0 0	July 1, 1847						
" - - "	22 0 0	July 17, 1847						
Blandford, Boys - N.S.	130 0 0	Dec. 15, 1847	8 12 7¼	111 10 0	- -	462 13 4	37 4 0	
" " - "	14 13 4	Mar. 8, 1852						

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	Amount.	Date of Payment.						
DORSETSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
undford, Girls - N.S.	- - -	- - -	3 6 7¾	44 0 0	- -	167 10 0	12 9 0	
undford - - B.S.	150 0 0	Mar. 20, 1841						
adford Peverell, Ch. S.	- -	- - - -	- -	25 0 0	- -	15 0 0	5 10 0	
dport (B. G. & I.), eneral School - -	261 0 0	May 13, 1850	12 0 10½	80 15 0	- -	618 0 0	45 9 0	
„ „ - -	18 0 0	Dec. 19, 1853						
„ „ - -	500 0 0	Oct. 30, 1855						
edy (Long) and Kimpton Russell N.S.	157 0 0	May 13, 1856	2 0 0	16 5 0	- -	- -	9 0 0	
oadmayne - - N.S.	48 0 0	May 30, 1846						
oadwindsor - N.S.	150 0 0	Aug. 24, 1844	2 2 11	46 5 0	- -	204 6 8	12 7 0	
rton, East - - N.S.	38 0 0	Dec. 21, 1843						
m, St. Rumbold's N.S.	70 0 0	May 19, 1846						
„ „ „	1 2 6	Nov. 7, 1848						
tistock - - N.S.	45 0 0	Jan. 5, 1841	- -	8 15 0				
rdstock, Indust. N.S.	*100 0 0	Sept. 7, 1839	- -	- -	- -	- -	- -	16 5 0
„ „ „	150 0 0	May 7, 1850						
ideock, B. and G. N.S.	117 0 0	Mar. 7, 1849	1 6 8					
npton, Nether nd Over - - N.S.	114 0 0	Aug. 4, 1849	1 11 4	10 16 8	- -	52 10 0	7 10 0	
„ „ „	7 13 4	Apr. 27, 1853						
fe Castle - - N.S.	- - -	- - - -	5 4 10⅓	36 13 4	- -	137 10 0	46 5 0	
fe Castle - - B.S.	*295 0 0	July 26, 1834	4 12 1	- -	- -	287 4 2	25 10 0	
scombe - - N.S.	5 5 7	June 3, 1850	- -	10 0 0	- -	73 3 4		
tchill More, Ch. of E.	- -	- - - -	- -	4 0 0				
chester, Boys - N.S.	- -	- - - -	6 12 6½	68 7 6	- -	200 15 0	6 0 0	
chester, Girls - N.S.	*80 0 0	Mar. 7, 1835	6 16 3½	- -	- -	344 0 0	12 0 0	
more Green - N.S.	- -	- - - -	1 4 9	43 1 8	- -	175 12 6		
rnham - - N.S.	*35 0 0	Aug. 20, 1837						
„ - - - „	20 0 0	Jan. 19, 1849						
lingham - - N.S.	- -	- - - -	1 13 11	113 10 0	- -	160 0 0	10 17 0	
lmanstone - N.S.	75 0 0	Jan. 21, 1850						
lstock - - N.S.	*47 0 0	July 27, 1839	2 4 6½	- -	- -	- -	4 6 0	
„ - - - „	30 0 0	Nov. 18, 1845						
„ - - - „	0 18 0	Feb. 3, 1846						
wkchurch - - N.S.	10 0 0	Aug. 21, 1845						
rston - Ch. of E.	112 0 6	June 30, 1856						
ıton Martell, Ch. of E.	- -	- - - -	- -	- -	- -	- -	13 6 0	
ıton, St. Mary's N.S.	70 0 0	Jan. 29, 1844						
ıton (Tarrant) N.S.	- -	- - - -	- -	- -	- -	- -	2 15 0	
lt - - - N.S.	200 0 0	Oct. 14, 1844	2 4 0	- -	- -	- -	8 6 0	
erton - - N.S.	*25 0 0	Feb. 25, 1835						
erne Minster - N.S.	*60 0 0	Oct. 2, 1839						
gston - - N.S.	*40 0 0	May 14, 1836	3 9 2½	65 0 0	- -	90 0 0	27 8 0	
gston Magna - N.S.	150 0 0	Jan. 8, 1845	1 3 0½	- -	- -	- -	19 12 10	
gton-Matravers N.S.	70 0 0	Dec. 31, 1845	2 6 8	6 13 4	- -	17 10 0	27 8 0	
„ „	6 13 4	Feb. 15, 1855						
gfleet - - N.S.	- -	- - - -	1 13 4	20 0 0	- -	- -	6 15 0	
ne Regis - - N.S.	15 0 0	Oct. 17, 1855	3 18 8½	65 0 0	- -	130 10 0	11 2 0	
ne Regis - - B.S.	*150 0 0	Oct. 25, 1837	1 15 0½	- -	- -	295 0 0		
„ - - - „	15 16 0	Nov. 4, 1852						
„ - - - „	7 0 0	Sept. 1, 1854						
chet Minster - N.S.	*43 0 0	Dec. 14, 1839						
„ „ „	3 12 0	May 22, 1846						
iden Newton and ome Vauchurch N.S.	66 0 0	Oct. 28, 1842	2 9 1	68 6 8	- -	117 0 0	30 17 0	
rshwood - - N.S.	51 0 0	May 1, 1843	1 2 9½	- -	- -	31 9 2	9 9 0	
„ - - - „	6 0 0	Oct. 21, 1845						
plaish - - N.S.	105 0 0	Nov. 11, 1850						
ton Abbas - N.S.	- -	- - - -	- -	12 0 0				
nkton Wyld, Ch. of E.	- -	- - - -	- -	13 6 8	- -	- -	10 18 0	
recombe Lake - N.S.	81 0 0	June 17, 1847						
herbury - - N.S.	- -	- - - -	- -	25 10 0	- -	- -	3 5 0	
eford, Child - N.S.	80 0 0	May 5, 1847	1 10 0	- -	- -	- -	8 8 0	
nington - - N.S.	*45 0 0	Dec. 27, 1837	1 13 4½	38 10 0	- -	112 10 0	8 10 0	
„ - -	12 10 0	Jan. 17, 1852						
dletrenthide - N.S.	- -	- - - -	1 9 10½	26 5 0	- -	38 15 0		
perne - - N.S.	- -	- - - -	2 10 0	- -	- -	- -	13 12 0	
le - - - N.S.	*150 0 0	Mar. 28, 1835	1 11 1	10 0 0				

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	Amount.	Date of Payment.						
DORSETSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d
Portland, St. John's N.S.	40 0 0	Oct. 27, 1843						
Portland, Convict Prison School	- -	- - -	3 0 8	20 0 0	- -	16 13 4	6 14 0	
Portland Grove School	- -	- - -	1 2 5½	- -	- -	- -	6 1 0	
Powerstock - N.S.	- -	- - -	1 4 2½	- -	- -	52 10 0	7 5 0	
Preston - N.S.	- -	- - -	1 4 2¼	44 16 8	- -	52 10 0		
Rampisham - N.S.	105 0 0	July 13, 1846	0 9 5	6 13 4	- -	147 1 8	1 19 0	
Shaftesbury - B.S.	*100 0 0	Jan. 4, 1840						
Shaftesbury Holy Trinity - N.S.	103 0 0	Sept. 26, 1843	2 2 4½	140 10 0	- -	551 16 10	6 16 0	
" " - "	13 10 0	Jan. 25, 1856						
Sherborne - N.S.	- -	- - -	8 14 1½	16 5 0	- -	379 13 4	52 17 0	
Sherborne Newlands, G. and I. - N.S.	- -	- - -	1 11 4	14 1 8	- -	99 15 0	10 13 0	
Sherborne Literary Institution, Even.S.	- -	- - -	3 3 7					
Sherborne Long Street, Boys - B.S.	- -	- - -	2 14 2½	- -	- -	137 0 0	7 18 0	
Stalbridge - N.S.	- -	- - -	1 16 10¼	43 6 8	- -	157 0 0	24 13 0	
Stinsford and Bockhampton - N.S.	85 0 0	Oct. 2, 1849	1 2 0½	- -	- -	- -	4 14 0	
Stourpaine - N.S.	50 0 0	Nov. 26, 1841	1 10 0					
Stower, East - N.S.	- -	- - -	- -	36 13 4	- -	75 0 0	3 5 0	
Stower Provost and Todbere - N.S.	125 0 0	Nov. 26, 1850	2 8 1½	- -	- -	52 10 0	13 13 0	
" - -	16 6 8	Nov. 29, 1855						
Sturminster, Newton - N.S.	500 0 0	Jan. 4, 1855						
Sutton-Waldron - N.S.	- -	- - -	2 9 10½	110 7 6	- -	180 5 0	6 0 0	
Swanage - N.S.	- -	- - -	1 10 1	11 5 0	- -	13 15 0	7 14 0	
Tollard Royal, Ch.of E.	- -	- - -	1 6 6					
Verwood - N.S.	105 0 0	Oct. 19, 1847	- -	6 13 4	- -	173 4 2		
" - "	2 13 6	Oct. 4, 1853						
Wareham - N.S.	- -	- - -	13 19 11½	123 6 8	- -	628 16 8	58 3 0	
Wareham - B.S.	- -	- - -	2 15 10½	15 0 0	- -	15 0 0	9 16 0	
Weymouth - B.S.	- -	- - -	1 11 2	- -	- -	87 3 4		
Weymouth, Holy Trinity - N.S.	330 0 0	Aug. 5, 1854	6 13 4½	69 8 4	- -	183 13 4	29 0 0	
Weymouth and Melcombe Regis Ch.S.	80 0 0	May 23, 1854	11 4 8½	38 5 0	- -	435 13 4	23 16 0	
Whitchurch Canonicorum - N.S.	100 0 0	Mar. 20, 1841	- -	24 0 0	- -	234 13 4	10 3 0	
" " - "	31 12 6	Mar. 9, 1849						
Wimborne Minster - N.S.	200 0 0	July 27, 1843	13 10 7½	117 16 8	- -	742 1 8	52 10 0	
Winterbourne Whitchurch - N.S.	*30 0 0	June 24, 1835	1 0 0	- -	- -	- -	5 17 0	
Wool - N.S.	- -	- - -	1 18 8					
Wyke Regis - Ch.of E.	- -	- - -	- -	6 5 0				
DURHAM.								
Auckland, Bishop - N.S.	260 0 0	Jan. 15, 1856	3 11 9½	11 13 4	- -	38 3 4		
Auckland, Bishop (Bishop Barrington's School) - -	- -	- - -	3 19 4					
Auckland, Bishop, St. Helen's - B.S.	- -	- - -	- -	- -	- -	41 10 0		
Auckland, Bishop, West - - N.S.	110 0 0	Jan. 22, 1852		- -	- -	- -	11 0 0	
Barlow - Ch. of E.	- -	- - -	- -	- -	- -	- -	5 17 0	
Barnard Castle - N.S.	90 0 0	Aug. 7, 1840	10 1 7¾	100 0 0	- -	750 11 8	117 18 0	
" " - "	50 0 0	June 26, 1849						
" " - "	25 0 0	Apr. 18, 1854						
Barnard Castle, Victoria, Infants - B.S.	*100 0 0	Mar. 17, 1838						
Barnard Castle - Wes.	- -	- - -	6 11 4½	86 5 0	- -	177 10 0	42 11 0	
Belmont - Ch. S.	24 0 0	Nov. 5, 1853	10 1 5	32 10 0	- -	36 10 0	17 5 0	

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DURHAM—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ingham - Ch. S.	103 0 0	Apr. 26, 1853	2 0 0					
ley - - R.C.	- -	- - -	1 16 0					
's Green - N.S.	50 0 0	June 5, 1841	2 0 2	41 5 0	- -	143 6 8	34 5 0	
" - - "	329 0 0	Sept. 6, 1855						
le Eden, Colry - - N.S.	163 10 0	Sept. 17, 1844						
" " - "	59 0 0	Apr. 24, 1847						
le Eden, Mrs. rdon's - - N.S.	- -	- - -	- -	12 16 8	- -	50 8 4	3 10 0	
ter-le-Street - N.S.	120 0 0	Apr. 26, 1842	9 0 9½	16 13 4	- -	137 13 4	25 0 0	
" " - "	73 10 0	Feb. 16, 1856						
erley - - N.S.	75 0 0	June 8, 1846	4 4 9½	40 10 0	- -	3 15 0	11 16 0	
" - - "	22 0 0	June 15, 1855						
idon - - N.S.	100 0 0	May 26, 1842	3 10 0½	- -	- -	- -	5 19 0	
k, Pease's West, B.S.	- -	- - -	10 15 0	- -	- -	12 1 8	7 5 0	
ington, Blacky Colliery, Ch. S.	- -	- - -	5 3 8½	65 0 0	- -	255 13 4	31 9 0	
ington (Bridge reet) - - B.S.	100 0 0	Jan. 30, 1841	11 9 10	66 13 4	- -	559 1 8		
" " - "	40 0 0	Feb. 27, 1854						
ington, Holy nity - - N.S.	230 0 0	May 29, 1843	14 1 7	176 6 8	- -	695 3 4		
" " - "	132 10 0	Jan. 31, 1851						
" " - "	20 0 0	Feb. 16, 1854						
" " - "	4 4 0	July 31, 1855						
ington (Feetn's) - - B.S.	- -	- - -	1 16 10	30 0 0	- -	123 15 0		
ington (Kendrew reet) - - B.S.	- -	- - -	3 6 7½	6 13 4	- -	163 18 4		
ington, St. gustine's - R.C.	- -	- - -	3 3 7½	106 7 6	- -	164 1 8	5 11 0	
ington (Skingate Street) - B.S.	- -	- - -	2 1 9½	88 15 0	- -	465 3 4		
ington - - Wes.	- -	- - -	2 18 4½	26 13 4	- -	205 15 0		
ford, St. Anw's - - N.S.	160 0 0	Mar. 8, 1843	5 18 5½	51 2 6	- -	51 5 0		
" " - "	30 0 0	Mar. 23, 1849						
am, Blue Coat am, St. Cuthrt's - - - R.C.	- -	- - -	14 2 8½	173 12 6	- -	762 0 0	- -	1 12 0
am, St. Osld's - - N.S.	220 0 0	Sept. 5, 1845	1 18 5½	71 3 4	- -	308 16 8		
" " - "	185 15 0	Nov. 8, 1853						
" " - "	25 0 0	July 29, 1854						
am - - Wes.	- -	- - -	1 16 0½	9 0 0	- -	- -	7 18 0	
scliffe - - N.S.	*40 0 0	Aug. 7, 1839	4 9 10½	76 10 0	31 5 0	142 7 6	13 3 0	
" - - "	52 0 0	Sept. 9, 1851						
" - - "	9 10 0	May 10, 1855						
ton Banks - N.S.	- -	- - -	3 2 0½	15 2 6	- -	32 10 0	10 3 0	
mb - - N.S.	90 0 0	Dec. 26, 1849	5 9 7½	- -	- -	22 10 0		
rley - - N.S.	*40 0 0	Oct. 10, 1834						
r Hill - - N.S.	98 0 0	Sept. 15, 1848						
wellgate Moor N.S.	50 0 0	Nov. 26, 1846						
shead - - N.S.	252 0 0	Nov. 8, 1842						
shead, Sunday l Infants - N.S.	*140 0 0	Sept. 30, 183						
shead, Our dy and St. Wil-l's - - R.C.	- -	- - -	2 13 4					
tham - - N.S.	*30 0 0	Nov. 12, 1836						
" " - "	30 0 0	Feb. 6, 1847						
lepool, Holy nity, Dist. Ragged S.	- -	- - -	1 14 0					
lepool, St. Bega's R.C.	- -	- - -	5 19 11	- -	- -	- -	- -	25 10 0
lepool, St. Hilda's R.C.	- -	- - -	2 17 1	95 13 4		153 0 0	8 19 0	
lon, St. Pauls' N.S.	671 0 0	Aug. 9. 1856	13 6 8½	3 15 0				
n-le-Hole - N.S.	*110 0 0	Feb. 26, 1840						
rth, near shead - - N.S.	*58 0 0	Nov. 8, 1837						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grant to Reformatory and Industrial School
	Amount.	Date of Payment.						
DURHAM—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Heworth, St. Alban's, Windy Nook - N.S.	*85 0 0	Aug. 4, 1838						
" " "	60 0 0	Feb. 17, 1843						
Holmside - " - N.S.	42 0 0	Jan. 27, 1847						
- - "	30 0 0	Feb. 28, 1849						
Holy Island - - N.S.	44 0 0	June 26, 1841						
Houghton-le-Spring Wes.	115 8 4	Apr. 26, 1852	6 1 8					
Houghton-le-Spring, St. Michael's - N.S.	- -	- -	7 6 1¼	211 15 0	- -	739 6 8	42 3 0	
Houghton-le-Spring, St. Michael's - R.C.	- -	- - -	3 5 5	95 5 0	- -	- -	9 0 0	
Hunwick - - N.S.	72 0 0	Feb. 4. 1850	1 18 0	15 2 6	- -	74 11 8	10 18 0	
" " "	32 4 0	Feb. 28, 1855						
Hurworth-on-Tees Wes.	- -	- - -	2 0 0	20 0 0	- -	103 16 8	12 13 0	
Hylton, North - N.S.	37 10 0	Mar. 6, 1852						
Hylton, South - N.S.	*110 0 0	Apr. 22, 1837						
Lamesley - - N.S.	- -	- -	2 16 8½	107 14 2	- -	184 10 0	39 19 0	
Ludworth " - N.S.	120 0 0	Nov. 12, 1849	1 0 5					
Lumley - - N.S.	- -	- - -	3 0 8½	16 10 0	- -	70 8 4	14 10 0	
Lynesack, St. John's N.S.	152 10 0	Oct. 12, 1853						
Lynesack and Softley, B.S.	*50 0 0	Jan. 4, 1840						
Middleton-in-Stranton - - - N.S.	50 0 0	Nov. 26, 1840						
Middleton-in-Teesdale - - - N.S.	*45 0 0	Oct. 9, 1841						
Newbottle, St. Matthew's - - N.S.	- -	- - -	6 1 11	127 6 8	- -	180 3 4	31 7 0	
Newfield - - N.S.	200 0 0	Mar. 20, 1841						
" - - "	38 6 8	May 10, 1856						
Pelton - - - N.S.	40 0 0	Sept. 1, 1848	2 18 3½	- -	- -	32 10 0		
" - - - "	126 0 0	Jan. 15, 1851						
Ryhope, Village School - Ch. of E.	- -	- - -	- -	5 0 0				
Sacriston - - N.S.	60 0 0	Oct. 25, 1845	2 13 7					
Seaham Harbour - N.S.	*40 0 0	Jan. 18, 1837	8 16 8	114 2 6	20 16 8	107 16 8	86 10 0	
" - - "	273 0 0	May 29, 1849						
" - - "	80 0 0	Aug. 30, 1856						
Seaton Carew - N.S.	115 0 0	Aug. 28, 1844	3 18 11	140 5 0	- -	202 10 0	22 11 0	
- - "	13 5 0	Sept. 1, 1854						
Sherburn Hill - N.S.	45 0 0	Sept. 6, 1845	1 14 10¼	- -	- -	47 10 0	6 0 0	
" - - "	20 0 0	Nov. 27, 1850						
" - - "	15 15 0	Oct. 25, 1855						
Shildon - - - N.S.	*55 0 0	Dec. 30, 1837	1 1 3½					
" - - - "	70 0 0	Aug. 4, 1841						
" - - - "	45 0 0	Feb. 20, 1847						
Shincliffe - - N.S.	82 0 0	Nov. 14, 1840	1 17 10¾	17 10 0	- -	51 13 4	17 4 0	
South Church - N.S.	200 0 0	Aug. 9, 1848	4 0 0½	48 2 6	- -	230 10 0	34 11 0	
" - - "	37 4 0	Feb. 17, 1854						
South Church - B.S.	- -	- - -	2 0 0					
Shields, South, Holy Trinity - - N.S.	*200 0 0	Nov. 18, 1837	13 13 11	77 1 8	- -	824 10 0		
Shields, South (Union) B.S.	*225 0 0	Dec. 30, 1835	13 18 0½	150 16 8	- -	815 11 8		
Shields, South, St. John's, Saville Street - Sess.	400 0 0	Mar. 25, 1848	4 10 10½	168 3 4	20 0 0	506 5 0		
Shields, South, St. Stephen's - - N.S.	568 5 0	June 18, 1853	9 6 11¾	62 11 8	33 6 8	132 2 6		
Shields, South (Jarrow's Chemical Works) B.S.	- -	- - -	17 2 1	251 18 4	- -	540 0 0		
Shields, South, Old Charity, or St. Hilda's N.S.	- -	- - -	- -	57 0 0	- -	52 10 0		
Southwick - - N.S.	*150 0 0	July 1, 1837	4 15 3½	43 15 0	- -	60 5 0	21 0 0	
" - - "	9 13 4	Oct. 4, 1853						
Spennymoor - - N.S.	100 0 0	Nov. 26, 1840	2 6 8	13 6 8	- -	- -	8 7 0	
" - - "	13 4 0	Sept. 1, 1854						
Staindrop - - N.S.	79 11 6	Oct. 30, 1855	2 14 2½	30 0 0	- -	35 0 0	14 5 0	
Stainton - - N.S.	- -	- - -	- -	15 0 0	- -	29 3 4	27 18 0	

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DURHAM—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
nton, Great - N.S.	54 0 0	July 6, 1848	1 0 0	23 7 6	- -	- -	3 2 0	
,, - ,,	9 6 8	May 10, 1855						
la, St. Cuthbert's,								
Blaydon - - N.S.	452 0 0	May 27, 1854	8 4 9½	94 6 8	35 0 0	190 12 6	59 15 0	
,, ,,	112 3 0	Apr. 22, 1856						
,, Night S.	- -	- - -	- - -	- - -	- -	5 0 0		
la - - - R.C.	279 0 0	Mar. 18, 1856	4 16 0	46 10 0	- -	147 10 0	30 9 0	
ckton-on-Tees,								
oly Trinity, Boys N.S.	- -	- - -	- - -	23 6 8				
ckton-on-Tees								
ndustrial) - N.S.	350 0 0	Apr. 17, 1850	7 15 0¼	81 11 8	- -	337 15 0		
,, - ,,	90 0 0	Nov. 15, 1855						
ckton-on-Tees, St.								
homas', Central N.S.	300 0 0	May 7, 1847	5 17 8½	72 10 0	- -	128 5 10		
ckton-on-Tees - B.S.	100 0 0	Mar. 6, 1841	3 8 3½	56 5 0	- -	298 11 8		
derland (the Gray								
chool) - - -	*90 0 0	Apr. 25, 1836	19 15 9¾	175 0 0	- -	883 5 0		
derland - - B.S.	30 0 0	Jan. 4, 1840						
derland, St. Mary's								
R.C.	- -	- - -	12 12 8½	135 3 4	- -	645 0 10	13 12 0	
derland, Whitburn								
treet - - Wes.	- -	- - -	- -	34 7 6	- -	21 5 0		
derland, Nicholson						27 1 8		
treet - - Wes.	- -	- - -	4 18 0½	27 10 0	- -	27 1 8		
derland, Trimdon St.								
Wes.	- -	- - -	3 14 8	37 12 6				
field - - - N.S.	100 0 0	Aug. 24, 1844	1 13 5	20 0 0	- -	15 0 0	11 4 0	
rnley - - N.S.	75 0 0	May 24, 1845						
rnley Colliery - N.S.	- -	- - -	1 8 2					
rnley, St. Godric's								
R.C.	- -	- - -	2 0 0	- -	- -	- -	18 15 0	
w Law - - N.S.	400 0 0	May 10, 1849	5 10 8¾	45 5 0	- -	108 16 8	30 19 0	
,, - - ,,	7 4 0	Dec. 18, 1851						
shington - - Par.	- -	- - -	2 13 4					
armouth, Bishop's,								
oys and Girls - Ch. S.	777 6 8	Dec. 16, 1854	- -	36 0 0	20 16 8	5 0 0		
armouth, Bishop's,								
nfants - - N.S.	150 0 0	Aug. 17, 1847	10 0 0	28 3 4	- -	24 3 4		
armouth, Bishop's,								
ectory Park - N.S.	- -	- - -	- -	29 3 4	14 11 8			
armouth, Monk N.S.	180 0 0	June 17, 1848	10 13 5	48 2 6	- -	192 15 0		
armouth, Monk Wes.	- -	- - -	3 14 8½					
orlton - - N.S.	- -	- - -	1 10 0½	33 0 0	- -	- -	9 11 0	
dlington - - N.S.	52 0 0	Nov. 15, 1855	2 0 0	18 15 0	- -	- -	7 17 0	
nlaton - Ch. of E.	- -	- - -	- -	17 10 0	- -	17 10 0	15 9 0	
tton Gilbert - N.S.	35 0 0	Oct. 25, 1845						
lsingham - N.S.	200 0 0	May 5, 1845	5 10 10	75 15 0	- -	322 10 0	28 11 0	
,, - - ,,	50 0 0	Oct. 13, 1845						
lviston - - N.S.	*49 0 0	Mar. 21, 1838						
eckenton - - N.S.	65 0 0	Mar. 10, 1842						
,, - - ,,	34 16 8	June 28, 1855						
ESSEX.								
ridge - - N.S.	52 0 0	Apr. 9, 1845						
lham - - N.S.	30 0 0	Dec. 31, 1844						
kesden - - N.S.	50 0 0	Feb. 14, 1843						
ndon - - N.S.	5 0 0	Mar. 23, 1849	4 7 4½	46 1 8	- -	327 7 6	8 10 0	
eley - - N.S.	80 0 0	Aug. 20, 1845	3 11 2	- -	- -	- -	40 5 0	
,, - - ,,	3 10 0	Sept. 26, 1848						
,, - - ,,	42 0 0	May 13, 1853						
ddow, Great - N.S.	*75 0 0	Mar. 13, 1839	2 8 11½	50 16 8	- -	52 10 0	32 10 0	
rdfield, Great - B.S.	- -	- - -	5 0 11¼	49 10 0	- -	372 16 8	49 2 0	
rkingside - - N.S.	72 0 0	Aug. 23, 1842						
,, - - ,,	28 0 0	Nov. 11, 1843						
lchamp, Walter N.S.	*35 0 0	Mar. 27, 1839						
nfleet, South - N.S.	120 0 0	June 20, 1845						
ntley, Great - N.S.	145 0 0	May 12, 1849						
ntley, Little - N.S.	60 0 0	Dec. 4, 1848						

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	Amount.	Date of Payment.						
ESSEX—*cont*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Billericay - - N.S.	*70 0 0	Nov. 20, 1839	1 12 10½	8 6 8	- -	157 10 0	30 4 0	
„ - - „	17 0 0	Feb. 11, 1847						
„ - - „	5 6 6	Feb. 11, 1847						
„ - - „	13 6 8	Feb. 15, 1855						
„ - - „	13 18 9	Sept. 25, 1856						
Birdbrook - N.S.	60 0 0	Nov. 6, 1849	- -	10 0 0	- -	21 5 0		
Bocking - - N.S.	*87 0 0	Dec. 21, 1836						
Boreham - - N.S.	120 0 0	Feb. 19, 1848						
Bower's Gifford - N.S.	70 0 0	June 4, 1847						
Boxted - - N.S.	*55 0 0	June 1, 1837						
Braintree Public - B.S.	- - -	- - -	2 0 0	21 10 0	- -	69 13 4	15 3 0	
Brentwood - - N.S.	*50 0 0	Jan. 6, 1836						
„ - - „	*60 0 0	Jan. 25, 1837						
Brightlingsea - N.S.	88 0 0	Dec. 17, 1842						
Bumpstead, Helions, N.S.	132 5 0	Dec. 22, 1854						
Bumpstead, Steeple N.S.	152 0 0	Mar. 16, 1849	1 13 7½	40 1 8	- -	72 6 8	13 7 0	
„ „ - „	5 7 0	Nov. 23, 1853						
„ „ - „	15 7 6	July 18, 1854						
„ „ - „	115 0 0	Feb. 21, 1855						
Chadwell, St. Mary's, N.S.	94 0 0	Dec. 26, 1856						
Chelmsford, Victoria N.S.	350 0 0	May 12, 1841	4 15 2¼	243 1 8	- -	946 10 0		
Chelmsford - - B.S.	300 0 0	June 19, 1841						
Chesterford, Great N.S.	200 0 0	Aug. 10, 1849	4 16 10	117 10 10	- -	444 7 0	9 17 0	
Chignall, St. James' and Mashbury - N.S.	75 0 0	Sept. 3, 1850	- -	9 3 4				
Chigwell Row - N.S.	*55 0 0	Feb. 9, 1839						
„ - - „	70 0 0	Nov. 2, 1853						
Chigwell Row - B.S.	80 0 0	Jan. 13, 1841						
Childerditch - N.S.	45 0 0	May 30, 1845						
Clavering - - N.S.	65 0 0	Jan. 21, 1845						
Clavering - - B.S.	90 0 0	Jan. 8, 1840	3 2 9½	151 13 4	- -	120 12 6	22 16 0	
„ - - „	26 13 6	Nov. 24, 1854						
Coggeshall - - N.S.	*200 0 0	Dec. 14, 1839	1 18 3¾					
„ - - „	125 0 0	June 16, 1847						
Coggeshall - - B.S.	118 0 0	Jan. 5, 1842						
Colchester, St. Peter's (North Hill) - N.S.	75 0 0	Nov. 23, 1836	2 6 8½	38 3 4				
„ „ - „	22 17 4	Mar. 14, 1843						
Colchester, Blue Sch. -	- - -	- - -	5 18 5	23 5 0	18 15 0			
Colchester, St. Magdalen's Branch - N.S.	- - -	- - -	4 12 11½	35 3 4	- -	27 1 8		
Colne-Engaine - N.S.	60 0 0	April 1, 1847						
Copford - - N.S.	54 0 0	Oct. 29, 1853						
Dagenham - - N.S.	*60 0 0	Mar. 12, 1836						
Danbury - - N.S.	- - -	- - -	- -	- -	- -	4 3 4		
Dengie - - N.S.	28 0 0	Nov. 27, 1846	- -	21 1 8				
„ - - „	56 7 6	Apr. 28, 1854						
Dunmow - - B.S.	150 0 0	Dec. 24, 1844	- -	28 0 0	- -	159 6 8	64 19 0	
Easter, Good - N.S.	26 0 0	May 1, 1846						
Easter, High - N.S.	100 0 0	Apr. 15, 1851	1 18 0¾	- -	- -	32 10 0	9 9 0	
Elsenham - - N.S.	- - -	- - -	- -	8 6 8				
Epping - - - N.S.	*42 0 0	Aug. 3, 1836	- -	- -	- -	- -	14 16 0	
Epping - - - B.S.	132 0 0	Mar. 27, 1847	2 2 6½	18 0 0	- -	- -	17 6 0	
Essex, Diocesan Board	- - -	- - -	39 3 8½	- -	- -	22 10 0		
Feering - - N.S.	110 0 0	Sept. 12, 1846	- -	- -	- -	- -	5 19 0	
Finchingfield - - N.S.	369 0 0	Mar. 14, 1855	2 13 10	4 3 4	- -	- -	10 16 0	
Forest Gate - - N.S.	111 18 4	Mar. 24, 1854	- -	24 15 0	- -	- -		
Greenstead, East - N.S.	- - -	- - -	2 8 8					
Hadleigh - Ch. S.	171 0 0	Feb. 23, 1856	2 1 0½	6 13 4	- -	- -	3 13 4	
Hainault Forest - N.S.	102 0 0	May 1, 1849	- -	- -	- -	46 10 0		
Hallingbury, Little N.S.	30 10 0	Apr. 2, 1841						
Halstead, St. Andrew's - - N.S.	302 5 0	Jan. 23, 1851	6 1 5	45 2 6	- -	226 13 4		
Halstead - - B.S.	266 0 0	Jan. 10, 1848	7 2 10	95 1 8	- -	616 15 0		
„ - - - „	79 0 0	May 27, 1856						
Halstead, Trinity - N.S.	120 0 0	Nov. 22, 1845	3 8 3½	45 0 0	- -	211 5 0		
„ „ - „	18 6 0	Oct. 20, 1854						
„ „ - „	6 0 0	July 31, 1855						
„ „ - „	21 4 0	Mar. 8, 1856						

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	Amount.	Date of Payment.						
ESSEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
m, West, Model N.S.	39 10 0	Sept. 25, 1851	6 13 4½	158 6 8	- -	561 9 2	57 8 0	
,, ,, ,, - ,,	130 0 0	June 15, 1855						
m, West, and tratford - - B.S.	240 0 0	Dec. 19, 1851	2 4 10½	12 10 0	- -	452 0 0	34 3 0	
,, ,, - ,,	25 0 0	July 30, 1855						
rlow (Potter treet) - - N.S.	*25 0 0	Mar. 26, 1836						
vering-atte-Bower N.S.	*32 0 0	Dec. 13, 1837						
wkwell - - N.S.	45 10 0	Nov. 7, 1848						
lingham, Sible - -	180 0 0	Apr. 20, 1841						
mpstead - Ch. S.	100 0 0	Oct. 31, 1853	- -	- -	- -	2 10 0		
ydon - - N.S.	75 0 0	Apr. 21, 1847	1 14 0½					
h Beech - - N.S.	36 0 0	Dec. 26, 1840	- -	- -	- -	40 4 2		
,, - - ,,	16 0 0	Aug. 12, 1848						
hwood - - N.S.	113 0 0	Sept. 24, 1852	- -	- -	- -	35 16 8		
kley - - N.S.	60 0 0	Feb. 23, 1841	1 2 3					
rnchurch - - N.S.	412 4 0	July 24, 1856						
rndon, East - N.S.	*52 0 0	June 23, 1840						
rndon on the Hill N.S.	100 0 0	Dec. 13, 1847						
lson Town - N.S.	- - -	- - -	- - -	15 3 4	- -	27 1 8		
rd, Great - N.S.	- - -	- - -	2 1 5½					
vedon - - N.S.	*61 0 0	Mar. 10, 1838	1 13 9½	20 0 0	- -	81 0 10	10 2 0	
vedon - - B.S.	- - -	- - -	1 12 8¼	- -	- -	- -	12 18 0	
vedon-Hatch - N.S.	- - -	- - -	- - -	- -	- -	- -	12 18 0	
gham - - B.S.	50 0 0	Dec. 27, 1850	1 0 0					
chingdon - N.S.	- - -	- - -	2 13 4					
er-de-la-Hay - N.S.	*50 0 0	Aug. 30, 1837						
gh - - - N.S.	- - -	- - -	2 17 3	136 7 6	- -	244 5 0	12 10 0	
ghs, Great - N.S.	141 0 0	Aug. 21, 1851						
den - - N.S.	- - -	- - -	2 6 5½	117 10 0	- -	159 15 10		
dsell - - N.S.	29 0 0	Oct. 20, 1842						
debury, En- owed - - N.S.	- - -	- - -	2 7 1	25 0 0	- -	140 0 0	8 2 0	
ghton - - N.S.	- - -	- - -	- - -	- -	- -	41 0 10		
don - - N.S.	611 0 0	Jan. 23, 1849						
nningtree - - Wes.	- - -	- - -	5 0 0½	- -	- -	- -	13 1 0	
rport - - N.S.	100 0 0	Aug. 6, 1850						
ton (Cold) - N.S.	20 0 0	July 27, 1842						
ley, or Ugley - N.S.	*30 0 0	Jan. 29, 1839	2 0 8½					
,, ,, - ,,	83 0 0	Mar. 21, 1853						
ett - - - N.S.	171 0 0	Jan. 31, 1849	3 0 11¾					
th, St. - - N.S.	177 15 0	July 31, 1854	2 14 8					
ndon, Great - N.S.	*25 0 0	Dec. 30, 1835						
tiswick - - N.S.	*45 0 0	Dec. 6, 1837						
stow - - N.S.	*62 0 0	May 13, 1837	3 6 8	155 0 0	- -	169 13 4	28 16 0	
, - - - ,,	20 0 0	Feb. 25, 1851						
, - - - ,,	9 13 4	Jan. 17, 1852						
, - - - ,,	45 0 0	Oct. 19, 1855						
lwinter - - N.S.	360 15 0	Mar. 16, 1855						
kling - - N.S.	30 0 0	Dec. 26, 1846	2 13 9½	24 0 0				
nford, Endowed N.S.	*150 0 0	Feb. 4, 1835	7 11 10½	145 19 2	- -	343 11 8		
,, ,, - ,,	48 5 6	Feb. 9, 1852						
,, ,, - ,,	105 6 8	July 30, 1853						
nford, Infants - N.S.	85 0 0	Feb. 8, 1844						
nford, Noak Hill, N.S.	96 0 0	Sept. 14, 1848	1 1 4					
ng, Great - N.S.	42 0 0	June 20, 1842						
thchurch - N.S.	- - -	- - -	4 15 10¼					
thend - - N.S.	- - -	- - -	- - -	15 0 0	- -	28 15 0		
thminster - N.S.	- - -	- - -	2 13 4					
ingfield - - N.S.	35 0 0	Mar. 25, 1846	- -	216 6 8	- -	514 5 10	17 12 0	
,, - - - ,,	7 2 0	Feb. 4, 1850						
,, - - - ,,	8 5 0	July 18, 1854						
,, - - - ,,	14 10 0	Nov. 21, 1855						
nford Rivers - Ch.S.	117 15 0	July 24, 1851	1 5 8¾	20 0 0	- -	39 10 0		
nstead - - B.S.	*30 0 0	Sep..19, 1835						
nstead, Mount- chett - - N.S.	- - -	- - -	4 1 0¾					
nway - - N.S.	- - -	- - -	1 4 7¾					

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	Amount.	Date of Payment.						
ESSEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d
Stock and Buttsbury - - N.S.	*90 0 0	Aug. 24, 1839						
Stratford, Ch. Ch. District - - N.S.	230 0 0	Dec. 6, 1850	5 0 0	59 18 4	- -	259 5 0		
Stratford, Eastern Counties Ry. Mech. Inst. S.	- - -	- - -	- -	18 0 0				
Stratford, St. John's N.S.	*250 0 0	Jan. 21, 1837	- -	7 8 4				
Stratford - - B.S.	- - -	- - -	2 0 0½					
Tendring - - N.S.	60 0 0	Apr. 29, 1843						
Theydon Bois - N.S.	32 0 0	Oct. 14, 1841						
Upminster - - N.S.	75 0 0	Mar. 11, 1851	- -	- -	- -	- -	- -	5 10
Wakering, Great - N.S.	50 0 0	Jan. 12, 1844						
Walden, Saffron - N.S.	200 0 0	July 1, 1846	11 16 0¼	221 3 4	- -	580 15 10	- -	1 1
" " - "	9 18 6	June 22, 1848						
" " - "	12 16 9	Oct. 29, 1850						
" " - "	3 3 0	April 29, 1855						
" " - "	6 2 6	Sept. 11, 1855						
Walden, Saffron, Boys B.S.	62 0 0	July 16, 1855	12 14 5¾	38 10 0	- -	430 9 2		
Walden, Saffron, Girls B.S.	- - -	- - -	- -	53 5 0	- -	227 17 6		
Waltham, Great, National and Sunday School - -	240 0 0	Sept. 16, 1847	4 3 4	62 0 0	- -	75 8 4	7 16 0	
" " - -	28 1 6	Aug. 3, 1854						
Waltham Abbey - N.S.	- - -	- - -	- -	31 5 0	- -	- -	18 0 0	
Waltham Abbey - B.S.	60 0 0	Mar. 9, 1842						
" " - "	50 0 0	Aug. 21, 1845						
Walthamstow, Chapel End, St. John's - N.S.	*50 0 0	Nov. 11, 1835						
Walthamstow, St. Mary's N.S.	- - -	- - -	1 0 7⅓	67 6 8	- -	362 16 8	25 9 0	
Wanstead - - N.S.	- - -	- - -	- -	21 10 0				
Warley, Great - N.S.	40 0 0	Aug. 9, 1843	1 0 4	6 17 6	- -	2 10 0	4 4 7	
Wenden-Lofts and Elmdon - - N.S.	75 0 0	Nov. 22, 1844	2 6 8¾					
Wethersfield - N.S.	130 0 0	Feb. 8, 1844	3 18 0	6 5 0	- -	- -	8 17 0	
Wicken Bonant - N.S.	*20 0 0	Apr. 13, 1839						
Willingale Doe - N.S.	*39 0 0	Aug. 7, 1839	2 1 4					
Witham - - N.S.	228 10 0	Aug. 8, 1842	6 7 10¾	109 0 0	- -	544 15 0	49 8 0	
" - - "	27 17 4	Sept. 30, 1853						
Witham - - - B.S.	*150 0 0	Oct. 18, 1837						
Wivenhoe - - N.S.	276 0 0	Nov. 24, 1849	5 12 9½	52 16 8	8 6 8	364 5 0	64 8 0	
" - - "	16 10 0	Feb. 14, 1853						
" - - "	7 15 0	Jan. 10, 1856						
Wix - - - N.S.	65 0 0	Dec. 28, 1844						
Woodford - - N.S.	- - -	- - -	- -	2 10 0	- -	3 15 0	2 8 0	
Woodford Bridge, Infant - - N.S.	- - -	- - -	- -	- -	- -	- -	6 9 0	
Woodham Ferrers N.S.	106 0 0	Jan. 29, 1848						
Yeldham - - N.S.	- - -	- - -	- -	- -	- -	- -	2 11 0	
GLOUCESTERSHIRE.								
Almondsbury - N.S.	*80 0 0	Nov. 19, 1834	2 15 6⅔	37 2 6	- -	263 0 0	41 7 0	
" - - "	3 5 0	July 20, 1847						
" - - "	66 0 0	July 12, 1848						
" - - "	25 3 10	June 21, 1855						
Alstone - - N.S.	- - -	- - -	- - -	4 3 4	- -	74 1 8		
Alveston - - N.S.	*40 0 0	Apr. 1, 1837	2 3 4					
Arlingham, Endowed, N.S.	91 17 6	Feb. 3, 1853						
Arlington - - B.S.	- - -	- - -	2 1 8½					
Ashchurch - - N.S.	62 10 0	Oct. 4, 1842						
Ashelworth - - N.S.	42 0 0	Aug. 16, 1842						
Avening - - N.S.	160 0 0	Nov. 24, 1843	7 2 10	31 5 0	- -	278 15 10	12 11 0	
Awre and Blakeney N.S.	115 0 0	Aug. 23, 1856						
Badgworth - - N.S.	20 0 0	May 19, 1842						
Bicknor, English - N.S.	*34 0 0	Sept. 11, 1834						
" " - "	*45 0 0	Apr. 10, 1839						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
OUCESTERSHIRE--*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ley, Boys - N.S.	- -	- - -	- - -	13 15 0	- -	- -	1 10 0	
ton - - - N.S.	- -	- - -	3 0 10					
isdon - - N.S.	69 0 0	Feb. 28, 1848						
urton-on the Hill N.S.	- -	- - -	- -	2 10 0	- -	7 5 0		
urton-on-the-Water - - N.S.	152 0 0	May 14, 1851						
eem - - N.S.	28 0 0	Apr. 21, 1856						
impsfield - - N.S.	37 0 0	May 10, 1842						
imscombe - - N.S.	- -	- - -	- -	47 5 0	- -	33 6 8	6 12 0	
istol, Brandon Hill, St. George's N.S.	- -	- - -	6 18 9	58 15 0	- -	199 0 0		
istol, Deighton St. R.C.	- -	- - -	- -	- -	- -	43 18 4		
istol, Diocn. Trade S. -	- -	- - -	38 12 7½					
„ „ „	- -	- - -	103 6 8*a*					
istol, Bread Street, St. Philip's, Ragged Sch.	- -	- - -	4 11 0	2 10 0				
istol, Hannah More's N.S.	120 0 0	July 18, 1846	16 14 10½	301 6 8	- -	1,899 0 10		
„ „ - „	60 10 0	Oct. 7, 1847						
„ „ - „	28 0 0	Mar. 9, 1849						
„ „ - „	14 10 0	Mar. 28, 1851						
„ „ - „	13 6 8	Oct. 6, 1851						
„ „ - „	9 15 0	Dec. 17, 1856						
istol, Incorporation, Poor School P.U.	- -	- - -	- -	- -	- -	24 13 4		
istol, Lewin's Mead B.S.	- -	- - -	17 10 10½	314 14 2	- -	1,137 17 8	- -	20 0 0
istol, Meadow St. B.S.	- -	- - -	1 15 10½	- -	- -	9 16 8		
istol, Montpelier, St. Andrew's - N.S.	150 0 0	Nov. 24, 1849						
istol, Pennywell Lane, Indust. Ragged	- -	- - -	1 5 10	33 15 0	- -	- -	- -	181 12 6
istol, Red Cross Street B.S.	75 0 0	Oct. 30, 1850	18 18 8¾	116 13 4	30 0 0	1,619 10 0		
„ „ - „	80 0 0	Feb. 16, 1853						
„ „ - „	45 0 0	Oct. 19, 1854						
„ „ - „	55 0 0	Oct. 20, 1856						
istol, Night School -	- -	- - -	- -	- -	- -	10 0 0		
istol, Red Lodge, Girls Reformatory School -	- -	- - -	0 14 0	- -	- -	- -	- -	105 7 10
istol, St. Augustine's, N.S.	308 0 0	Aug. 27, 1850	2 16 9	91 17 6	- -	81 15 0		
„ „ „	13 5 0	Sept. 25, 1856						
istol, St. George's Ragged School - -	- -	- - -	2 1 2					
istol, St. James', Infants - - N.S.	- -	- - -	3 5 9	- -	- -	29 0 0		
istol, St. James', Back Ragged School -	- -	- - -	1 9 2	- -	- -	85 0 0	- -	241 0 0
istol, St. James' and St. Paul's Benevolent Society's N.S.	200 0 0	July 12, 1853	9 8 1¾	39 0 0	68 6 8	279 2 0		
istol, St. Joseph's R.C.	- -	- - -	8 16 0½	- -	- -	238 0 0		
istol, St. Jude's - N.S.	199 0 0	Nov. 26, 1846						
„ „ - „	153 0 0	May 8, 1852						
istol, St. Mary's on the Quay - R.C.	- -	- - -	3 6 8	12 10 0	- -	30 12 6		
istol, St. Matthias' on the Weir - N.S.	723 0 0	Dec. 31, 1856	6 9 5¾					
istol, St. Michael's, N.S.	- -	- - -	10 13 9	116 15 0	- -	433 13 4		
istol, St. Michael's, Ragged Sch. - -	- -	- - -	1 1 4					
istol, St. Nicholas' Tolentine - - R.C.	- -	- - -	4 0 0½	23 5 0	- -	34 6 8		
istol, St. Paul's - Par.	- -	- - -	3 10 1	84 5 0	- -	346 7 6	- -	12 17 0
istol, St. Peter's N.S.	184 0 0	Nov. 6, 1855	3 6 8					
istol, St. Simon's N.S.	90 0 0	Oct. 29, 1845						
istol, Trinity, St. Philip's Rag. Sch. -	- - -	- - -	1 1 5					
oadwell, St. Paul's, Ch.S.	75 0 0	Dec. 31, 1851	1 9 4					
ockworth - - N.S.	*30 0 0	Mar. 18, 1837						

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
GLOUCESTERSHIRE--*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bussage - - N.S.	53 0 0	Sept. 28, 1850	- - -	30 0 0	- -	- -	7 16 0	
Cainscross - - N.S.	*55 0 0	Dec. 22, 1838	7 14 1½	129 5 0	- -	441 1 8	39 4 0	
" - - "	60 0 0	Mar. 22, 1844						
" - - "	263 8 0	Sept. 21, 1855						
Cam, Upper, Boys - N.S.	*192 0 0	Jan. 4, 1837	2 5 8½					
Campden, Chipping, Boys - - - N.S.	*56 0 0	Feb. 9, 1839						
Cerney, North - N.S.	80 0 0	Feb. 3, 1844	2 16 5½	68 17 6	- -	288 10 0	5 17 0	
" " - "	30 0 0	May 28, 1850						
" " - "	26 4 0	May 28, 1850						
" " - "	19 5 7	Oct. 25, 1855						
Cerney, South - N.S.	- - -		1 8 4½					
Chalford - - N.S.	100 0 0	Feb. 15, 1843	10 4 7¼	125 10 0	- -	502 0 0	63 13 0	
" - - - "	41 18 8	Sept. 15, 1848						
" - - - "	55 0 0	Jan. 9, 1849						
" - - - "	17 14 0	Mar. 23, 1849						
" - - - "	34 2 6	Aug. 13, 1852						
Charlton, King's, Boys - - N.S.	*60 0 0	Oct. 28, 1837	1 7 4¾	16 10 0	- -	52 10 0	9 0 0	
" " - "	15 10 8	Apr. 24, 1856						
Charlton, King's, Girls, Ch. S.	- - -		1 16 6½	11 5 0	- -	71 5 0	10 17 0	
Cheltenham - - B.S.	*125 0 0	Apr. 11, 1838	16 15 5½	94 17 6	- -	569 5 0		
" - - - "	23 6 8	Sept. 6, 1853						
" - - "	10 10 0	Aug. 17, 1855						
Cheltenham (Bath Road), St. Luke's, Boys and Girls - N.S.	- -		- - -	96 17 6	- -	746 5 0		
" "	- -		- - -	*a* 23 6 8				
Cheltenham (Bath Road), Exmouth Street, Naunton, Infants' School - -	- -		- - -	2 3 11¾	- -	- -	44 10 0	
Cheltenham, Bethesda, Wes.	76 10 0	Dec. 17, 1851	6 5 7¼	94 15 0	- -	146 0 0		
" "	6 10 0	Nov. 2, 1854						
Cheltenham, Ch.Ch. N.S.	- -		- - -	9 16 9	154 19 2	- -	484 11 8	
Cheltenham, Holy Trinity, Boys and Girls - - - N.S.	- -		- - -	12 4 10⅓	173 10 0	- -	1,049 12 6	
Cheltenham, Holy Trinity, Infants (Fairview Place) - N.S.	- -		- - -	7 11 2¾	- -	- -	443 0 0	
Cheltenham, Old Charity - - N.S.	180 0 0	Jan. 12, 1850	6 19 6¾	128 0 0	- -	470 0 0		
Cheltenham, St. James', Boys and Girls - N.S.	- -		- - -	6 15 11½	6 13 4	- -	305 10 0	
Cheltenham, St. John's - - N.S.	83 0 0	Mar. 24, 1842	3 19 2	97 0 0	- -	527 17 6		
" " - "	12 0 0	Nov. 18, 1847						
Cheltenham, St. Mary's, Juvenile and Infant - - N.S.	- -		- - -	6 15 10	119 0 0	- -	378 15 0	
Cheltenham, St. Paul's, Female Practising School -	42 0 0	Mar. 15, 1850	9 16 1½	287 0 0	25 0 0	1,070 14 2		
" " - -	250 0 0	July 25, 1850						
" " - -	700 0 0	Sept. 12, 1854						
Cheltenham, Male Practising School -	- -		- - -	20 0 0	40 8 4			
Chipping - - N.S.	*110 0 0	Sept. 22, 1838						
Churcham and Bulley - - N.S.	358 0 0	Oct. 16, 1856	- -	- -	- -	6 5 0		
Cirencester, Endowed - - Ch. S	- -		- - -	- -	- -	73 16 8		
Cleeve, Bishop's - N.S.	135 0 0	July 3, 1846						
Clifton - - - N.S.	*400 0 0	Aug. 5, 1835	18 13 0¾	164 0 0	- -	990 10 10		
" - - - "	74 0 0	Apr. 13, 1848						
" - - - "	24 12 0	Sept. 27, 1850						
- - - "	5 0 0	Sept. 1, 1854						

a Retiring pension.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Grants for Building, Enlargement, Improvements, or Fixtures. Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
UCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ton, Berkeley Place,								
nfants - - N.S.	189 15 0	May 2, 1851						
ton - - - B.S.	*150 0 0	Nov. 26, 1836						
ton - - - P.U.	- - -	- - -	-	- -	- -	151 0 0		
ton (Church of ie Apostles) - R.C.	- - -	- - -	2 10 0	- -	- -	109 16 8		
tes - - - N.S.	51 0 0	Oct. 15, 1849						
eford - - - N.S.	*150 0 0	Sept. 5, 1838						
se - - - N.S.	70 0 0	Dec. 26, 1855						
nham - - N.S.	35 0 0	Mar. 2, 1846						
mhall - - N.S.	- - -	- - -	1 0 2					
mhall - - B.S.	- - -	- - -	3 11 8	7 10 0	- -	28 10 0	7 16 0	
an Forest, Berry Hill, Ch. Ch. - N.S.	97 10 0	Mar. 4, 1854	2 2 2½	- -	- -	- -	12 12 0	
" - "	35 0 0	Nov. 24, 1856						
an" Forest, St. Paul's at Park End) - N.S.	105 0 0	Feb. 16, 1846	1 19 8¾	6 5 0	- -	18 6 8		
" " - "	6 3 0	July 3, 1848						
" " - "	50 0 0	Nov. 6, 1855						
an" Forest, St. Paul's ldcroft and Slade N.S.	150 0 0	Feb. 2, 1852						
" - "	27 5 0	Mar. 22, 1854						
an" Forest, Holy Trinity - - N.S.	50 0 0	Sept. 13, 1848	2 15 1	36 5 0	- -	144 17 6	25 13 0	
" - "	30 0 0	Oct. 28, 1856						
an Forest, Viney Hill, Blakeney, nd Blakeney Woodside*a* - - N.S.	142 10 0	Jan. 7, 1853	1 9 11½					
an, Little - - N.S.	180 0 0	Aug. 18, 1848						
" - "	20 0 0	Feb. 15, 1849						
erhurst - - N.S.	235 0 0	July 12, 1856						
wnend - - N.S.	*150 0 0	Oct. 13, 1841						
mbleton - - N.S.	- - -	- - -	2 13 3	24 0 0	- -	1 5 0		
ntisbourne Abbots - - - N.S.	35 0 0	Feb 24, 1846						
rdham Down, St. John's - - N.S.	545 0 0	Nov. 25, 1851	1 14 2	75 2 6	- -	83 10 0		
rsley - - - N.S.	*200 0 0	June 28, 1834	5 16 9¾	80 6 8	- -	410 15 10	30 17 0	
" - - - "	70 0 0	June 2, 1854						
" - - - "	21 15 6	Jan. 13, 1855						
stington - - N.S.	- - -	- - -	3 5 3¼	16 0 0				
ley - - - B.S.	150 0 0	Aug. 12, 1840						
" - - - "	150 0 0	Mar. 14, 1845						
" - - - "	167 0 0	Sept. 12, 1846						
irford, Endowed N.S.	86 10 0	Jan. 31, 1849	4 13 4	43 10 0	- -	374 10 0	31 2 0	
rthampton - N.S.	- - -	- - -	1 1 6	- -	- -	105 0 0	40 5 0	18 17 6
amilode - - N.S.	- - -	- - -	2 15 1				12 18 0	
amilode - - B.S.	- - -	- - -	2 10 0	6 5 0	- -	- -		
ampton Cotterell B.S.	139 0 0	Oct. 5, 1846	- - -	- -	- -	78 0 0	7 16 0	
ampton Cotterell N.S.	80 0 0	Apr. 22, 1843	3 4 3¼	15 0 0	- -	3 6 8	13 9 0	
" " - "	50 0 0	Jan. 26, 1855						
" " - "	40 0 0	Aug. 14, 1855						
ampton Cotterell, Night S.	- - -	- - -	- - -	- -	- -	5 0 0		
ampton-on-Severn N.S	70 0 0	Nov. 9, 1843	1 5 2½					
etherne - - N.S.	*33 0 0	Jan. 27, 1838						
oucester - - N.S.	- - -	- - -	4 13 4½	45 7 6	57 10 9	260 15 0		
oucester - - B.S.	250 0 0	Aug. 18, 1841	7 13 3½	115 0 0	14 11 8			
oucester, Ch. Ch. N.S.	- - -	- - -	2 0 0½	13 10 0	- -	43 0 0		
oucester, St. Catherine's - - N.S.	*100 0 0	Feb. 11, 1836						
oucester, St. James' N.S.	565 0 0	Dec. 7, 1844 -	4 16 3½	139 13 4	- -	830 13 4	43 14 0	
oucester, St. John's N.S.	115 0 0	Feb. 2, 1848	1 0 8					
" " - "	10 5 0	Dec. 19, 1853						
loucester, St. Mark's (Kingsholme) - N.S.	100 0 0	May 17, 1842	- -	- -	- -	84 5 0	23 16 0	
loucester, St. Michael's N.S.	230 0 0	Apr. 29, 1848	- -	- -	- -	154 10 0		

a Sometimes called Blakeney Valley Infant School.

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	Amount.	Date of Payment.						
GLOUCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Gloucester, Bristol, and Oxford Diocesan Practising School - -	- -	- - -	4 11 4	37 10 0	- -	42 15 0	6 14 0	
Gloucester, Boys, Industrial Ragged S. -	70 0 0	Dec. 1, 1853	1 17 2	- -	- -	- -	- -	183 18 1
Gloucester, St. George's (near Bristol) - N.S.	130 0 0	June 7, 1856	1 16 10¾					
Hanham - - N.S.	*100 0 0	May 22, 1840	5 9 3¾	42 10 0	- -	270 10 0	33 2 0	
„ - - - „	25 0 0	Aug. 5, 1847						
„ - - - „	25 3 0	Mar. 3, 1852						
„ - - - „	17 10 0	Aug. 17, 1855						
Hardwick Reformatory	- -	- - -	- -	15 0 0	- -	- -	- -	125 15 6
Hatherley Down - N.S.	- -	- - -	- -	34 10 0	- -	6 5 0		
Hawkesbury - - N.S.	175 0 0	Nov. 9, 1847	3 12 5	61 17 6	- -	73 15 0	22 3 0	
„ - - - „	4 11 4	Mar. 31, 1853						
Hawthorne - Ch.S.	- -	- - -	1 2 2					
Highnam - - N.S.	- -	- - -	- -	- -	- -	2 18 4		
Horfield - - N.S.	*41 0 0	July 13, 1839						
Horsley - - Ch.S.	30 0 0	Oct. 23, 1856						
Hucclecote - N.S.	- -	- - -	- -	12 10 0	- -	- -	1 15 0	
Kemerton - - N.S.	60 0 0	Mar. 25, 1846	2 10 0	- -	- -	67 10 0	11 1 0	
„ - - - „	7 14 0	Aug. 12, 1848						
Kemerton, St. Bennett's - - - R.C.	52 10 0	Oct. 12, 1852						
Kingsdown, St. Matthew's - - N.S.	401 5 0	Nov. 5, 1850	5 7 2	55 5 0	- -	184 15 0		
Kingswood Hill - Wes.	- -	- - -	17 10 11	56 6 8	- -	112 10 0	33 14 0	285 2
Lechlade - - N.S.	*60 0 0	Jan. 30, 1836						
Leckhampton - N.S.	54 0 0	May 29, 1841	1 12 0					
„ - - „	25 0 0	Dec. 17, 1856						
Marston Sicca - N.S.	113 0 0	July 19, 1850	1 6 8					
Minchinhampton, Parochial - - N.S.	- -	- - -	- -	68 16 8	- -	193 10 0	14 10 0	
Minchinhampton - B.S.	- -	- - -	1 16 8	- -	- -	- -	5 8 9	
Miserden - - N.S.	35 0 0	Dec. 30, 1842						
Moreton-in-the-Marsh - Ch. of E.	- -	- - -	- -	2 10 0	- -	3 15 0	0 5 0	
Moreton-in-the-Marsh - - - B.S.	- -	- - -	2 16 4¾	- -	- -	70 0 0	25 11 0	
Nailsworth - - B.S.	*100 0 0	Oct. 27, 1838						
Newent - - - N.S.	354 0 0	Sept. 2, 1848	3 5 5½	18 15 0	- -	7 5 0	5 2 0	
„ - - - „	14 0 0	Oct. 20, 1856						
Newnham - - N.S.	*50 0 0	Nov. 4, 1835						
Oddington - - N.S.	50 0 0	Jan. 2, 1845	2 7 0¼	59 13 4	- -	53 15 0	10 17 0	
„ - - - „	47 0 0	Mar. 11, 1847						
„ - - - „	15 1 6	Feb. 14, 1850						
„ - - - „	20 0 0	Jan. 18, 1854						
Oldbury-on-Severn N.S.	170 8 0	Nov. 13, 1855						
Oldland - - - N.S.	*100 0 0	July 15, 1838	4 12 0¾	32 10 0	- -	68 10 0	17 6 0	
„ - - - „	25 0 0	July 24, 1846						
„ - - - „	46 13 4	Apr. 13, 1850						
„ - - - „	62 10 0	Oct. 18, 1855						
Oldland Common B.S.	- -	- - -	4 19 2¼	23 0 0	- -	35 10 0	11 9 0	
Olveston - - N.S.	*75 0 0	Jan. 11, 1837	2 0 0	10 0 0	- -	7 5 0		
Painswick, - - N.S.	393 0 0	Sept. 23, 1847	9 1 4½	106 2 6	42 10 0	90 5 0	20 2 0	39 1
Painswick, The Slad, Holy Trinity - N.S.	*53 0 0	June 23, 1838						
Pauntley - - N.S.	- -	- - -	- -	90 1 8	- -	143 11 8	45 0 0	
Prestbury - - N.S.	*50 0 0	Apr. 13, 1836	3 0 2	- -	- -	26 13 4	34 17 0	
Pucklechurch - N.S.	60 0 0	Nov. 24, 1845	- -	17 10 0	- -	17 10 0	1 15 0	
Quedgeley - - N.S.	- -	- - -	0 19 5¼	24 0 0	- -	21 13 4	19 10 0	
Risington, Great - N.S.	41 0 0	Nov. 2, 1842	1 1 2¾					
Risington, Little - N.S.	50 0 0	Jan. 13, 1841	1 3 4	- -	- -	52 10 0		
Rodborough, King's Court - - B.S.	*70 0 0	Jan. 26, 1839						
Sandhurst - - N.S.	106 0 0	Nov. 27, 1848	- -	- -	- -	- -	1 15 0	
Shipton Moyne - N.S.	60 0 0	Nov. 14, 1845	3 6 7¾	25 12 6	- -	3 15 0	28 1 0	
Shirehampton - N.S.	40 0 0	Dec. 15, 1856	1 4 7	- -	- -	12 10 0		
„ - - - „	34 0 0	June 10, 1848						

Name and enomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
CESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
n - - N.S.	*75 0 0	June 27, 1838						
ury, Chipping N.S.	125 0 0	Mar. 18, 1853	2 0 3½	4 2 6	- -	38 9 6	16 11 0	
ury, Old - N.S.	*50 0 0	Mar. 18, 1840	2 4 0					
ey, St. Leonard's N.S.	- -	- - -	1 7 4½	- -	- -	- -	4 4 0	
leton (Dr. Bell's) N.S.	243 15 0	Oct. 21, 1851	3 6 8¾	49 12 6	- -	47 18 4	- -	2 2 3
e Orchard - N.S.	45 0 0	Mar. 28, 1845						
-on-the-Wold, dowed - - N.S.	60 0 0	Sept. 11, 1845	4 10 0½	- -	- -	160 6 8	38 13 0	
„ - „	4 4 0	Sept. 14, 1847						
„ - „	28 0 0	Aug. 29, 1853						
„ - „	127 0 0	Jan. 25, 1856						
tton - - Ch.S.	- - -	- - -	2 10 0½					
ıd - - - N.S.	*100 0 0	Mar. 4, 1835	2 0 0	34 7 6	- -	203 8 4		
- - - „	429 0 0	May 22, 1845						
- - - „	8 0 0	Sept. 1, 1849						
ıd (Ham Mills) B.S.	*150 0 0	Aug. 1, 1840	- -	39 8 4				
ury - - - N.S.	*145 0 0	Apr. 26, 1837	13 16 1	8 3 4	- -	727 0 0	16 8 0	25 13 2
- - - „	182 0 0	Jan. 10, 1851						
- - - „	14 13 4	Feb. 16, 1854						
kesbury, Tri- y, Infants - N.S.	- - -	- - -	- -	94 17 6	- -	412 16 8		
kesbury - - N.S.	240 0 0	May 11, 1843	8 2 3½	112 0 0	- -	402 10 0		
„ - - „	6 6 0	Apr. 14, 1848						
„ - - „	60 0 0	Nov. 5, 1853						
kesbury - - B.S.	- - -	- - -	2 7 0½	78 7 6	- -	117 1 8		
rnbury - - N.S.	*130 0 0	Oct. 18, 1837	3 1 7½	105 0 0	- -	268 3 4	27 12 0	
„ - - „	31 7 0	Apr. 30, 1849						
nham - - N.S.	- - -	- - -	2 5 10½	6 5 0	- -	6 5 0	4 6 0	
y - - N.S.	35 0 0	Nov. 22, 1842	0 15 2					
iarton - - N.S.	50 0 0	Oct. 10. 1854	- -	76 10 0	- -	52 10 0	19 4 0	
worth - - B.S.	- - -	- - -	3 0 0	18 15 0	- -	109 5 0	29 2 0	
hill - - N.S.	- - -	- - -	1 13 4	4 3 4	- -	6 5 0	3 3 0	
ning - - N.S.	64 0 0	May 20, 1842						
- - - N.S.	184 0 0	Oct. 23, 1856	3 10 0½	53 15 0	- -	100 11 8		
adon - - N.S.	- - -	- - -	1 2 10¼	- -	- -	- -	7 1 0	
n, St. Leo- rd's - - - N.S.	- - -	- - -	7 14 4¾	45 0 0	40 8 4	355 13 4	51 8 0	
ermoor, Trinity N.S.	577 4 0	Sept. 2, 1856	- -	- -	- -	11 13 4		
tbury-on-Severn N.S.	80 0 0	Apr. 4, 1850	2 3 4					
tbury-on-Trym N.S.	8 10 0	May 25, 1853	3 19 2	48 11 8	- -	196 6 8		
„ „ - „	9 0 0	Oct. 20, 1854						
„ „ - „	12 6 8	Oct. 17, 1855						
tbury-on-Trym dmund's En- wed) - - N.S.	- - -	- - -	3 18 9	- -	- -	222 10 0		
terleigh - - N.S.	67 0 0	July 3, 1844	3 4 0					
„ - - „	23 19 2	Dec. 19, 1849						
ton-sub-Edge - N.S.	- -	- - -	1 13 4½					
atenhurst - Par.	- -	- - -	- -	- -	- -	- -	3 12 0	
eshill - - N.S.	35 0 0	Dec. 24, 1845	1 9 3¼	- -	- -	- -	7 0 0	
- - „	15 15 0	Jan. 25, 1849						
minster -Ch.S.	90 0 0	June 11, 1851						
stone - - N.S.	*26 0 0	Aug. 10, 1839						
terbourne - N.S.	- - -	- - -	- -	- -	- -	199 16 8	12 0 0	
ton-under- ge - - - B.S.	15 0 0	May 10, 1855	3 15 9½	52 10 0	- -	258 0 0	38 9 0	
- - - N.S.	105 0 0	Mar. 16, 1855						
HAMPSHIRE.								
tt's Ann - N.S.	- -	- - -	- -	144 16 8	56 5 0	362 3 4	27 7 0	
ford - - B.S.	19 0 0	Nov. 21, 1856	1 17 3	- -	- -	29 0 0	9 14 0	
ford, Old - N.S.	- -	- - -	3 19 2	37 10 0	- -	427 5 0		
ford, New - N.S.	*80 0 0	July 27, 1836	3 6 8½	78 16 8	- -	95 6 8	22 12 0	
ford (The Grange) N.S.	- -	- - -	1 6 8	58 0 0	- -	30 16 8		

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	Amount.	Date of Payment.						
HAMPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Alton - - N.S.	- - -	- - -	6 3 8½	46 13 4	- - -	599 0 0	6 6 0	
Alton, Boys - B.S.	- - -	- - -	11 14 11¼	143 16 8	- - -	421 10 0	44 2 0	
Alton, Messrs. Crowley's, Girls - B.S.	- - -	- - -	- - -	36 0 0	- - -	296 3 4	27 5 0	
Alverstoke - - N.S.	174 0 0	Dec. 18, 1842	7 12 11¼	127 13 4	75 0 0	542 14 2	60 16 0	
" - - "	52 10 0	Apr. 23, 1851						
Alverstoke, New Town, Infants - N.S.	200 0 0	Aug. 9, 1854	- - -	- - -	- - -	- - -	11 16 0	
" " - "	64 12 0	Jan 24, 1855						
Andover - - N.S.	- - -	- - -	- - -	- - -	- - -	153 5 5		
Andover - - - B.S.	*170 0 0	July 21, 1834						
Basingstoke (Par. Union) - - N.S.	- - -	- - -	- - -	- - -	- - -	10 0 0		
Baughurst - - N.S.	50 0 0	Oct. 11, 1843						
" - - "	25 0 0	June 21, 1844						
Beechwood - - B.S.	- - -	- - -	8 15 3	88 15 0	- - -	307 10 0	58 5 0	
Bentley - - N.S.	100 0 0	June 24, 1843	6 19 4½	22 18 4	- - -	490 8 4	39 5 0	
Bighton - - N.S.	- - -	- - -	2 5 1½	58 3 4	- - -	100 0 0		
Binstead - - N.S.	198 17 6	Apr. 13, 1855						
Bishopstoke - - N.S.	68 0 0	Jan. 1, 1844 -	2 16 2	50 0 0	- - -	212 0 0	14 2 0	
" - - "	6 7 0	Feb. 11, 1847						
Bitterne - - N.S.	- - -	- - -	4 0 7½	38 15 0	- - -	141 5 0	32 6 0	
Boldre, East - - N.S.	72 0 0	Sept. 20, 1842	1 0 7½	- - -	- - -	161 10 0		
Botley - - - N.S.	262 0 0	Feb. 27, 1856	2 0 6	4 10 0	- - -	3 15 0		
Bournemouth - N.S.	- - -	- - -	- - -	20 0 0	- - -	100 0 0	13 1 0	
Brading - - - N.S.	136 0 0	Feb. 23, 1844	1 11 0¾	37 12 6	- - -	15 0 0	3 17 0	
Brading - - - B.S.	291 0 0	Aug. 25, 1847	1 0 11¾					
Bransgore - - N.S.	50 0 0	Jan. 10, 1854						
Brixton (I. of W.) - N.S.	*80 0 0	June 7, 1837	5 4 0¾	108 13 4	- - -	170 18 4	24 10 0	
" " - "	47 7 0	Nov. 25, 1856						
Broughton - - N.S.	*20 0 0	Nov. 18, 1835						
Broughton and Bossington - - N.S.	- - -	- - -	2 3 2½	3 15 0	- - -	12 5 10		
Buriton - - N.S.	- - -	- - -	1 9 4½	36 13 4	- - -	81 5 0		
Burley - - - N.S.	*45 0 0	Feb. 23, 1842	1 3 4½	13 15 0	- - -	104 3 4	24 2 0	
Burley-Ville - - N.S.	228 0 0	Aug. 16, 1855	1 7 3½					
Bursledon - - N.S.	*48 0 0	Mar. 30, 1836	- - -	13 15 0	- - -	- - -	8 7 0	
Calbourne (I. of W.) N.S.	*60 0 0	Jan. 25, 1837	2 1 1¼	- - -	- - -	97 10 0	4 0 0	
" " - "	45 0 0	Aug. 11, 1849						
Candover, Brown - N.S.	- - -	- - -	3 0 0	70 0 0	- - -	130 10 0	2 13 0	
Carisbrooke (I. of W.) N.S.	50 0 0	July 8, 1843	0 18 1½	- - -	- - -	45 0 0	5 7 0	
" " "	22 1 0	July 6, 1855						
Catherington " " N.S.	80 0 0	Aug. 10, 1852	1 0 2					
Chawton - - N.S.	- - -	- - -	- - -	51 13 4	- - -	234 10 0	29 17 0	
Chilbolton - - N.S.	35 0 0	Mar. 15, 1844						
Chillerton - - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	12 16 0	
Christ Church - P.U.	- - -	- - -	- - -	- - -	- - -	48 15 0		
Colden Common - N.S.	97 0 0	Sept. 3, 1845						
Colmere and Pryors Dean - - N.S.	38 0 0	Apr. 11, 1843	0 13 10					
Compton - - N.S.	20 0 0	Aug. 28, 1841	2 1 8	- - -	- - -	90 0 0		
Cowes, East - - N.S.	*75 0 0	Sept. 28, 1836	2 13 4¾					
Cowes, West - - N.S.	41 0 0	Sept. 2, 1856						
Cowes, West - - B.S.	*80 0 0	Mar. 10, 1838						
Crawley - - Par.	- - -	- - -	- - -	37 15 0	- - -	47 10 0	9 0 0	
Crondall, Endowed N.S.	*52 0 0	Jan. 9, 1836	7 6½	- - -	- - -	67 10 0		
Crondall, Girls - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	4 0 0	
Crookham Crondall N.S.	150 0 0	July 26, 1844						
Crux Easton - N.S.	60 0 0	Nov. 13, 1849	0 10 6					
Curdridge - - N.S.	*30 0 0	Aug. 28, 1839						
Dummer - - N.S.	20 0 0	May 3, 1847						
Easton - - - N.S.	- - -	- - -	- - -	- - -	- - -	25 0 0		
Eling, North - N.S.	80 0 0	Apr. 13, 1844						
" " - "	45 0 0	Mar. 6, 1854						
Elson - - - N.S.	158 0 0	July 10, 1850	3 6 8½	7 10 0	- - -	17 10 0	6 11 0	
Empshott - - N.S.	31 10 0	June 17, 1854						
Fareham (Crocker Hill) - - - N.S.	61 0 0	Feb. 15, 1849	9 4 9½	109 0 0	- - -	312 11 8	25 2 0	
" " - "	100 0 0	Jan. 12, 1853						
Fareham - - B.S.	*80 0 0	Dec. 10, 1836						

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	Amount.	Date of Payment.						
IPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
lon (near								
n) - - N.S.	- - -	- - -	- - -	6 13 4	- -	158 5 0	13 4 0	
- - N.S.	- - -	- - -	- - -	15 3 4				
gbridge - N.S.	*115 0 0	June 24, 1837	6 0 4½	66 13 4	- -	286 0 0	33 8 0	
gbridge - B.S.	- - -	- - -	4 1 4½	- -	- -	414 3 4	34 19 0	
n - - N.S.	*62 10 0	Nov. 5, 1834						
vater - - N.S.	180 0 0	July 10, 1850	6 8 10⅝	- -	- -	- -	11 7 0	
t, St. Mat-								
w's - - N.S.	400 0 0	Sept. 6, 1845	7 4 3½	127 5 0	- -	322 19 2	20 10 0	
t (Prepara-								
School) - N.S.	- - -	- - -	1 6 10½	5 7 6	- -	163 11 8		
ey - - N.S.	40 0 0	Mar. 4, 1846						
ledon - N.S.	226 0 0	Apr. 2, 1850 -	2 14 7½	- -	- -	- -	7 6 0	
le-le-Rice - N.S.	53 0 0	Feb. 3, 1843						
ngton - - N.S.	60 0 0	May 13, 1845						
y Wespall - N.S.	- - -	- - -	- - -	- -	- -	- -	1 17 0	
y Wintney - N.S.	70 0 0	June 16, 1846	- - -	- -	- -	- -	6 9 0	
t and Bed-								
pton - - N.S.	50 0 0	June 19, 1847	3 12 6½	53 12 6	- -	17 10 0	17 17 0	
" - "	9 0 0	Mar. 13, 1852						
" - "	2 15 0	Oct. 20, 1854						
t - - B.S.	*75 0 0	Dec. 30, 1835						
y - - N.S.	*50 0 0	June 10, 1835						
ey - - N.S.	*42 0 0	Jan. 12, 1839	2 3 4½					
nhurst - N.S.	45 0 0	Oct. 23, 1845						
Common - N.S.	70 0 0	Nov. 24, 1843	- - -	30 0 0				
- - "	14 0 0	Sept. 9, 1847						
bourne Priors								
rl of Portsmouth's)	- - -	- - -	- - -	4 2 6				
bourne Tarrant,								
N.S.	150 0 0	Nov. 8, 1847						
St. Bartho-								
ew's - - N.S.	70 0 0	Mar. 22, 1847	3 13 8½	105 0 0	- -	180 14 2	7 16 0	
" - "	9 0 0	June 22, 1848						
" - "	18 0 0	Mar. 23, 1849						
" - "	50 0 0	Aug. 3, 1855						
" - "	3 8 6	April 24, 1856						
n, St. Mary's - N.S.	175 0 0	Feb. 20, 1850	2 18 0					
ley - - N.S.	50 0 0	July 1, 1852						
- - "	23 0 0	Nov. 25, 1854						
ston Cross - N.S.	*62 10 0	Nov. 5, 1834						
worthy - N.S.	- - -	- - -	2 1 8½	- -	- -	100 0 0	11 15 0	
stock - - N.S.	- - -	- - -	- - -	12 0 0	- -	32 10 0		
ington - - N.S.	*150 0 0	Nov. 12, 1836	3 19 3½	75 8 4	- -	358 15 0	13 4 0	
hurst - - N.S.	264 0 0	Aug. 9, 1850	7 18 7½	153 15 0	- -	345 5 0	43 17 0	
- - N.S.	*30 0 0	Jan. 2, 1841	1 4 1					
ted - - N.S.	54 0 0	Mar. 25, 1845						
ne, East, School-								
sters' Associa-								
n - - -	- - -	- - -	0 15 0					
, East - - N.S.	184 0 0	Oct. 2, 1845	2 16 0	- -	- -	15 0 0	17 7 0	
" - "	35 0 0	Oct. 8, 1856						
, West - - N.S.	229 10 0	Feb. 18, 1853	2 2 0½	46 2 6	18 15 0	395 15 0	46 8 0	
stoke - - N.S.	45 0 0	June 30, 1842						
rd - - N.S.	37 10 0	Jan. 15, 1842	1 16 10¾	17 10 0	- -	- -	2 19 0	
n - - N.S.	*50 0 0	Jan. 21, 1837	1 0 0					
- - "	41 16 0	June 4, 1851						
y - - N.S.	124 0 0	May 19, 1856						
ort - - N.S.	- - -	- - -	6 9 8¼	128 17 6	- -	532 8 4	19 18 0	
ort - - B.S.	*100 0 0	June 24, 1837						
- - "	100 0 0	Sept. 16, 1846						
own, (near Drox-								
d) - - Ch.S.	- -	- - -	0 18 8	- -	- -	32 10 0	9 14 0	
n (Isle of Wight)								
N.S.	- -	- - -	- - -	- -	- -	- -	2 4 0	
eld, St. John's N.S.	90 0 0	Apr. 27, 1846	4 16 0¾	7 10 0	- -	223 3 4	8 9 0	
" - "	14 15 0	Dec. 6, 1849						
" - "	42 10 0	Nov. 26, 1852						
" - "	240 0 0	Aug. 23, 1856						
" - "								
ey, Church - N.S.	- -	- - -	- - -	- -	- -	34 3 4	32 0 0	

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HAMPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Odiham - - - N.S.	*120 0 0	Oct. 13, 1840	6 13 0	23 0 0	- -	230 9 2	22 0 0	
,, - - ,,	7 14 0	Nov. 26, 1852						
,, - - ,,	32 0 0	Dec. 5, 1853						
Overton - - N.S.	*77 0 0	Jan. 12, 1839	- -	4 10 0	- -	- -	9 14 0	
,, - - ,,	306 0 0	May 11, 1849						
Owslebury - N.S.	34 0 0	June 9, 1841	1 5 4					
Petersfield - - N.S.	*126 0 0	June 21, 1837	5 0 0¼	148 16 8	32 1 8	366 1 8	75 15 0	
,, - - ,,	687 0 0	Feb. 7, 1855	a10 0 0					
Petersfield - - B.S.	- -		4 12 6½	23 0 0	- -	89 13 4	35 6 0	
Portsea, Church Schoolmasters' Association -	- -		- - -	1 0 0½				
Portsea - - - R.C.	- -		- - -	2 11 4				
Portsea, Beneficial Society's School - -	*140 0 0	Oct. 21, 1837	10 2 9¾	118 10 0	- -	894 5 0	31 10 0	
Portsea Island - P.U.	- -		- - -	- -	- -	323 2 5		
Portsea, All Saints', N.S.	139 0 0	May 13, 1847	10 5 11½	255 0 0	- -	1,194 10 0	29 1 0	
,, ,, - ,,	4 14 8	July 3, 1848						
,, ,, - ,,	30 0 0	July 15, 1851						
,, ,, - ,,	107 10 0	Dec. 12, 1853						
,, ,, - ,,	45 0 0	Mar. 7, 1855						
Portsea Town, St. John's and Trinity N.S.	470 0 0	July 21, 1847	8 8 1	100 9 2	- -	521 13 4		
,, ,, - ,,	13 6 8	Apr. 17, 1850						
Portsea, Free - N.S.	503 0 0	July 7, 1856						
Portsmouth, Royal Victoria Infant School, (Bath Square Point) -	100 0 0	Oct. 14, 1845						
,, ,, - ,,	23 0 0	Feb. 8, 1849						
Portsmouth - - N.S.	100 0 0	Jan. 8, 1846	4 8 0¾	155 10 10	- -	749 10 0		
Redhill, St. John's N.S.	108 0 0	Apr. 12, 1847						
Ringwood - - N.S.	360 0 0	Oct. 5, 1849	13 6 6½	97 15 10	- -	412 16 8	54 18 0	
,, - - ,,	125 0 0	July 15, 1851						
Romsey - - - N.S.	50 17 6	Sept. 12, 1854	7 11 7¾	83 13 4	- -	410 5 0	14 16 0	
Romsey - - - B.S.	218 0 0	May 17, 1848	3 12 5¾	60 8 4	- -	286 13 4	47 9 0	
,, - - ,,	86 0 0	Sept. 8, 1854						
Rumbridge - - N.S.	145 0 0	Aug. 28, 1845						
Ryde - - - N.S.	8 13 4	Aug. 6, 1850	8 0 8¾	81 10 10	- -	414 10 0	15 9 0	
Ryde - - - B.S.	207 0 0	July 14, 1841						
Sarisbury - - N.S.	62 0 0	Sept. 9, 1847						
Selborne - - N.S.	73 0 0	Apr. 9, 1844	1 10 7	- -	- -	210 3 4		
Shalfleet - - Ch.S.	117 0 0	July 18, 1851	- -	- -	- -	75 0 0	8 13 0	
Sherfield, English - N.S.	60 0 0	Aug. 5, 1847	1 16 8					
Shidfield - - - N.S.	- -		- - -	1 7 8				
Shirley - - - N.S.	- -		- - -	2 18 9	99 0 0	- -	198 5 0	24 5 0
Somborne, King's - N.S.	160 0 0	Nov. 24, 1842	- -	248 13 4	- -	1,207 8 4	16 4 0	
,, - - ,,	74 0 0	Nov. 14, 1846						
,, - - ,,	20 0 0	July 20, 1847						
Southampton, All Saints' - - N.S.	565 0 0	Aug. 6, 1850	7 19 11¾	187 17 6	- -	422 0 0	15 18 0	
Southampton (Bedford Place) - N.S.	*100 0 0	July 16, 1836	- -	- -	- -	16 5 0		
Southampton - B.S.	*65 0 0	Mar. 18, 1835						
,, - ,,	*150 0 0	May 15, 1839						
Southampton, Newtown District - N.S.	- -		- - -	47 10 0	- -	99 15 0	8 8 0	
Southampton (Charlotte Place) - - N.S.	300 0 0	Dec. 15, 1856						
Southampton, Holy Trinity District - N.S.	700 0 0	Dec. 10, 1855	5 14 10½	18 6 8	- -	29 0 0		
Southampton, St. Mary's (Grove Street) - N.S.	180 0 0	Nov. 24, 1841	10 11 2½	118 13 4	10 8 4	623 11 8	36 0 0	
,, ,, - ,,	100 0 0	Oct. 3, 1844						
,, ,, - ,,	60 0 0	Sept. 1, 1854						
,, ,, - ,,	60 0 0	Oct. 28, 1856						
Southampton, St. Mary's Ragged School (St. George's Place)	268 15 0	Aug. 1, 1855						
Southampton, St. Michael's - - N.S.	371 5 0	Sept. 6, 1853						
Southsea, St. Jude's N.S.	390 0 0	Aug. 7, 1852	3 13 3½	123 10 0	- -	66 10 0		

a Scientific apparatus.

Name and denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
HAMPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Basea, St. Paul's N.S.	316 10 0	Aug. 19, 1850						
Bholt " N.S.	50 0 0	Mar. 6, 1852						
" " N.S.	32 0 0	Sept. 25, 1851						
Bridge " N.S.	45 0 0	Oct. 23, 1844						
Bridge " N.S.	- - -		- - -	92 11 8	- -	232 10 0	5 15 0	
Bham, South, Portswood N.S.	156 0 0	Mar. 21, 1849	3 6 5¾	65 0 0	- -	252 0 0	16 1 0	
Bn, Long N.S.	66 0 0	Sept. 3, 1849						
Bmore " N.S.	- - -		1 9 6¾					
" " N.S.	50 0 0	Jan. 10, 1844	- - -	- - -	- -	- - -	18 17 0	
Bborne " N.S.	45 0 0	Mar. 18, 1844	1 0 1	30 0 0	- -	132 10 0		
Bbury " N.S.	53 0 0	Apr. 27, 1848	0 16 8					
Bd, East " N.S.	- - -		- - -	25 0 0	- -	29 0 0	14 0 0	
Bn " B.S.	*50 0 0	Dec. 13, 1834						
Bord " N.S.	45 0 0	Dec. 15, 1843	3 16 5½	41 4 2	- -	257 0 0	27 6 0	
" "	21 0 0	Feb. 13, 1855						
Berley, East, Envved "	- - -		- - -	- - -	- -	85 0 0		
Berley, West N.S.	- - -		- - -	46 13 4	- -	204 18 4	6 3 0	
Bm " N.S.	47 0 0	Feb. 11, 1848						
Bp, Nether N.S.	*46 0 0	May 1, 1839	- - -	- - -	- -	84 7 6		
Bham, Bishop's N.S.	- - -		3 16 5¼	102 10 0	- -	233 10 0	63 19 0	
Bham, North N.S.	35 0 0	Apr. 23, 1853	1 10 0					
Blington and Isworth N.S.	*126 0 0	Feb. 6, 1839	3 16 3	107 10 0	- -	- -	11 10 0	
" " "	95 0 0	Dec. 7, 1846						
" " "	79 0 0	Jan. 12, 1853						
" " "	17 0 0	Mar. 20, 1855						
Bow " N.S.	- - -		- - -	62 10 0	- -	60 0 0	6 18 0	
Bend " N.S.	*72 0 0	Nov. 9, 1839						
Bill " Ch.S.	102 5 0	Dec. 2, 1856						
Bpingham N.S.	106 0 0	Mar. 14, 1851	1 16 7¾					
Bchurch " N.S.	256 0 0	Dec. 28, 1846	2 14 2	50 0 0	- -	106 5 0	29 15 0	
" "	26 0 0	Dec. 18, 1855						
Bchurch " Wes.	- - -		3 0 0	33 0 0				
Bham " N.S.	- - -		- - -	42 3 4	- -	18 15 0	4 12 0	
Bt, Isle of P.U.	- - -		- - -	- - -	- -	98 11 8		
Chester, Central, N.S.	- - -		6 0 0¾	204 0 0	- -	706 11 8		
Chester, St. Michael's " N.S.	90 0 0	Mar. 7, 1850	3 6 0	207 17 6	- -	109 0 0	8 3 0	
" "	19 0 0	Jan. 10, 1856						
Chester, St. Peter's (Heesehill) " N.S.	70 0 0	Feb. 23, 1842	- -	52 10 0	- -	115 0 0	8 6 0	
" "	55 0 0	Dec. 8, 1845						
Chester, St. Thomas' N.S.	113 0 0	July 28, 1848	9 17 4¾	109 11 8	- -	247 10 0	12 10 0	
" " "	62 0 0	Jan. 26, 1850						
" " "	25 0 0	July 29, 1854						
Chester, Trinity (late St. Maurice's), " N.S.	145 0 0	Apr. 29, 1845	6 9 7¾	218 0 0	- -	536 16 8	15 15 0	
" "	84 0 0	Mar. 13, 1849						
Chay, East " N.S.	*50 0 0	Dec. 23, 1837						
Cton Hill " N.S.	80 0 0	Dec. 6, 1850	2 3 11¼	- -	- -	104 0 0	22 10 0	7 10 0
Cering and Idley " N.S.	130 0 0	Sept. 5, 1849						
Clouth " N.S.	438 0 0	June 11, 1855	3 14 1½	- -	- -	3 15 0	15 15 0	
HEREFORDSHIRE.								
Cley " N.S.	5 0 0	Sept. 11, 1850	1 11 3¼					
Certon and Con Frome N.S.	188 0 0	Sept. 5, 1855						
Cgham " N.S.	- - -		1 6 8					
Cury " N.S.	118 10 0	Jan. 31, 1849	4 0 0	5 0 0	- -	366 2 6	6 0 0	
" "	5 0 0	Mar. 27, 1849						
Cpton Brian N.S.	- - -		1 17 4	18 15 0				
Ctow " N.S.	90 0 0	Feb. 23, 1849	1 10 5½	30 0 0	- -	58 15 0	1 19 0	
Cyard, Girls N.S.	- - -		- - -	8 6 8				

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grant for Refuges and Industrial Schools
	Amount.	Date of Payment.						
HEREFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bromyard - - B.S.	- - -	- - -	2 7 8¼	40 10 0	- -	75 0 0	21 6 0	
Caple, King's - - N.S.	35 0 0	Feb. 22, 1843						
Clifford - - - N.S.	*50 0 0	Apr. 12, 1837						
Cradley - - - N.S.	238 0 0	Nov. 19, 1856						
Croft and Yarpole - N.S.	- - -	- - -	- - -	66 5 0	- -	146 0 0	7 6 0	
Dilwyn - - - N.S.	115 0 0	June 16, 1846	3 12 7½	22 10 0	- -	185 3 4	9 17 0	
„ - - - „	22 0 0	Feb. 6, 1856						
Dyncdor - - - N.S.	*35 0 0	Apr. 22, 1840						
Eaton-Bishop - N.S.	40 0 0	Dec. 6, 1844	- -	32 10 0	- -	32 10 0	17 6 0	
„ - - - „	70 0 0	Apr. 5, 1852						
Ewyas Harold - N.S.	56 0 0	May 18, 1846						
Frome, Bishop - N.S.	80 0 0	Feb. 23, 1844						
„ - - - „	25 0 0	Jan. 31, 1849						
Goodrich - - N.S.	311 14 0	Mar. 18, 1854	2 3 4½	39 17 6	- -	37 14 2	10 2 0	
Hatfield - - N.S.	- -	- - -	- -	28 8 4	- -	103 2 6	- -	1 9
Hentland and Hoarwithy - - - Par.	- -	- - -	- -	28 6 8				
Hereford, St. Martin's - - - N.S.	- -	- - -	1 6 7½					
Hereford, St. Peter's N.S.	*290 0 0	Feb. 6, 1839	- -	- -	- -	29 0 0		
„ „ - „	58 0 0	Aug. 9, 1842						
Hereford, Scudamore's Charity - - N.S.	540 0 0	Jan. 10, 1854	- -	101 6 8	- -	229 10 0		
„ - - „	16 0 0	May 10, 1855						
Hereford, Blue Coat N.S.	- - -	- - -	- - -	121 15 0	- -	358 15 0		
Hope, Upper Hill - N.S.	225 16 1	Oct. 23, 1855						
Ivington, St. John's N.S.	80 5 0	Apr. 9, 1850	1 0 4					
Kentchurch, Endowed - - N.S.	45 0 0	Nov. 16, 1847						
Kingsland - - N.S.	75 0 0	Jan. 11, 1847						
Kingston and Thruxton - - - N.S.	90 0 0	Feb. 11, 1846						
Kington - - N.S.	*150 0 0	Feb. 14, 1838	- -	- -	- -	- -	8 10 0	
Ledbury - - N.S.	117 10 0	June 24, 1851	- -	34 10 0	- -	117 0 0	16 5 0	
Leintwardine - N.S.	250 0 0	May 11, 1848	4 6 10½	52 5 0	- -	372 10 0	25 7 0	
„ - „	11 4 4	Nov. 25, 1851						
„ - „	52 0 0	July 11, 1855						
Leominster - - B.S.	- - -	- - -	5 10 8½	39 12 6	- -	80 10 0		
Leominster - - N.S.	- - -	- - -	1 12 11½	59 8 4	- -	15 0 0		
Llanwarne - - Ch.S.	183 0 0	Mar. 1, 1856						
Madley - - - N.S.	202 5 0	Aug. 23, 1853	- -	46 10 0	- -	32 10 0	3 3 0	
Mansel-Lacey - N.S.	172 5 0	Feb. 23, 1853	- -	30 0 0	- -	21 5 0	8 12 0	
Marcle (Much) - N.S.	237 0 0	Jan. 17, 1853	2 11 9½	86 6 8	- -	103 10 10	12 7 0	
Monkland - - N.S.	108 0 0	Jan. 27, 1854						
Orleton - - - N.S.	312 0 0	July 11, 1855	2 0 0½					
Rossand Archenfield (Royal Victoria) - B.S.	*100 0 0	Mar. 25, 1837	- -	- -	- -	52 10 0	23 14 0	
„ „ - „	*100 0 0	Oct. 29, 1837						
„ „ - „	250 0 0	Sept. 9, 1840						
„ „ - „	100 0 0	May 4, 1844						
„ „ - „	18 10 0	Feb. 15, 1855						
Stoke Prior - - N.S.	33 10 0	Oct. 27, 1849						
„ „ - - „	16 15 0	Nov. 27, 1850						
Weobley - - - N.S.	179 0 0	Aug. 7, 1856	2 7 9½	67 10 0	- -	52 10 0	4 19 0	
Weonard's, Saint - N.S.	82 0 0	Oct. 26, 1847						
Whitbourne - Ch.S.	164 0 0	Oct. 9, 1856						
Whitchurch - N.S.	- -	- - -	- -	- -	- -	- -	0 12 0	
Whitney - - - N.S.	42 0 0	Aug. 5, 1846						
HERTFORDSHIRE.								
Alban's, St. - - N.S.	*50 0 0	July 27, 1836						
„ - - - „	79 0 0	Apr. 15, 1843						
Alban's, St., St. Peter's Ch.S.	*100 0 0	Oct. 21, 1851	2 5 0	10 0 0	- -	9 13 4		
Albury - - - Ch.S.	- - -	- - -	2 0 4	44 3 4	- -	36 13 4		
Amwell, Great - N.S.	- -	- - -	1 14 0	38 0 0	- -	289 10 0	48 10 4	
Anstey - - - N.S.	111 4 0	Nov. 11, 1854	1 11 8					

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RTFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
den, Endowed N.S.	61 15 11	Sept. 5, 1849	1 6 9¼					
ock - - - B.S.	*60 0 0	May 18, 1839						
ock - - - N.S.	*200 0 0	Aug. 2, 1834						
et, Chipping - N.S.	60 0 0	July 8, 1846						
y - - - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	6 12 0	
eo - - - N.S.	112 10 0	Feb. 25, 1850	3 8 0½	70 5 0	- -	102 18 4	41 5 0	
- - - ,,	50 0 0	July 26, 1856						
ington - - N.S.	45 0 0	Jan. 27, 1843						
hampstead, Great N.S.	*100 0 0	Aug. 18, 1838	- -	8 6 8	- -	12 1 8		
hampstead, Great B.S.	*130 0 0	Dec. 24, 1834						
noor - - N.S.	75 0 0	Sept. 6, 1842						
nfield - - N.S.	- - -	- - -	- - -	12 0 0				
dland - - N.S.	80 0 0	Feb. 22, 1848	1 1 3½	16 5 0	- -	15 0 0	2 10 0	
dingford - - N.S.	100 0 0	Sept. 24, 1845	1 7 0¾	135 0 0	- -	146 5 0	5 14 0	
,, - - ,,	2 18 4	Jan. 25, 1849						
,, - - ,,	17 10 0	Nov. 21, 1856						
nham Green - N.S.	50 0 0	Nov. 24, 1843						
ley - - - B.S.	125 0 0	June 8, 1846	6 13 3¼	- -	- -	529 11 8	13 16 0	
- - - ,,	47 14 0	Dec. 7, 1848						
perfield - - N.S.	50 10 0	Jan. 9, 1843						
ey, St. Peter's N.S.	- -	- - -	4 12 0½	160 0 0	- -	213 10 0	42 10 0	
ner Hyde - N.S.	- -	- - -	1 5 2					
nam, Much - N.S.	- -	- - -	1 16 3¾	2 10 0				
nam, Little - B.S.	*40 0 0	Dec. 3, 1836						
penden - - B.S.	105 0 0	Feb. 11, 1851						
ield (Bishop's) N.S.	- -	- - -	3 7 7½	54 10 0	10 8 4	386 5 0	63 5 0	
pstead, Hemel B.S.	*150 0 0	July 22, 1834	2 0 0					
pstead, Hemel N.S.	843 10 0	June 24, 1856	2 13 4½	6 5 0	- -	12 1 8		
ford, All Saints', dustrial and - N.S.	40 0 0	Apr. 15, 1851						
,, ,, - ,,	48 10 0	May 21, 1852						
ford, Cowper's stimonial Ch. S.	- -	- - -	4 9 10	91 10 0	- -	355 0 0	15 0 0	
ford, Green Coat ndowed) - N.S.	- -	- - -	- -	6 5 0				
ford Heath - N.S.	*75 0 0	June 16, 1838						
ingfordbury - N.S.	- -	- - -	1 2 8½	- -	- -	228 4 2		
n Cross - - N.S.	- -	- - -	1 10 5½	86 5 0	- -	102 10 0	- -	1 0 0
hin - - - B.S.	*175 0 0	Feb. 10, 1838	12 15 11½	112 17 6	- -	597 15 0		
- - - ,,	200 0 0	Apr. 18, 1854						
hin, St. Andrew's N.S.	300 0 0	July 24, 1854						
hin, St. Mary's, N.S.	1,540 0 0	May 21, 1855	- -	39 5 0	- -	54 10 0	12 14 0	
desdon - - N.S.	125 0 0	Oct. 22, 1844						
,, - - - ,,	55 0 0	Dec. 8, 1845						
desdon - - B.S.	- -	- - -	- -	- -	- -	- -	9 12 0	
nead, Great - N.S.	100 0 0	Nov. 8, 1845	2 10 0					
sdon - Ch. of E.	- -	- - -	- -	19 0 0	- -	5 0 0		
eford - - N.S.	*50 0 0	Dec. 11, 1839	1 17 7½	52 10 0	62 10 0	147 10 0	16 14 0	
,, - - - ,,	201 0 0	July 9, 1849						
lyts, Saint - N.S.	106 0 0	Jan. 9, 1847	3 13 8	57 16 8	- -	242 4 2	27 15 0	
,, ,, - ,,	14 15 0	May 15, 1854						
,, - - ,,	17 0 0	May 10, 1855						
sworth, - - N.S.	150 0 0	Dec. 15, 1853	1 0 1½	18 0 0				
pton - Par.S.	540 0 0	June 10, 1856						
gley, Abbott's - N.S.	60 0 0	Feb. 21, 1845	3 12 0½	79 13 4	- -	218 17 6	15 12 0	
,, ,, - ,,	50 0 0	Sept. 23, 1848						
,, ,, - ,,	10 0 0	Mar. 23, 1849						
,, ,, - ,,	246 0 0	Aug. 22, 1854						
,, - - ,,	14 0 0	Nov 21, 1855						
gley, King's - N.S.	*66 0 0	Nov. 26, 1838						
resden - N.S.	40 0 0	Sept. 1, 1843						
ms, North - N.S.	- -	- - -	1 7 6¼	7 10 0	- -	44 10 0	6 5 0	
den, Great - N.S.	60 0 0	Mar. 9, 1846	- -	49 10 0	- -	- -	2 19 0	
,, - - ,,	15 0 0	Sept. 14, 1847						
haw - - N.S.	124 0 0	Jan. 23, 1851						
am, Brent - N.S.	50 0 0	July 3, 1846						

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	Amount.		Date of Payment.																		
HERTFORDSHIRE—*cont.*	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Pelham, Furneux - N.S.	50	0	0	May 4, 1843	-		-	20	8	4	-		-	15	0	0					
„ - - „	15	0	0	Nov. 21, 1855																	
Pirton - - N.S.	74	0	0	Dec. 17, 1841	1	12	11	7	10	0											
„ - - - „	15	13	10	July 18, 1854																	
Rickmansworth - N.S.	238	0	0	Sept. 24, 1850	6	9	4														
Royston - - N.S.	27	0	0	May 10, 1855	-		-	26	10	0	-		-	50	0	0	33	3	0		
Royston - - - B.S.	75	0	0	Nov. 1, 1840																	
Sandon - - - N.S.	*40	0	0	Jan. 25, 1837																	
„ - - - „	30	0	0	July 28, 1846																	
Shenley - - N.S.	52	0	0	Nov. 17, 1842	6	6	10¼	65	15	0	-		-	25	0	0	48	9	0		
„ - - - „	7	0	0	Sept. 26, 1848																	
„ - - - „	70	0	0	May 23, 1854																	
Stevenage - N.S.	*92	0	0	June 28, 1834	2	2	0														
„ - - „	46	0	0	Oct. 18, 1851																	
„ - - „	41	0	0	Oct. 18, 1851																	
Stortford, Bishop's, Practising School -	-		-	-	-	-	3	0	0	69	13	4									
Stortford, Bishop's N.S.	-		-	-	-	-	-		-	11	8	4									
Stortford, Bishop's, New Town - - N.S.	-		-	-	-	-	-		-	4	3	4	-		-	17	1	8			
Stortford, Bishop's B.S.	*150	0	0	Jan. 8, 1840	4	3	4½														
„ „ - „	100	0	0	Mar. 22, 1847																	
„ „ - „	44	0	0	Oct. 25, 1856																	
Therfield - - N.S.	128	0	0	April 16, 1856																	
Tring - - - N.S.	182	0	0	April 26, 1843																	
Wadesmill, Infants N.S.	-		-	-	-	-	-		-	10	0	0									
Walkern - - N.S.	-		-	-	-	-	-		-	11	13	4	-		-	99	0	0			
Ware - - - N.S.	490	0	0	Dec. 29, 1845																	
Ware - - - B.S.	*75	0	0	Jan. 19, 1839																	
Watford - - - N.S.	*60	0	0	May 5, 1838	5	0	0	-		-	-		-	12	1	8					
„ - - - „	130	0	0	Mar. 30, 1842																	
Watford Heath - Ch.S.	82	0	0	Sept. 22, 1855																	
Watton - - N.S.	-		-	-	-	-	4	0	10												
Welwyn - - N.S.	-		-	-	-	-	2	16	0¾												
Weston - - - N.S.	-		-	-	-	-	5	9	2	25	4	2	15	0	0	10	9	0			
Willian - - N.S.	25	0	0	Mar. 11, 1842																	
„ - - - „	20	0	0	May 11, 1844																	
„ - - - „	20	0	0	Feb. 1, 1848																	
Wilstone - - N.S.	100	0	0	Oct. 13, 1847																	
Woodhill - - N.S.	-		-	-	-	-	2	4	11½	82	8	4	54	3	4	117	16	8	20	14	0	6	10	
„ - - „	-		-	-	-	-	*a*13	6	8												
Wymondley, Great N.S.	60	0	0	Feb. 4, 1848																	
Yardley - - N.S.	*40	0	0	July 19, 1837																	
„ - - „	30	0	0	Sept. 22, 1846																	
HUNTINGDONSHIRE.																					
Abbotsley - - N.S.	42	0	0	Aug. 22, 1845																	
Alconbury - - N.S.	75	0	0	July 14, 1842																	
Alwalton (Earl Fitzwilliam's) - - N.S.	-		-	-	-	-	-		-	16	10	0	-		-	20	0	0			
Bluntisham - - N.S.	15	0	0	Mar. 8, 1850																	
„ - - - „	32	0	0	Oct. 24, 1856																	
Brampton - - Ch.S.	-		-	-	-	-	12	2	6	129	7	6	-		-	208	10	0	13	10	0
Broughton - - N.S.	60	0	0	Oct. 17, 1844																	
Catworth, Great - N.S.	42	0	0	June 25, 1845																	
Earith - - B.S.	100	0	0	Mar. 4, 1840	4	6	8½	-		-	-		-	172	15	0	5	8	0		
Farcet - - - N.S.	60	0	0	Nov. 27, 1848	1	19	9														
Fen-Stanton - - N.S.	144	0	0	Oct. 14, 1847	1	1	8½	38	6	8	-		-	70	13	4	24	19	0		
Fen-Stanton - - B.S.	-		-	-	-	-	1	15	10½	26	5	0	-		-	32	10	0	7	16	0
Fletton, New - B.S.	364	10	0	Mar. 11, 1856																	
Holme - - Ch. of E.	-		-	-	-	-	-		-	52	5	0									
Huntingdon, Boys N.S.	32	0	0	Oct. 30, 1855	5	7	7¾	47	10	0	-		-	52	10	0					
Huntingdon, St. Mary's, Girls and Infants N.S.	83	0	0	June 26, 1855	-		-	34	0	0	-		-	18	15	0					
Huntingdon, Walden's Charity - - N.S.	-		-	-	-	-	-		-	-		-	-		-	35	0	0			

a Scientific apparatus.

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	Amount.	Date of Payment.						
TINGDONSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Saint - - N.S.	250 0 0	Nov. 18, 1845	6 0 0	36 5 0	- - -	432 16 8		
,, - - ,,	80 0 0	Jan. 12, 1846						
,, - - ,,	18 0 0	Oct. 23, 1851						
,, - - ,,	46 0 0	Sept. 20, 1853						
Saint - - B.S.	- - -	- - -	3 0 1	56 13 4	- - -	128 0 0	44 15 0	
s, Saint - - N.S.	146 0 0	June 17, 1842	2 9 2½	- - -	- - -	- - -	8 6 0	
s, Saint - - B.S.	- - -	- - -	2 9 5	11 5 0				
s, Saint, Charity S. -	44 0 0	Sept. 12, 1855	1 13 6½	27 10 0	- - -	2 10 0	19 6 0	
s, Saint - - Wes.	- - -	- - -	4 5 8½	118 10 0	55 0 0	88 5 0	27 10 0	
d-Cluney - N.S.	48 0 0	April 28, 1847						
,, - - ,,	23 10 0	Dec. 17, 1850						
,, - - ,,	18 0 0	Oct 20, 1856						
n Longville Ch. S.	172 16 0	Aug. 3, 1854	1 13 4					
n Waterville - N.S.	63 0 0	June 19, 1850	1 5 4½					
sey - - - Wes.	- - -	- - -	2 0 0	- - -	- - -	2 10 0		
on, King's - N.S.	40 0 0	May 2, 1845						
rey - - N.S.	92 0 0	Mar. 13, 1841						
rey - - - Wes.	- - -	- - -	2 10 4½	- - -	- - -	- - -	9 0 0	
dwick - - N.S.	60 0 0	Nov. 29, 1847						
ground - - N.S.	65 0 0	Nov. 4, 1846	1 1 6					
on - - - N.S.	75 0 0	May 18, 1846						
keley, Great - N.S.	45 0 0	May 2, 1845						
rning - - N.S.	26 10 0	Dec. 23, 1843						
boys - - N.S.	- - -	- - -	- - -	57 0 0	- - -	124 8 4	7 15 0	
ton, Old - - N.S.	50 0 0	May 10, 1844						
kham - - N.S.	- - -	- - -	2 2 1½					
tow - - N.S.	50 0 0	May 3, 1842	0 7 8					
odhurst - - N.S.	42 0 0	Oct. 14, 1843						
,, - - ,,	40 0 0	Dec. 24, 1845						
,, - - ,,	12 0 0	Feb. 27, 1846						
ley, Endowed School	128 0 0	May 12, 1849						
KENT.								
ledore and bony - - N.S.	120 0 0	Mar. 7, 1848						
,, - - ,,	21 19 0	Oct. 22, 1856						
lford - - N.S.	206 0 0	Mar. 11, 1843	26 3 11½	156 15 10	- - -	768 9 2	21 5 0	
,, - - - ,,	30 0 0	Aug. 30, 1851						
,, - - - ,,	47 0 0	July 24, 1855						
,, - - - ,,	11 0 0	Jan 24, 1856						
,, - - - ,,	42 4 0	Nov. 27, 1856						
lford - - - B.S.	- - -	- - -	3 17 10	63 0 0	- - -	104 18 4	45 0 0	
esford, Educational Society's - - N.S.	- - -	- - -	- - -	21 6 8	- - -	34 7 6	2 10 0	
lesford, Preston Hall, Infant Ch. of E.	- - -	- - -	- - -	22 18 4	- - -	- - -	3 12 0	
pchild and Tonge N.S.	137 12 6	Jan. 25, 1854	2 6 8	- - -	- - -	52 10 0		
rham - - N.S.	- - -	- - -	3 2 4½	46 5 0	- - -	368 16 8	9 12 0	
rming - - N.S.	50 0 0	May 14, 1842	1 10 0					
,, - - - ,,	265 0 0	May 28, 1856						
arstead - - N.S.	125 0 0	Dec. 23, 1848	2 5 2½	- - -	- - -	52 10 0		
ckenham - - N.S.	- - -	- - -	- - -	18 8 4	- - -	113 15 0	21 7 0	
thersden - - N.S.	175 0 0	Jan. 2, 1851	4 16 8½	- - -	- - -	32 10 0		
,, - - ,,	7 1 4	Mar. 31, 1854						
xley - - - N.S.	*160 0 0	Apr. 19, 1837		5 0 0				
,, - - - ,,	70 0 0	Nov. 25, 1845						
dborough - - N.S.	178 0 0	Oct. 3, 1855	- - -					
ddenden - - N.S.	162 0 0	Mar. 9, 1849						
rchington - - N.S.	129 5 0	July 31, 1849						
rden - - N.S.	182 0 0	Jan. 31, 1849						
ughton-under-Blean - - N.S.	100 0 0	Oct. 23, 1852						
ughton-under-Blean, Malherbe N.S.	100 0 0	Nov. 10, 1847	2 2 8½	- - -	- - -	15 8 4		
ughton-under-Blean, Monchelsea - N.S.	114 0 0	Nov. 20, 1851	1 10 1					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools
	Amount.	Date of Payment.						
KENT—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Boxley - - N.S.	121 0 0	Nov. 27, 1846	3 3 5½	115 15 0	- -	372 0 10	1 14 0	
Brabourne - - N.S.	102 0 0	Nov. 13, 1846	5 0 0½	13 15 0	- -	128 11 8	5 14 0	
Brenchley - - N.S.	116 10 0	June 16, 1842	2 0 0½	14 3 4	- -	57 18 4	18 11 0	
Brenzett - - N.S.	100 0 0	Nov. 20, 1852						
Broadstairs - - N.S.	*145 0 0	Sept. 20, 1837	6 5 3¼	26 11 8	- -	27 1 8		
Bromley - - N.S.	1,100 0 0	Aug. 22, 1855	7 17 1½	47 15 0	- -	55 0 0	13 15 0	
Bromley Common N.S.	202 0 0	June 1, 1847	1 11 1½	33 0 10	- -	111 5 0		
Brompton - - N.S.	303 15 0	Oct. 4, 1851	4 3 9½	30 0 0	- -	314 10 0	82 18 0	
„ - - „	120 0 0	Dec. 19, 1856						
Buckland - - N.S.	81 0 0	Jan. 1, 1844						
Canterbury - - B.S.	173 10 0	Mar. 13, 1841						
„ - - „	120 0 0	July 13, 1846						
Canterbury (Broad Street), Model - N.S.	720 0 0	Dec. 19, 1848	24 11 9½	13 6 8	- -	1,232 3 4		
Canterbury, St. Martin's and St. Paul's N.S.	80 0 0	June 19, 1845	5 8 1	36 0 0	- -	173 6 8		
Canterbury, St. Mildred's - - N.S.	400 0 0	Oct. 2, 1855	9 7 0½	10 8 4	- -	12 10 0		
Canterbury, St. George the Martyr's and St. Mary Magdalene's - N.S.	100 0 0	Jan. 25, 1854	- - -	4 3 4	- -	32 10 0		
Charing - - N.S.	- - -	- - -	1 7 8¾	80 0 0	- -	226 0 10	11 14 0	
Chart, Great - - N.S.	72 0 0	Jan. 27, 1846						
Chatham - - N.S.	- - -	- - -	- - -	18 13 4	- -	- - -	9 13 4	
Chatham, St. John's N.S.	- - -	- - -	- - -	- - -	- -	191 10 0		
Chatham, St. Paul's (Temporary) - N.S.	- - -	- - -	2 0 0	8 6 8				
Cheriton and Newington - - N.S.	125 0 0	May 29, 1848						
„ - - „	40 0 0	Apr. 23, 1849						
Chiddingstone - N.S.	98 0 0	Oct. 19, 1841						
Chiselhurst - - N.S.	- - -	- - -	- - -	40 10 0	- -	- - -	12 1 0	
Cliffe-at-Hoo - - N.S.	200 0 0	Dec. 14, 1854						
Cranbrook - - N.S.	183 0 0	Dec. 9, 1844	- - -	- - -	- -	121 17 6		
„ - - „	17 0 0	July 30, 1846						
Cranbrook, Milkhouse Street (Holy Trinity District) Sunday and Infant - N.S.	76 0 0	Mar. 16, 1841						
„ - - „	20 0 0	July 20, 1847						
Cray (Paul's) - - N.S.	*30 0 0	Feb. 27, 1839						
Crayford - - N.S.	- - -	- - -	2 10 0	31 19 2	- -	83 15 0	0 15 0	
Crockham - Ch. of E.	- - -	- - -	- - -	7 10 0	- -	- - -	2 14 0	
Cuxton - - N.S.	92 0 0	Feb. 25, 1850	1 16 0½	16 5 0	- -	16 5 0	6 6 0	
„ - - „	9 6 8	Oct. 17, 1855						
Cudham - - N.S.	101 5 0	Mar. 22, 1852	- - -	- - -	- -	- - -	19 2 0	
Dartford - - N.S.	- - -	- - -	2 8 0¼	21 13 4				
Dartford - - Wes.	- - -	- - -	7 10 2½	63 16 8				
Deal - - - N.S.	- - -	- - -	- - -	27 10 0	- -	52 1 8		
Deal, Infant - - N.S.	- - -	- - -	- - -	9 3 4	- -	92 5 0		
Deal - Par. Ch. S.	422 16 8	July 1, 1853	4 16 0½	65 3 4	- -	147 13 4		
Deal - - - Wes.	- - -	- - -	- - -	38 10 0	- -	95 10 0	16 11 0	
Denton - - - N.S.	64 10 0	Apr. 5, 1841						
Deptford - - N.S.	20 0 0	Oct. 31, 1844	1 11 10					
Deptford, St. John's N.S.	1,002 0 0	June 7, 1856	6 0 9¼	18 15 0	- -	13 15 0		
Deptford, (New Street) B.S.	110 0 0	Jan. 30, 1841						
Deptford, St. Nicholas' N.S.	*50 0 0	Dec. 19, 1855	2 2 1½					
Deptford - - R.C.	- - -	- - -	2 17 6¼	- -	- -	83 0 0		
Detling - - - N.S.	163 4 0	Nov. 24, 1856	2 1 8					
Dover - - - B.S.	*437 0 0	Apr. 16, 1835	4 0 11¾	65 0 0	- -	108 10 0	12 0 0	
„ - - - „	32 0 0	Apr. 18, 1854						
Dover (East Cliff) - N.S.	- - -	- - -	1 12 1½	45 0 0	- -	15 0 0		
Dover, Holy Trinity N.S.	148 0 0	Aug. 14, 1847	5 10 8					
Downe - - - N.S.	- - -	- - -	- - -	22 15 0	- -	- - -	4 16 0	
Edenbridge - - N.S.	200 0 0	Apr. 7, 1854						
Edenbridge - - B.S.	- - -	- - -	2 10 0	20 0 0	- -	- - -	6 2 0	

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	Amount.			Date of Payment.																		
KENT—*cont.*	£	*s.*	*d.*		£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
n, St. James' N.S.	125	0	0	June 16, 1846																		
- - - N.S.	60	0	0	Sept. 26, 1845	2	3	6	129	5	0	-		-	76	9	2	3	10	0			
- - - B.S.	-		-	- - -	2	1	4	24	11	8	-		-	-		-	13	13	0			
1 - - - N.S.	40	0	0	Aug. 4, 1841	5	1	8	-		-	-		-	252	10	0						
- - - „	21	0	0	July 31, 1849																		
- - - „	136	15	0	Jan. 12, 1853																		
- - - N.S.	106	0	0	May 11, 1850																		
- „ „	38	0	0	Apr. 22, 1851																		
ord - - N.S.	*70	0	0	Apr. 5, 1836	3	4	0½															
h, East - N.S.	*34	0	0	Apr. 5, 1839	3	15	0½	63	15	0	-		-	319	17	6						
- - „	120	0	0	Feb. 6, 1849																		
- - „	145	0	0	Jan. 18, 1856																		
h, West - N.S.	-		-	- - -	1	8	8															
ham - - N.S.	-			- - -	7	10	7	62	13	4	-		-	372	1	8						
ham - - B.S.	-		-	- - -	6	16	11	68	6	8	-		-	353	1	8	12	10	0			
am, Hartley																						
Longfield - N.S.	35	0	0	Nov. 3, 1841																		
tone - B.S.	162	0	0	Apr. 15, 1840	5	9	5½	29	11	8	-		-	362	8	4	27	15	0			
- - „	13	7	4	Nov. 23, 1853																		
- - „	11	5	4	Dec. 9, 1853																		
- - „	75	0	0	Apr. 26, 1856																		
tone, Ch. Ch.																						
nts - - N.S.	94	0	0	Mar. 2, 1852	2	14	0															
tone, St.																						
y's and St.																						
swith's - N.S.	551	12	6	Feb- 17, 1855	7	7	9½	32	5	0	-		-	40	0	0						
nden - - N.S.	65	0	0	Aug. 9, 1843																		
g, St. James' N.S.	169	0	0	Jan. 15, 1855																		
estone - Par.	-		-	- - -	-		-	113	5	0	-		-	99	3	4	3	12	0			
send and Mil-																						
- - - N.S.	*490	0	0	Aug. 24, 1836	7	14	11¾	159	0	0	-		-	485	19	2						
- - „	100	0	0	Apr. 10, 1849																		
send, Princes																						
et - - B.S.	-		-	- - -	-		-	86	5	0	-		-	143	8	4						
send, St. James'																						
N.S.	200	0	0	Sept. 10, 1855																		
Street Green Ch. S.	42	10	0	Jan. 13, 1852	2	1	0															
wich - - N.S.	*83	0	0	Apr. 29, 1837																		
wich - - P.U.	-		-	- - -	-		-	-		-	-		-	66	10	0						
wich, East																						
ich, Sunday																						
Infant School -	200	0	0	Aug. 31, 1844	-		-	17	10	0	-		-	46	10	0						
wich, Holy																						
ity (Maiden-																						
e Hill) - - N.S.	320	0	0	Aug. 7, 1846	12	7	2¼	116	18	4	-		-	524	5	0	21	9	8			
„ - „	253	0	0	July 18, 1854																		
wich, Roan's																						
rity (East																						
ich), Grey																						
School - -	-		-	- - -	2	5	5¼	-		-	-		-	76	15	0						
wich, (West																						
ich) Roan's																						
r Coat - - N.S.	-		-	- - -	-		-	-		-	-		-	104	0	0						
w - - - N.S.	437	0	0	May 19, 1849																		
edown, - - N.S.	111	10	0	June 6, 1854																		
es, Lower - N.S.	38	0	0	Dec. 18, 1847																		
tsham - Ch. S.	90	0	0	Mar. 11, 1845	3	14	4½	114	13	4	-		-	25	8	4	11	8	0	7	16	10
urst - N.S.	41	9	0	Dec. 27, 1855	-		-	101	11	8	-		-	112	18	4	24	8	0			
orn - - N.S.	-		-	- - -	1	8	0															
m - - - N.S.	120	0	0	Feb. 10, 1848	2	9	4	61	17	6	-		-	139	5	0	25	5	0			
- - - „	54	0	0	Feb. 14, 1855																		
borough - N.S.	126	0	0	May 26, 1848																		
- - - N.S.	*75	0	0	July 20, 1839	1	6	11															
am, Ch. Ch. - N.S.	300	0	0	Aug. 21, 1848	5	17	0															
- - - N.S.	400	0	0	July 5, 1852	5	15	6½	196	16	8	-		-	472	13	4						
m - - N.S.	-		-	- - -	2	1	7½	82	2	6	70	0	0	253	0	0	5	5	0			
1 - - - N.S.	212	8	0	Nov. 18, 1856																		
lown - - Par.	12	18	11	Nov. 21, 1856	1	9	0															
rhurst - N.S.	*43	0	0	Dec. 30, 1835																		
- - „	*16	0	0	Aug. 16, 1856																		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
KENT—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Lee - - - N.S.	- - -	- - -	10 4 8	24 0 0	-	706 0 0		
Lenham - - N.S.	105 0 0	Apr. 26, 1851	3 16 6½					
Lewisham, St. Mary's N.S.	- - -	- - -	- - -	10 0 0	- -	- -	9 11 0	
Loose - - - N.S.	96 0 0	Aug. 30, 1843	1 17 9					
Luton (near Chatham) - - - N.S.	50 0 0	Feb. 11, 1847	1 13 4½					
Lydd - - - N.S.	200 0 0	July 17, 1850	3 17 7¾	40 0 0	- -	182 18 4	20 6 0	
Lyminge, Endowed N.S.	136 0 0	Mar. 1, 1850	1 15 7½	- -	- -	50 8 4		
Maidstone - - P.U.	- -	- - -	- - -	- -	- -	39 11 8		
Maidstone, All Saints' N.S.	- -	- - -	13 8 6½	240 16 8	- -	955 17 5		
Maidstone, St. Peter's N.S.	200 0 0	Nov. 8, 1848						
Maidstone, Trinity Model - - N.S.	480 0 0	Apr. 2, 1842	13 1 0	248 1 8	- -	1,291 10 0		
Malling, East - - N.S.	187 10 0	Mar. 26, 1850	4 0 10½	5 0 0	- -	86 6 8	10 0 0	
Malling, West, Endowed	12 6 8	July 5, 1852	2 14 2½	47 3 4	- -	83 6 8	12 18 0	
Malling, West (Girls) N.S.	- -	- - -	-	14 13 4	- -	20 0 0	6 5 0	
Malling, North, Deanery, Church Schoolmasters' Association - - -	- -	- - -	1 10 1					
Margate - - - B.S.	- -	- - -	4 0 11⅓	25 0 0	- -	44 0 0	7 7 0	
Margate, Holy Trinity N.S.	225 0 0	July 4, 1851	8 11 0½	57 6 8	- -	314 10 0		
" " "	50 0 0	Oct. 10, 1853						
Margate, St. John's, N.S.	475 0 0	Feb. 14, 1855	5 1 8½	84 11 8	83 6 8	18 6 8		
Margaret, St., (at Cliffe) - - N.S.	40 0 0	Sept. 24, 1847						
Margaret's, St. (next Rochester) - - N.S.	500 0 0	Dec. 21, 1854	4 0 0½	35 15 0	- -	32 10 0		
Meopham - - N.S.	62 0 0	Apr. 22, 1842						
" - -	20 0 0	May 31, 1843						
Milton, Ch. Ch. - N.S.	- - -	- - -	- -	2 10 0	- -	3 15 0		
Milton (near Sittingbourne) - - N.S.	300 0 0	Jan. 19, 1849						
Milton (next Gravesend) - - - B.S.	- - -	- - -	4 14 0	66 15 0	- -	202 6 8		
Minster - - - N.S.	350 0 0	Apr. 17, 1848	1 10 7½	6 5 0				
" - - - "	45 0 0	Jan. 2, 1855						
Monkton - - N.S.	- - -	- - -	- -	13 6 8				
Newchurch - - N.S.	40 0 0	Dec. 31, 1845						
Newington - - N.S.	105 0 0	July 24, 1851	4 18 6¼	49 10 0	- -	52 10 0	5 1 0	
Northbourne, St. Augustine's - N.S.	145 10 0	July 13, 1852	2 0 0	60 0 0	- -	75 0 0	14 0 0	
Northfleet - - N.S.	*115 0 0	Sept. 26, 1838						
" - - "	25 0 0	Feb. 13, 1845						
Patrixbourne and Bridge - - N.S.	120 0 0	Jan. 4, 1850						
Peckham, East - N.S.	- - -	- - -	3 13 4	27 1 8	- -	6 5 0	8 8 0	
Petham - - - N.S.	70 0 0	Aug. 29, 1849						
Penshurst - - N.S.	- - -	- - -	- -	6 5 0	- -	6 5 0		
Platt, St. Mary's - N.S.	113 0 0	May 4, 1847						
Plaxtol - - - N.S.	171 0 0	Dec. 3, 1847	2 3 5¾	21 5 0	- -	247 10 0	22 5 0	
Pluckley - - N.S.	93 10 0	Feb. 7, 1851	4 6 11¾	- -	- -	127 10 0	17 0 0	
Plumstead, Central, Ch.S.	- - -	- - -	7 8 0					
Plumpstead, East, Endowed - - N.S.	- - -	- - -	3 16 7¾	23 0 0	- -	38 6 8	11 0 0	
Plumpstead, West, St. James' - - N.S.	- - -	- - -	3 13 4					
Plumpstead, Burrage Road - - - B.S.	- - -	- - -	4 11 4¼	57 6 8	- -	164 10 0	11 14 0	
Preston - - N.S.	*25 0 0	July 22, 1837						
Rainham - - N.S.	160 0 0	Mar. 25, 1847	3 16 7½	- -	- -	1 5 0	27 5 0	
Ramsgate, Ch. Ch. - N.S.	506 0 0	June 2, 1849	8 7 2½	142 6 8	- -	403 8 4		
Ramsgate, St. George's - - N.S.	- -	- - -	11 3 5	89 1 8	- -	405 15 0		
Ramsgate, St. Lawrence's - - N.S.	58 0 0	Apr. 8, 1851	1 6 8	- -	- -	146 0 0		

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	Amount.	Date of Payment.						
KENT—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ster, Dart-, and Shore-, Ch. School-ters' Association -	- -	- - -	2 0 0½					
ster, St. Ni-as' - - N.S.	399 0 0	Feb. 6, 1849	4 0 11½	242 15 0	- -	653 16 8		
aden - - N.S.	*100 0 0	Dec. 6, 1836						
ey, New - N.S.	59 0 0	Jan. 8, 1856	3 0 4⅜	20 0 0	- -	87 0 0	32 14 0	
all - - N.S.	- - -	- - -	1 4 8½	65 0 0				
ate - - N.S.	275 0 0	Mar. 25, 1846	1 5 6					
ood - - N.S.	88 5 6	Jan. 31, 1855	- - -	- -	- -	- -	9 4 0	
xhurst - N.S.	30 0 0	Feb. 4, 1847						
ness - - N.S.	*250 0 0	Dec. 16, 1837	3 1 2½	8 15 0	8 6 8	- -	9 0 0	
ness - - B.S.	*275 0 0	Jan. 11, 1837						
wick, the s, United N.S.	- -	- - -	4 6 8½	8 6 8	- -	12 10 0		
ourne - N.S.	75 0 0	July 23, 1853	- -	4 11 8	- -	- -	3 15 0	
ghurst - N.S.	- -	- - -	- -	- -	- -	- -	2 5 0	
gbourne - N.S.	230 0 0	June 17, 1847						
len, Free - N.S.	- -	- - -	2 0 0½					
and - - N.S.	- -	- - -	1 9 10	- -	- -	- -	7 16 0	
borough - N.S.	100 0 0	Nov. 24, 1845	2 0 9	5 10 0	- -	18 15 0	3 15 0	
fleet, En-ed - - N.S.	- -	- - -	1 3 1½					
ford - - N.S.	25 0 0	Dec. 31, 1845						
en's, St. (near terbury) - N.S.	120 0 0	Apr. 20, 1849	1 10 8	6 5 0	- -	36 13 4		
bury - - N.S.	50 10 0	Sept. 2, 1842						
ing - - N.S.	55 0 0	Dec. 18, 1846						
i - - - N.S.	252 0 0	Jan. 15, 1850	5 2 11¼	81 6 8	- -	158 17 6		
y - - - N.S.	60 0 0	July 23, 1852	2 11 6	- -	- -	- -	- -	5 8 0
n-at-Hone - N.S.	364 0 0	June 11, 1855	3 1 9	46 5 0	- -	156 0 0	13 4 0	
n Valence, ted - - N.S.	- -	- - -	- -	33 13 4	- -	174 7 6		
scombe and ne - - N.S.	70 0 0	Mar. 11, 1842	1 3 3½					
field Minnis - N.S.	150 0 0	June 12, 1847	1 6 10¼	- -	- -	65 4 2		
ham - - N.S.	*35 0 0	Dec. 29, 1838	- -	60 13 4	- -	257 0 0	18 17 0	
ham - - Wes.	- -	- - -	2 8 5⅔	10 16 8	- -	33 6 8	3 7 0	
rden - - N.S.	150 0 0	Jan. 20, 1844	2 12 9	6 5 0				
rden - - B.S.	- -	- - -	7 2 6	86 18 4	- -	316 10 0	10 15 10	20 14 2
n - - - N.S.	- -	- - -	- -	46 5 0	- -	17 10 0	21 12 0	
et, St. Peter's N.S.	105 0 0	Dec. 26, 1849	1 0 0½	60 0 0	- -	139 10 0	22 8 0	
- - - „	50 0 0	June 8, 1853						
ridge - - Wes.	- -	- - -	5 10 0½					
ridge, St. Ste-n's - - N.S.	250 0 0	Feb. 28, 1855	4 5 5	31 5 0	- -	92 10 0	14 16 0	
ridge Wells pel - Free S.	- -	- - -	4 1 9					
ridge Wells, Augustine's - R.C.	- -	- - -	2 6 8					
ridge Wells, Tri-- - - N.S.	- -	- - -	- -	21 0 0	- -	60 16 8		
ridge Wells, Tri-, Middle - N.S.	- -	- - -	- -	20 0 0				
St. Stephen's N.S.	153 0 0	Feb. 22, 1851						
rscliffe - N.S.	54 0 0	Nov. 1, 1849						
- - - „	50 0 0	May 31, 1854						
urch - - N.S.	54 0 0	Jan. 14, 1847						
er and Ring-ld - - N.S.	*106 0 0	Jan. 15, 1837	3 16 5½	23 6 8	- -	256 0 0	5 2 0	
am - - N.S.	- -	- - -	- -	- -	- -	- -	3 4 0	
ringbury - N.S.	- -	- - -	2 12 8	7 10 0	- -	182 13 4	36 14 0	
table and Sea-er - - N.S.	- -	- - -	24 8 9½	10 0 0	- -	813 3 4		
borough - N.S.	67 0 0	Feb. 27, 1849	3 0 11	- -	- -	35 16 8		
ington - Ch. S.	128 0 0	Sept. 14, 1850						
church - - N.S.	75 0 0	June 10, 1844	3 8 7½	33 11 8	- -	379 15 0	27 15 0	
- - „	4 16 8	June 22, 1848						
- - „	15 6 3	Aug. 8, 1849						

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	Amount.	Date of Payment.						
KENT—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Woodnesborough - N.S.	95 0 0	Apr. 11, 1848						
Woolwich - - N.S.	289 0 0	Mar. 27, 1841	8 9 7	133 3 4	- -	459 13 4		
Woolwich, Power Street B.S.	*225 0 0	Jan. 7, 1835						
Woolwich, St. Thomas' N.S.	1,036 0 0	Mar. 12, 1856	- -	22 18 4	- -	- -	19 17 0	
Woolwich - - R.C.	- - -	- - -	2 13 4½					
Wrotham - - N.S.	100 0 0	June 22, 1845						
LANCASHIRE.								
Accrington, Ch. Ch. N.S.	590 0 0	Feb. 28, 1845	11 18 10	94 5 0	- -	77 10 0		
" " " "	93 0 0	July 1, 1856						
Accrington, St. James', Infants - N.S.	208 0 0	Mar. 25, 1845	- -	13 10 0				
Accrington, St. Oswald's R.C.	- -	- - -	2 6 8¾	11 13 4	- -	4 16 8		
Accrington - Wes.	- -	- - -	4 2 8					
Adlington - Ch. S.	150 0 0	June 26, 1840	2 6 8					
Admarsh - - N.S.	*28 0 0	Jan. 24, 1835						
Aigburth - - N.S.	- -	- - -	3 5 9½	56 5 0	- -	50 8 4		
Ainsworth - - N.S.	*150 0 0	June 13, 1838						
Altcar - - - N.S.	- -	- - -	- - -	58 6 8	- -	- -	17 0 0	
Appleton, St. Bede's R.C.	- -	- - -	6 2 0					
Ardwick, St. Thomas' N.S.	- -	- - -	5 0 0	41 5 0				
Ashton, St. Thomas' (in Makerfield) - N.S.	250 0 0	July 15, 1851	6 15 8½	94 10 0	- -	287 0 0	31 11 0	
Ashton - - - R.C.	- -	- - -	- - -	24 18 4	- -	42 0 0		
Ashton-le-Willows, Ch.S.	110 0 0	Sept. 8, 1856	- -	- -	- -	- -	5 6 0	
Ashton-under-Lyne, Ch. Ch. (Charlestown) - - N.S.	832 0 0	Dec. 9, 1847	- -	- -	- -	256 1 8		
Ashton-under-Lyne, St. Peter's - - N.S.	*300 0 0	May 28, 1836	5 0 0					
" " - "	60 0 0	Mar. 1, 1844						
Astley - - - N.S.	200 0 0	Nov. 18, 1841	3 13 1½	17 10 0	- -	161 8 4	7 8 0	
" - - - "	103 0 0	Oct. 12, 1847						
" - - - "	14 18 0	Apr. 6, 1846						
Atherton - - N.S.	250 0 0	Nov. 8, 1840	7 9 2	153 6 8	- -	362 1 8	18 19 0	
" - - "	119 15 6	Nov. 9, 1852						
" - - "	83 0 0	Dec. 4, 1855						
Audenshaw - - N.S.	400 0 0	July 29, 1847	3 11 10	27 10 0	31 5 0	115 0 0	12 0 0	
Bacup, St. John's - N.S.	- -	- - -	3 3 6¾	21 0 0	- -	31 5 0		
Bacup - - - Wes.	- -	- - -	10 8 5	56 0 0	- -	91 6 8		
Bamford Public Eveng. S.	- -	- - -	2 0 0½					
Bank Meadow - B.S.	300 0 0	Jan. 8, 1840						
Bardsley - - N.S.	397 0 0	Dec. 7, 1846	1 6 5½	- -	- -	109 0 0		
Barrowford - - N.S.	231 15 0	July 31, 1851	4 6 11½					
Barton-upon-Irwell N.S.	240 0 0	Oct. 14, 1846	3 0 7					
" - "	30 0 0	June 15, 1852						
Barton-upon-Irwell Wes.	- -	- - -	4 0 0½					
Bedford, in Leigh - N.S.	200 0 0	Apr. 30, 1844						
Belfield (Messrs. Benecke's) - - N.S.	- -	- - -	5 0 11½	118 5 0	- -	277 3 4		
Bickerstaffe - - N.S.	200 0 0	Sept. 20, 1844	3 16 0½	51 0 0	- -	522 3 4	47 10 0	
Billinge - - N.S.	56 10 0	June 16, 1847						
Birch, St. James', (in Manchester) N.S.	- -	- - -	3 1 2½	102 13 4	- -	98 6 8	19 4 0	
Birch, St. Mary's, (in Middleton) - N.S.	*75 0 0	Aug. 13, 1836						
" - "	*46 0 0	Nov. 16, 1836						
Blackburn, St. Alban's R.C.	- -	- - -	6 5 0	86 0 0	30 0 0	298 0 0		
Blackburn, St. Anne's R.C.	- -	- - -	5 0 1½	46 10 0	- -	192 3 4		
Blackburn, Bank Top N.S.	740 0 0	Dec. 29, 1856						

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	Amount.	Date of Payment.						
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
burn (Nova ia) - - B.S.	*150 0 0	Apr. 16, 1836						
burn, St. John's N.S.	800 0 0	Apr. 10, 1845	2 7 11½	24 3 4	- -	29 0 0		
burn, St. Michael's N.S.	258 0 0	Oct. 24, 1849	7 6 10½	24 0 0	34 3 4	- -	29 0 0	
„ „ „	35 0 0	July 15, 1856						
burn (Mr. Spar- s) - - - R.C.	- - -	- - -	6 17 0½	26 13 4	- -	156 6 8		
burn, Trinity N.S.	294 0 0	Sept. 19, 1844	4 1 11¾	8 5 0	- -	94 7 6		
„ „ „	124 0 0	Nov. 7, 1856						
ley (Crab Lane) N.S.	100 0 0	Apr. 29, 1843						
„ - „	21 0 0	May 7, 1844						
„ - „	20 0 0	Apr. 6, 1846						
„ - „	43 0 0	Aug. 5, 1847						
pits - - N.S.	120 0 0	Nov. 2, 1847	3 2 4½					
- „	8 0 0	Sept. 25, 1856						
pool - - Wes.	- - -	- - -	2 8 0½	34 7 6				
rod - - N.S.	450 0 0	Aug. 22, 1846	1 11 5½	3 15 0	- -	156 15 0	13 18 0	
	78 0 0	Nov. 13, 1856						
n-le-Moors B.S.	*250 0 0	Apr. 22, 1837	6 7 9	35 15 0	- -	358 10 0		
n-le-Moors, Bridge et - - - Wes.	311 0 0	Apr. 29, 1850	19 0 4½	120 0 0	60 0 0	593 10 0		
n-le-Moors, cher Street - „	- -	- - -	10 11 3½	68 15 0	- -	371 12 6		
n-le-Moors, Ch. Ch. N.S.	540 0 0	Dec. 23, 1847	11 13 2½	91 13 4	25 0 0	714 16 8		
n-le-Moors (Em- nuel District) N.S.	250 0 0	Feb. 13, 1845	12 13 3¾	48 0 0	- -	1,039 13 4		
„ - „	100 0 0	Oct. 18, 1852						
„ - „	123 13 4	Nov. 17, 1855						
n-le-Moors, In- trial Ragged - N.S.	- -	- - -	- - -	- - -	- -	- -	- -	97 17 5
n-le-Moors, Holy nity - - N.S.	*240 0 0	Nov. 10, 1838	18 16 7½	174 5 10	- -	1,414 16 8		
„ - „	155 0 0	Dec. 21, 1847						
„ - „	22 10 0	April 8, 1856						
„ - „	120 0 0	June 12, 1856						
n-le-Moors, St. er's and St. Paul's R.C.	- -	- - -	14 18 3¼	68 12 6	- -	616 6 8	27 10 0	
n, Little, All nts' - - N.S.	600 0 0	Mar. 18, 1848	8 16 11¼	55 8 4	- -	298 11 8		
„ - „	160 0 0	Nov. 8, 1856						
n, St. George's N.S.	500 0 0	Aug. 9, 1848	14 16 10½	118 6 8	- -	275 10 0		
„ - „	30 0 0	Jan. 9, 1855						
n-le-Sands, In- trial - - N.S.	65 16 0	Feb. 20, 1850	2 4 6½					
e - - - N.S.	*200 0 0	Nov. 12, 1836	8 4 4	126 16 8	- -	748 6	44 10 0	
e - - - R.C.	- -	- - -	- - -	- - -	- -	- -	11 14 0	
ay District - N.S.	- -	- - -	2 0 0¼	24 15 0				
erton (Free lowed) - Ch. S.	126 0 0	Mar. 10, 1852						
field - - N.S.	247 0 0	Jan. 2, 1850	2 16 8					
cliffe, St. nes' - - N.S.	492 0 0	March 1, 1856	4 19 9½	7 10 0				
sbottoms - Wes.	- -	- - -	14 15 7	77 10 0	- -	464 3 4		
ghton, St. n's - - N.S.	- -	- - -	- -	16 5 0				
nedge, St. y's - - R.C.	- -	- - -	1 7 9					
hurst - - N.S.	*112 0 0	Apr. 22, 1840	1 3 3					
„ - - „	143 0 0	Sept. 2, 1840						
„ - - „	25 0 0	Feb. 20, 1849						
ill and Lower ce - - N.S.	210 0 0	Nov. 11, 1846	4 17 3	3 15 0	- -	3 15 0		
ey - - N.S.	*100 0 0	Feb. 3, 1836	42 15 10¾	145 0 0	12 10 0	1,214 0 0		
ey, St. James' N.S.	*200 0 0	Feb. 5, 1840	2 9 2¾	75 0 0	- -	503 10 0	21 11 0	
„ - „	100 0 0	Nov. 23, 1844						

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	Amount.	Date of Payment.						
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Burnley, St. Peter's (Pickup Croft) - N.S.	299 0 0	Mar. 2, 1847						
Burnley, Lanebridge, (St. Paul's) - N.S.	508 0 0	July 6, 1847	6 5 8½	22 0 0	- -	267 0 0	- -	9 8
Burnley, Lane Head N.S.	50 0 0	June 5, 1844	2 13 6½	- -	- -	- -	23 12 0	
Burnley, St. Mary's R.C.	- -	- - - -	7 1 8	- -	- -	40 5 0		
Burnley - - - Wes.	807 0 0	Aug. 10, 1852	20 16 6	107 13 4	30 0 0	619 16 8	35 15 0	
Burscough Hall - R.C.	- -	- - -	2 3 8½	- -	- -	- -	- -	5 18
Bury (Clerke Street) Wes.	- -	- - -	12 3 1½	100 0 0	- -	306 0 0	21 16 0	
Bury, Central - N.S.	- -	- - -	- -	43 15 0				
Bury, Holy Trinity N.S.	473 0 0	Apr. 19, 1851	7 8 4½	120 3 4	30 0 0	426 15 0		
" " - "	40 0 0	Oct. 2, 1855						
Bury, St. John's - N.S.	370 0 0	Mar. 1, 1849	1 19 5					
Bury, St. Marie's - R.C.	- -	- - -	5 6 8					
Bury, St. Paul's - N.S.	150 0 0	Oct. 26, 1844	3 6 1½					
Bury, Ragged School -	- -	- - -	1 14 0					
Busk (near Foxhill Bank, Oswaldtwistle) - - N.S.	*93 0 0	Oct. 21, 1837						
" " - - "	45 0 0	Dec. 28, 1843						
Cartmel - - N.S.	58 4 0	Oct. 8, 1846						
Castleton Moor - B.S.	- -	- - - -	5 9 2	33 8 4	- -	35 0 0	39 5 0	
Caton - - - N.S.	226 0 0	Oct. 1, 1850	- -	45 0 0	- -	49 10 0	56 3 0	
Chatburn - - N.S.	248 0 0	June 10, 1850	3 11 5½	62 10 0	- -	75 0 0	29 16 0	
Charlestown - - B.S.	*75 0 0	Jan. 10, 1835						
" - - "	*40 0 0	Oct. 10, 1837						
Charlestown, St. George's - - N.S.	- -	- - -	10 14 2½	20 0 0				
Chipping - - R.C.	- -	- - -	1 6 8	- -	- -	- -	5 2 0	
Chorley, St. George's N.S.	- -	- - -	5 7 9¼	79 10 0	- -	215 13 4		
Chorley, St. Mary's R.C.	- -	- - -	7 6 7	43 13 4	- -	42 0 0	27 10 0	
Chorley, Night School "	- -	- - -	- -	- -	- -	8 0 0		
Chorley, Parish - N.S.	*156 0 0	Nov. 21, 1835	3 12 3¼					
" " - "	150 0 0	June 18, 1849						
Chorley, St. Peter's (Eave's Lane) - N.S.	94 0 0	May 11, 1842						
Chorlton-cum-Hardy N.S.	150 0 0	Feb. 21, 1846	1 9 7½					
Churchtown and Crossens - N.S.	*108 0 0	Dec. 5, 1838						
Churchtown - - B.S.	*35 0 0	Nov. 8, 1837						
Clayton-le-Moors - N.S.	118 0 0	Feb. 23, 1842	2 10 1¼					
Clayton-le-Woods - N.S.	40 0 0	May 13, 1846	1 0 11					
Clitheroe, St. James' N.S.	150 0 0	Apr. 14, 1841						
" " - "	160 0 0	Aug. 21, 1843						
Clitheroe, Parish - N.S.	*300 0 0	Aug. 15, 1840						
Clitheroe - - R.C.	- -	- - - -	4 0 8¼					
Cockerbrook - - B.S.	*50 0 0	Mar. 10, 1838						
Collyhurst - - N.S.	438 0 0	Feb. 1, 1851	2 0 0					
" - - "	23 6 8	July 5, 1856						
Colne - - - N.S.	500 0 0	Sept. 23, 1844	6 14 3¾	7 10 0	- -	657 10 10	22 12 0	
Colne Ch. Ch. - N.S.	150 0 0	May 16, 1842						
Colne (Waterside) - N.S.	380 0 0	May 3, 1848	11 0 0					
Colton in Milnthorpe N.S.	- -	- - -	- -	- -	- -	21 5 0	3 16 0	
Coppull - - N.S.	216 0 0	Sept. 21, 1847	6 6 5½	12 7 6	- -	301 10 0	4 18 0	
Cowhill - - Wes.	- -	- - - -	- -	10 0 0				
Croft - - N.S.	217 0 0	Feb. 28, 1856						
Crompton, High - N.S.	284 0 0	June 21, 1848	1 13 4¾	3 15 0	- -	3 15 0	35 11 0	
Crosby, Great - N.S.	72 0 0	Oct. 21, 1842						
Crumpsall, Lower N.S.	494 10 0	May 6, 1851	6 13 2					
Darwen (Over) - N.S.	*200 0 0	April 5, 1839						
Davyhulme - - Wes.	- -	- - -	6 4 9	27 10 0	- -	- -	23 19 0	
Deane (at Rumworth) - - N.S.	*50 0 0	Jan. 13, 1838	3 7 8¼	142 10 0	- -	236 6 8	14 8 0	
" " "	70 0 0	Mar. 16, 1852						
" " "	20 0 0	Nov. 21, 1856						

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YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ton, Ch. Ch. - N.S.	400 0 0	Feb. 22, 1848	2 10 6½	105 17 6	- -	253 1 8	12 14 0	
" - "	100 0 0	Aug. 30, 1848						
n and Haugh-								
n - - N.S.	500 0 0	May 15, 1855	3 6 6					
ury, Endowed N.S.	60 0 0	Dec. 3, 1852	4 14 5½	89 0 10	- -	297 13 4		
ham - - N.S.	*75 0 0	Sept. 19, 1840	2 15 6½	- -	- -	107 5 10		
esden - - B.S.	- -		16 12 8½	93 15 0	96 0 0	879 1 8	31 17 0	
y Mills - - B.S.	- -		7 4 3	64 5 0	- -	279 0 0	72 9 0	
stown, Dist.								
nt - - N.S.	- -		- -	- -	- -	- -	2 16 0	
(Broomhouse								
e) - - N.S.	- -		3 2 11	73 10 0	14 0 6	52 10 0		
, St. Mary's R.C.	- -		6 5 3					
(Weaste								
e) - - N.S.	201 0 0	May 4, 1849						
ton, St. Tho-								
- - N.S.	305 0 0	Dec. 18, 1843						
"	20 0 0	Oct. 2, 1846						
orth - - N.S.	*45 0 0	Sept. 14, 1836						
on - - B.S.	- -		4 14 10¼	21 10 0	- -	29 0 0	22 5 0	
All Saints', - N.S.	574 0 0	Oct. 30, 1848						
- - N.S.	- -		2 3 4	- -	- -	89 6 8		
- - - B.S.	- -		1 4 5¼					
n - - N.S.	*126 0 0	Dec. 27, 1837						
n, St. Mary's - R.C.	- -		2 10 8¼	- -	- -	54 7 6	29 2 0	
on, Ch. Ch. - N.S.	- -		7 7 6½	91 10 0	- -	350 7 6	15 1 0	
on, St. Chry-								
om's (Mill								
et) - - N.S.	100 0 0	Dec. 31, 1845	14 19 1¼	190 12 6	- -	690 10 10	21 17 0	
"	77 0 0	Apr. 3, 1855						
on, St. Peter's N.S.	- -		10 0 0	52 10 0	- -	143 10 0	17 8 0	
on and Kirk-								
- - N.S.	- -		17 14 0	184 0 0	- -	545 1 8	11 0 0	
l Bridge - N.S.	*70 0 0	Sept. 25, 1839						
orth - - N.S.	*270 0 0	Dec. 16, 1837	6 14 8¾	42 10 0	50 0 0	424 10 0	53 0 0	
- - "	7 4 0	Apr. 14, 1851						
- - "	8 5 0	Sept. 1, 1854						
eld Moravian S.	- -		- -	20 0 0	- -	17 6 8		
orth (near								
rington) - N.S.	125 0 0	June 13, 1845	5 19 3¾	47 13 4	- -	323 15 0	39 2 0	
" - "	10 0 0	Aug. 23, 1845						
" - "	35 0 0	Mar. 2, 1846						
" - "	34 0 0	Jan. 2, 1856						
orth, St. John's								
Bolton) - N.S.	*250 0 0	Aug. 13, 1836	2 9 9½	52 3 4	- -	315 13 4	7 16 0	
" - "	105 0 0	Dec. 14, 1843						
" - "	100 0 0	July 31, 1849						
" - "	20 0 0	April 21, 1855						
orth "	- -	Wes.	6 16 10	20 12 6	- -	41 0 0		
Savory and								
kshead - N.S.	*60 0 0	Dec. 9, 1835						
- - N.S.	182 0 0	Jan. 27, 1846	2 5 1½					
- - "	48 0 0	Oct. 14, 1856						
algh - - R.C.	- -		1 10 0¼	- -	- -	35 0 0	10 4 0	
ood - - R.C.	- -		1 13 4	- -	- -	- -	23 7 0	
ood, Testi-								
ial - - N.S.	286 0 0	Dec. 13, 1847	8 6 8½	126 5 0	- -	567 17 6	54 5 0	
dge - - N.S.	270 0 0	Sept. 12, 1855						
eton - N.S.	63 0 0	Dec. 12, 1840						
ng - - N.S.	104 0 0	Sept. 11, 1845	- -	21 10 0				
ng - - R.C.	- -		4 15 6½	- -	- -	241 13 4	19 10 0	
ss, St. Swi-								
's - - R.C.	- -		4 8 0¾	- -	- -	- -	6 7 0	
ick, Ch. Ch. - N.S.	550 0 0	Sept. 29, 1856						
ne - Ch. of E.	- -		5 9 2	24 15 0	- -	42 10 0	29 12 0	
haw-Booth - N.S.	*234 0 0	June 27, 1838						
haw and								
eclough N.S.	117 0 0	May 11, 1847						
n - - N.S.	*142 0 0	Feb. 9, 1839						
- - - N.S.	*120 0 0	April 1, 1837	3 6 10½					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools
	Amount.	Date of Payment.						
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Greenacre's Moor - N.S.	*165 0 0	July 8, 1837						
Habergham, All Saints' - - N.S.	228 0 0	Apr. 29, 1851	14 11 2	224 15 0	99 7 6	899 3 4	125 12 0	
Habergham Eaves N.S.	200 0 0	Jan. 19, 1841	7 2 2	70 17 6	- -	527 11 8	25 0 0	
" " - "	200 0 0	Jan. 4, 1844						
" " - "	70 0 0	Mar. 18, 1853						
" " - "	64 0 0	Dec. 26, 1855						
Halewood - - N.S.	60 0 0	Nov. 20, 1848	- -	51 10 0	- -	- -	19 15 0	
" - - "	22 0 0	Dec. 28, 1855						
Halliwell, Dean Mills - - B.S.	- -	- - -	- -	35 16 8	- -	382 5 0	89 7 0	
Halliwell, St. Paul's N.S.	- -	- - -	- -	- -	- -	- -	9 19 0	
Halsall - - N.S.	- -	- - -	3 16 0½	133 8 4	- -	263 0 0	10 3 0	
Halton - - N.S.	- -	- - -	1 0 5¾	- -	- -	120 15 0	2 0 0	
Hambleton - N.S.	*40 0 0	Nov. 5, 1836						
Hamer, St. John's - N.S.	- -	- - -	1 15 3½					
Hardfield - - N.S.	220 0 0	July, 19, 1841	8 6 7					
Harpurhey - N.S.	- -	- - -	7 1 10½	83 8 4	- -	384 19 2	21 2 0	
Harwood, Great - N.S.	*123 0 0	Oct. 13, 1838	4 17 4½	50 10 0	- -	- -	15 0 0	
" " - "	14 13 4	Feb. 8, 1856						
Harwood, Ch. Ch. - N.S.	36 0 0	Feb. 5, 1856	- -	7 10 0	- -	15 0 0		
" " - "	140 0 0	July 24, 1856						
Haslingden - - N.S.	318 2 6	Nov. 11, 1854						
Hawkshead - - N.S.	- -	- - -	1 15 0½	15 2 6	- -	26 13 4	7 1 0	
Hawkshaw Lane - N.S.	- -	- - -	1 0 0					
Haydock - - N.S.	*120 0 0	Sept. 18, 1839	1 18 7					
Healey - - - N.S.	315 0 0	July 23, 1853	8 6 8½	30 0 0	- -	18 15 0	49 13 0	
Heaton Norris, Ch. Ch. - - N.S.	- -	- - -	3 2 11½					
Helen's, Saint, (Cowley's Charity) - B.S.	265 0 0	Jan. 20, 1847						
Helen's, Saint (Lowe House) - - R.C.	- -	- - -	10 0 0	27 5 0	- -	173 0 0		
Helen's, Saint (Moreflat) - - - N.S.	- -	- - -	3 10 0¼	55 10 0	- -	102 1 8		
Helen's, Saint (Parr Mount - - N.S.	133 13 4	Nov. 21, 1854						
Helen's, Saint - Wes.	500 0 0	Apr. 26, 1855	7 18 5	33 6 8	- -	19 0 0		
Hey Houses and Sabden - - N.S.	*75 0 0	July 28, 1841						
Heywood, St. James' N.S.	*360 0 0	Dec. 29, 1838	2 18 4½	40 0 0	43 15 0	89 10 0		
" " - "	15 0 0	Mar. 28, 1854						
" " - "	3 15 0	Sept. 1, 1854						
Heywood, St. James', (Heady Hill) - N.S.	180 0 0	Apr. 1, 1843	7 18 6¼					
" " - "	50 0 0	Apr. 10, 1849						
Heywood, St. Luke's (York Street) - N.S.	*78 0 0	Nov. 19, 1836	20 6 4½	171 6 8	120 0 0	788 6 8		
" " - "	28 0 0	Oct. 21, 1842						
" " - "	14 0 0	Sept. 11, 1850						
" " - "	25 0 0	Sept. 15, 1851						
Heywood, New Jerusalem Factory B.S.	- -	- - -	8 3 4	11 15 0	- -	4 16 8		
Heywood, Queen Street - - - Wes.	- -	- - -	2 0 7½	12 10 0	- -	34 3 4		
Higham - - - N.S.	*50 0 0	June 6, 1838	0 11 5½					
Hindley - -Ch.S.	- -	- - -	4 9 2¼	26 10 0				
Hippings - - Wes.	- -	- - -	3 6 8	21 5 0	- -	7 5 0	4 16 0	
Hoddlesden - - N.S.	171 0 0	Aug. 23, 1853	5 7 0	-	- -	15 0 0		
Holden Fold - - N.S.	32 0 0	Dec. 11, 1855						
Hollingwood - N.S.	*180 0 0	Oct. 27, 1838						
Hoole - - - N.S.	200 0 0	Oct. 23, 1851	1 10 1¾					
Hornby - - - N.S.	- -	- - -	1 13 4					
Houghton, West - N.S.	43 0 0	June 19, 1841						
Hulme, Holy Trinity - - N.S.	*208 0 0	Dec. 9 1840	17 1 3½	151 13 4	72 18 4	560 13 4		
Hulme, St. George's N.S.	- -	- - -	- -	10 16 8	- -	80 18 4		
Hulme, St. John Baptist's - - N.S.	- -	- - -	10 12 9¼					
Hulme St. Mark's Ch. S.	428 0 0	Oct. 29, 1856	- -	61 10 0	- -	130 15 0		

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	Amount.	Date of Payment.						
NCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ne, Wilmot Street Free S.	- - -	- - -	5 0 0¼	- - -	- - -	2 8 4		
t - - N.S.	384 0 0	Jan. 9, 1849						
t - - B.S.	- - -	- - -	12 11 3¾	106 16 8	- -	478 13 4	71 17 0	
t Green - N.S.	60 0 0	Oct 11, 1843	1 1 0½					
t Green - R.C.	- -	- - -	10 7 5	5 16 8	- -	251 15 0		
St. Catherine's, N.S.	419 12 6	July 12, 1851	6 19 9¾	14 3 4	- -	47 10 0		
Blundell - R.C.	- - -	- - -	3 14 10	- - -	- -	92 18 4	1 3 0	
ip - - N.S.	80 0 0	Sept. 13, 1848	4 12 8½	- - -	- -	177 18 4		
- - „	8 0 0	Nov. 7, 1848						
ns o'the eight - - B.S.	- - -	- - -	5 3 1	73 15 0	- -	149 10 0	41 2 0	
ll or Bury (Peel reet) - - N.S.	*225 0 0	Oct. 28, 1837	4 0 4½	70 6 8	- -	240 10 0		
„ - „	75 0 0	Jan. 28, 1848						
„ - „	3 3 0	Apr. 14, 1848						
all, St. Paul's, N.S.	- - -	- - -	- - -	51 13 4	- -	32 6 8		
by - - N.S.	- - -	- - -	2 13 2¾	46 11 8	- -	83 0 0	10 5 0	
dale, St. Mary's N.S.	150 0 0	May 28, 1845	4 8 8	45 0 0				
dale Indust. - P.U.	- - -	- - -	- - -	- - -	- -	605 10 10		
ham - - N.S.	- - -	- - -	5 1 5¾	3 15 0	- -	118 5 0	34 17 0	
ty Ash - - Par.	- - -	- - -	1 8 2	10 0 0	- -	12 10 0	4 16 0	
vsley - - N.S.	- - -	- - -	- - -	146 9 2	- -	51 13 0	13 10 0	
aster - - B.S.	*150 0 0	July 23, 1835	9 15 11	- - -	- -	567 5 0		
„ - - „	11 11 11	July 18, 1854						
aster, Parish, vs - - - N.S.	10 0 0	Mar. 20, 1855	15 12 8¾	80 0 0	- -	857 13 4		
aster, Girls and ants - - R.C.	140 0 0	June 10, 1856	5 7 8	10 10 0	- -	16 16 8		
aster - - R.C.	- - -	- - -	11 19 6	86 16 8	- -	323 1 8		
aster, St. Thomas' N.S.	800 0 0	Sept. 16, 1847	4 6 2½	84 0 0	- -	332 3 4		
„ „ - „	4 5 0	Apr. 14, 1848						
„ „ - „	66 13 8	Feb. 28, 1853						
om, St. James' N.S.	264 0 0	Oct. 17, 1854	3 0 1	10 0 0	- -	- - -	4 19 0	
Zion, Methodist w Connexion Day ool - - -	- - -	- - -	12 11 4	17 10 0	30 0 0	713 11 8		
- - - N.S.	325 0 0	Jan. 11, 1841	2 7 6¾	70 0 0	- -	161 11 8		
, Lately Com- - - - N.S.	45 0 0	Nov. 20, 1841						
- - - Wes.	- - -	- - -	4 4 1¼	43 1 8	- -	153 2 6		
(Little) - N.S.	209 0 0	June 1, 1854						
nd - - N.S.	*232 0 0	Jan. 19, 1839	1 18 8	30 0 0	- -	100 18 4	26 1 0	
- - „	70 0 0	Oct. 17, 1845						
shulme - N.S.	494 0 0	May 19, 1856						
le (in Cartmel) N.S.	*50 0 0	May 16, 1838						
le (in Marton) N.S.	- - -	- - -	4 6 8					
rland - - R.C.	- - -	- - -	2 19 2¼	31 10 0	- -	158 15 0	29 7 6	
borough - N.S.	170 0 0	Jan. 26, 1846						
pool, the Akbar at Frigate Re- natory School -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	294 0 0
pool, All Saints' N.S.	854 13 4	Jan. 10, 1854	10 5 5½	51 9 2	- -	127 0 0		
pool, Cranmer Wes.	- - -	- - -	- - -	18 0 0	- -	- - -	19 4 0	
pool, St. Andrew's N.S.	- - -	- - -	8 10 7¼	80 19 2	- -	320 0 10		
pool, Everton scent, Indus- l - - - R.C	- - -	- - -	- - -	- - -	- -	- - -	- - -	244 3 4
pool, St. Ann's, ge Hill) - R.C.	700 0 0	Dec. 16, 1852	10 8 5	61 6 8	- -	265 18 4		
pool, St. Anthony's R.C.	- - -	- - -	4 15 4	- - -	- -	1,309 8 4		
pool, St. Augus- 's - - N.S.	*300 0 0	Apr. 15, 1835	16 15 4½	192 0 0	85 0 0	1,021 8 4	21 10 0	
„	951 15 0	July 1, 1853						

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	Amount.	Date of Payment.						
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Liverpool, St. Barnabas' - - N.S.	731 0 0	Apr. 17, 1845	13 1 8¾	123 14 2	- -	507 0 0	24 15 0	
„ „ - „	20 0 0	Nov. 7, 1848						
Liverpool, St. Bartholomew's (Naylor Street) - - N.S.	328 0 0	Nov. 22, 1843	11 18 7	98 1 8	25 0 0	892 0 0	3 18 0	
„ „ - „	6 0 0	Dec. 6, 1849						
„ „ - „	23 0 0	Nov. 21, 1854						
Liverpool, St. Bride's N.S.	*625 0 0	July 26, 1837	7 4 8	112 5 0	- -	749 16 8	21 11 0	
Liverpool, St. Catherine's - - - N.S.	*200 0 0	Apr. 19, 1837	- -	18 6 8				
Liverpool, Ch. Ch. - N.S.	*337 0 0	June 29, 1839	21 5 10½	241 7 6	- -	1,831 1 8		
„ „ - „	17 6 8	Nov. 26, 1852						
Liverpool, St. Francis Xavier's - - R.C.	800 0 0	Dec. 14, 1854	20 0 0	7 10 0	- -	82 2 6		
Liverpool, Hackin's Hey - - - B.S.	- -	- - -	3 12 1	- -	- -	32 10 0		
Liverpool, Harrington - - - B.S.	- -	- - -	12 6 8½	249 15 10	30 0 0	1,772 16 8		
Liverpool, St. Helen's - - - R.C.	- -	- - -	- -	- -	- -	293 7 6		
Liverpool, Hibernian - - - B.S.	268 0 0	Jan. 29, 1852	18 18 4½	159 1 8	73 6 8	1,222 14 7		
„ „ „	150 0 0	Jan. 17, 1853						
Liverpool, Holy Cross R.C.	1,200 0 0	Feb. 8, 1855	9 19 8	19 10 0	- -	230 3 4		
Liverpool, Hope Street - - B.S.	- -	- - -	17 6 11½	114 15 10	25 0 0	785 10 0		
Liverpool, Industrial Ragged - - -	- -	- - -	- -	- -	- -	- -	- -	CS4 10
Liverpool, St. James' (Toxteth Park) - N.S.	250 0 0	July 16, 1849	15 3 11½	155 10 0	64 3 4	701 1 8	6 12 0	
„ „ „	39 13 4	Dec. 1, 1853						
„ „ „	25 0 0	May 9, 1855						
Liverpool, St. John's (Toxteth Park) - N.S.	*450 0 0	Dec. 29, 1838						
Liverpool, St. John's N.S.	312 10 0	Dec. 17, 1851	4 11 6½	20 16 8	37 10 0	104 0 0		
„ „ „	40 0 0	Mar. 20, 1855						
Liverpool, Jordan Street - Wes.	- -	- - -	12 7 2¾	140 11 8	- -	830 13 4		
Liverpool, Mount Pleasant - - B.S.	- -	- - -	- -	21 5 0	- -	- -	5 14 0	
Liverpool, St. Jude's, (Edge Hill) - - N.S.	- -	- - -	9 2 11½	69 17 6	- -	483 0 0	12 18 0	
Liverpool, St. Luke's N.S.	*190 0 0	July 22, 1838	6 1 8¾	226 5 0	- -	676 7 6	1 15 0	
„ „ - „	12 12 0	July 18, 1854						
„ „ - „	12 4 0	Oct. 25, 1855						
Liverpool, St. Mark's N.S.	800 0 0	Aug. 2, 1855	11 13 1¾	232 5 10	- -	587 15 0	19 7 0	
Liverpool, St. Martin's N.S.	650 0 0	July 26, 1845	5 17 0¾	134 6 8	- -	518 15 0		
Liverpool, St. Mary's, (Raye Street) - R.C.	- -	- - -	18 13 5½	43 6 8	- -	824 8 4		
Liverpool, St. Mary's, (Edge Hill) - - N.S.	- -	- - -	9 19 1¾	240 10 0	5 4 2	944 12 6	24 2 0	
Liverpool, Moorfields, Old Church Charity N.S.	- -	- - -	12 14 9	116 5 0	- -	347 7 6		
Liverpool, St. Nicholas' R.C.	- -	- - -	17 19 5½	- -	- -	774 14 2		
Liverpool, North (Bond Street) - N. S.	92 6 8	Sept. 6, 1853	10 3 7½	97 1 8	108 6 8	1,402 12 6	23 8 0	
Liverpool, St. Oswald's R.C.	- -	- - -	6 19 8	- -	- -	264 3 4		
Liverpool, St. Paul's (Toxteth Park) - N.S.	600 0 0	June 23, 1856	12 4 2½	187 2 6	- -	444 10 0	21 15 0	
Liverpool, St. Peter's R.C.	- -	- - -	10 17 2	- -	- -	200 3 4		

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	Amount.	Date of Payment.						
ANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
rpool (Prescot reet) Brunswick Wes.	- -	- - -	1 14 0	15 0 0	- -	130 10 0		
rpool, Prince lwin Street - B.S.	- -	- - -	6 15 1					
rpool, St. Saviour's N.S.	- -	- - -	2 12 7½	36 11 8	- -	76 0 0	5 9 0	
rpool, South ornwallis Street) N.S.	- -	- - -	13 8 0½	198 8 4	11 13 4	924 15 0	9 18 0	
rpool, St. Thomas', rederick Street) N.S.	- -	- - -	7 1 8½	8 15 0				
rpool, St. Thomas', oxteth Park), N.S.	615 0 0	Aug. 6, 1846	17 1 1¾	171 5 0	70 0 0	940 13 4	33 10 0	
" " "	322 0 0	Feb. 18, 1855						
rpool, St. Thomas' d St. William's, lackstock Street) R.C.	- -	- - -	8 2 5	103 10 0	- -	736 5 0		
rpool, St. Thomas', ount Vernon Street), R.C.	- -	- - -	24 18 0	- -	- -	608 0 10	- -	
rpool, Industrial "	- -	- - -	- -	- -	- -	- -	- -	348 11 8
rpool, Toxteth B.S.	- -	- - -	2 4 5¾	31 3 4	- -	75 0 0	1 0 0	
rpool, Trinity Ch.S.	- -	- - -	3 7 0					
rpool, Windsor, . Clement's - N.S.	240 0 0	Nov. 22, 1843	7 1 9¾	170 8 4	- -	629 6 8	14 15 0	
" " - "	50 0 0	Feb. 3, 1849						
" " - "	30 0 0	Sept. 18, 1854						
rpool, Workhouse hool - - -	- -	- - -	- -	- -	- -	6 10 0		
gridge - - N.S.	- -	- - -	1 6 6					
gsight - - N.S.	157 10 0	Dec. 11, 1851	2 18 2	32 0 0	- -	18 15 0	13 6 0	
nam, St. John's N.S.	184 10 0	June 15, 1852	8 5 0½	15 0 0	- -	- -	6 17 0	
" " - "	92 17 6	April 5, 1853						
nam, St. Peter's R.C.	- -	- - -	3 6 8					
hull - - N.S.	80 0 0	Dec. 15, 1841	1 17 9½					
chester, All ints' - - Ch.S.	- -	- - -	3 10 6					
chester, All Souls' N.S.	364 0 0	Jan. 19, 1846	7 0 3½	60 0 0	- -	167 10 0		
chester, Ancoats, almers' Presby- rian School - -	- -	- - -	8 10 0	91 6 8	- -	244 10 0		
chester, Ancoats, rcum - - B.S.	- -	- - -	13 16 2	- -	- -	667 4 2		
chester, Ancoats, Andrew's - N.S.	*300 0 0	Aug. 9, 1837	5 7 8½	126 0 0	- -	277 15 0		
" " - "	20 0 0	July 30, 1846						
" " - "	100 0 0	June 26, 1849						
" " - "	49 0 0	Nov. 4, 1851						
chester, Ragged eformatory S. - -	- -	- - -	- -	- -	- -	- -	- -	359 0 0
chester, St. Anne's N.S.	500 0 0	Dec. 18, 1841	4 9 11	200 15 0	- -	344 8 4		
" " "	71 0 0	Sept. 5, 1850						
chester, St. Bar- bas' - - - N.S.	500 0 0	Nov. 18, 1843	9 14 7½	129 11 8	- -	931 13 4		
" " - "	5 18 8	Nov. 7, 1848						
chester, Cathe- al - - - N.S.	- -	- - -	6 17 10¾	242	- -	462 13 4		
chester, Cathe- al, Charity School -	- -	- - -	2 1 5	45	- -	60 0 0		
chester, Cheet- m Hill, Angel eadow, and ncoats Ragged d Reformatory								

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	Amount.	Date of Payment.						
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Manchester, St. Chad's (Cheetham Hill) R.C.	620 0 0	Aug. 10, 1852	8 3 4	97 5 0	- -	376 15 0	15 0 0	
Manchester (Cheetham Hill) - - Wes.	- -	- - -	7 1 10½	78 15 0	- -	509 6 8	33 5 0	
Manchester (Cheetham Hill Road) Jews' Sch.	- -	- - -	4 6 8	41 0 10	- -	83 5 0		
Manchester, Church Teachers' Institution - - - -	- -	- - -	2 5 10½					
Manchester, (Collegiate District) - N.S.	*400 0 0	Aug. 24, 1836						
Manchester (Granby Row) - - - N.S.	200 0 0	Mar. 31, 1845	8 6 8½	104 0 0	- -	273 12 6		
Manchester, Grosvenor Square, Presbyterian Sch. - -	221 0 0	April 5, 1854	16 9 7¾	48 10 0	- -	539 10 0	9 15 0	
Manchester, St. James' N.S.	700 0 0	April 3, 1846	10 15 0½	28 6 8	- -	418 5 0	-	
Manchester, St. John's N.S.	- -	- - -	21 15 8¾	108 11 8	- -	811 18 4		
Manchester, St. Jude's N.S.	- -	- - -	6 8 0	74 3 4	- -	265 15 0		
Manchester (Lower Mosley Street) - B.S.	*420 0 0	Jan. 22, 1837	25 0 0	193 2 6	- -	1,652 10 10	28 4 0	
„ - - „	*400 0 0	Jan. 9, 1839						
Manchester, St. Mark's (Cheetham Hill) N.S.	215 0 0	Dec. 5, 1843	6 11 10¾	115 2 6	- -	25 11 8		
Manchester (Marshall Street) - B.S.	- -	- - -	8 8 5	110 0 0	90 0 0	1,461 16 8	31 1 0	
Manchester, St. Mary's R.C.	460 0 0	July 30, 1855	7 9 0					
Manchester, St. Matthew's - - N.S.	461 2 6	May 11, 1855	3 6 11	- -	- -	2 10 0		
Manchester, St. Michael's - - - N.S.	418 0 0	Mar. 22, 1842	- -	15 0 0	- -	2 10 0		
„ „ - „	300 0 0	Dec. 13, 1844						
Manchester, Miles Platting (Argyle Street) - - B.S.	- -	- - -	16 0 11¾	84 10 0	- -	617 10 0		
Manchester, New Jerusalem Ch. - -	- -	- - -	27 16 0¼	7 10 0	- -	1,168 13 4		
Manchester, St. Patrick's - - - R.C.	- -	- - -	13 0 9	- -	- -	666 10 0		
Indust. Dep.	- -	- - -	- -	- -	- -	- -	- -	8 10
Manchester, St. Philip's - - Ch. S.	764 0 0	Jan. 8, 1852	3 11 1½	19 3 4	- -	93 13 4		
Manchester (Rusholme Road) - Wes.	- -	- - -	12 7 2½	266 10 10	- -	837 4 2	10 16 0	
Manchester, St. Saviour's, (Chorlton-on-Medlock) N.S.	580 0 0	Dec. 31, 1852	7 0 0	95 6 8	- -	943 13 4		
Manchester, St. Silas' N.S.	612 0 0	Sept. 27, 1845						
Manchester, St. Thomas' (Redbank) - N.S.	531 0 0	May 29, 1848	6 19 1½	249 5 0	- -	892 5 10		
Manchester, St. Wilfred's - - - R.C.	- -	- - -	9 0 0¾	9 3 4	- -	178 12 6	12 10 0	
Marsden, Great - N.S.	250 0 0	Apr. 5, 1849	5 3 4½	41 10 0	- -	223 10 0	44 2 0	
Marsden, Little - N.S.	*100 0 0	Apr. 22, 1835	2 16 8					
„ „ - „	6 19 0	July 20, 1847						
Mawdsley - - N.S.	85 0 0	Oct. 17, 1844						
Mayfield - - B.S.	- -	- - -	9 16 9½	158 0 0	- -	568 14 2		
Mellor Brook - - N.S.	*110 0 0	June 29, 1836						
Michael's, St., on Wyre - - - N.S.	- -	- - -	4 17 3	43 0 0	- -	283 0 0	38 18 0	
Micklehead Green - B.S.	- -	- - -	2 4 0¾	23 15 0				
Middleton - - N.S.	200 0 0	April 21, 1843	8 9 8½	94 6 8	- -	199 16 8		
Middleton Infants N.S.	- -	- - -	4 3 6					

Name and nomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
CASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ton, Barrow-								
s, Infants - N.S.	135 0 0	Aug. 29, 1845	1 16 7½	22 6 8	- -	117 4 2		
w - - - B.S.	90 0 0	Jan. 11, 1840						
- - - ,,	8 19 8	May 21, 1846						
w - - - N.S.	200 0 0	May 24, 1841	6 12 6	12 10 0	- -	9 13 4	15 0 0	
- - - ,,	20 0 0	Oct. 17, 1855						
y - - - N.S.	315 0 0	Nov. 1, 1842						
- - - ,,	150 0 0	Dec. 16, 1844						
Bank - - N.S.	303 0 0	Oct. 3, 1855						
n - - - N.S.	174 0 0	Feb. 28, 1845						
ry (Hollin								
s) - - - N.S.	- - -		3 15 4	- -	- -	- -	18 4 0	
n Heath (No. 1),								
Saints' - - N.S.	907 13 4	Dec. 30, 1854	4 0 0¾					
- - ,,	6 0 0	Oct. 20, 1856						
n Heath (No. 2),								
Saints' - - N.S.	240 0 0	Feb. 15, 1845	- -	- -	- -	84 5 0		
,, - - ,,	14 6 8	Oct. 20, 1854						
rod, Factory and								
ning School - -	- - -		5 10 1					
n - - - B.S.	*254 0 0	Sept. 11, 1834						
n (St. Do-								
ro Street) - Wes.	- - -		14 0 6¼	94 3 4	- -	520 0 10	22 6 0	
n, St. Mary's								
N.S.	1,000 0 0	Feb. 3, 1844						
n, St. Peter's N.S.	*588 0 0	Oct. 1, 1836						
650 0 0	July 23, 1844							
naw - - N.S.	138 10 0	Oct. 14, 1854	4 14 3¾	45 7 6	- -	67 0 0	15 0 0	
irk - - N.S.	- - -		- -	36 10 0	- -	51 16 8		
irk, United								
ity School - -	292 3 4	Nov. 1, 1854	9 6 10½	121 5 0	- -	470 16 8		
- ,, - -	500 0 0	Feb. 23, 1856						
- - - R.C.	- - -		2 0 0					
ltwistle (Ca-								
3nd) - - N.S.	*120 0 0	June 28, 1837	3 11 6	15 0 0	- -	157 15 10		
ltwistle, Daisey								
n - - - N.S.	*96 0 0	Feb. 2, 1839						
ltwistle, New								
e - - - N.S.	- - -		2 1 8½	7 10 0	- -	114 10 0	8 12 0	
ngton, St. Paul's,								
N.S.	300 0 0	Jan. 28, 1356	7 4 2	2 10 0				
ge - - - N.S.	150 0 0	May 1, 1844						
am - - - B.S.	- - -		3 0 5	3 15 0	- -	3 15 0	16 15 0	
m - - - Wes.	- - -		1 0 2	- -	- -	10 0 0	13 15 0	
St. Peter's - N.S.	300 0 0	Sept. 9, 1844	- -	13 15 0	- -	- -	8 16 0	
,, - ,,	50 0 0	Nov. 3, 1844						
,, - ,,	36 16 8	Oct. 31, 1854						
roft (Mecha-								
Institute) - B.S.	300 0 0	Mar. 16, 1849	6 14 3½	164 0 0	- -	465 1 8	47 3 0	
,, - ,,	26 2 8	Aug. 27, 1849						
roft - - Wes.	- - -		6 3 2½					
y - - Ch. S.	90 0 0	July 24, 1854						
- - - ,,	81 0 0	Nov. 24, 1856						
rton - - N.S.	136 0 0	Mar. 2, 1842						
rton, Goose								
n - - - N.S.	*30 0 0	Apr. 5, 1838						
bury, St. John's								
N.S.	270 0 0	May 13, 1846	4 13 7¼	51 10 10	- -	354 18 4	61 3 0	
ton, St.								
nas' - - N.S.	*60 0 0	Aug. 26, 1837	6 9 8	123 6 8	- -	189 10 0		
oridge - - N.S.	*70 0 0	Nov. 28, 1838						
gton, Park								
- - - B.S.	- - -		6 15 0½	9 3 4	- -	547 15 0	45 1 0	
n-le-Sands - N.S.	740 0 0	Oct. 14, 1856	7 14 1½					
, St. Mary's R.C.	- - -		5 16 8					
n, All Saints' N.S.	466 5 0	Nov. 28, 1854	9 9 9¾	18 6 8	- -	14 11 8		
n, Central - N.S.	- - -		12 9 8¾	115 3 4	- -	493 15 0		
n, Ch. Ch. - N.S.	*105 0 0	Dec. 5, 1835	7 19 1¼	126 17 6	- -	709 16 8	28 14 0	
n, (Croft Street)								
Wes.	- - -		6 8 9¼	47 18 4	- -	130 10 0	11 12 0	

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	Amount.		Date of Payment.																
LANCASHIRE—*cont.*	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£ s.
Preston, Holy Trinity N.S.	605	0	0	Dec. 23, 1845	11	11	9⅓	77	15	0	-		-	273	7	6			
" " - "	35	6	8	Oct. 5, 1849															
Preston, St. Augustine's - - - R.C.	-		-	-	-	-	5	2	6¼	46	0	0	-		-	521	11	8	
Preston, St. Ignatius' R.C.	-		-	-	-	-	12	4	7½	-		-	-		-	597	0	0	
" " Evening S.	-		-	-	-	-	-		-	-		-	-		-	10	0	0	
Preston, St. James' N.S.	489	0	0	Sept. 20, 1850	4	15	4	22	0	0	-		-	129	10	0			
" " - "	12	0	0	Nov. 21, 1855															
Preston, St. Mary's N.S.	*250	0	0	Jan. 24, 1838	6	9	10	50	18	4	-		-	275	10	0	8	15	0
" " - "	154	0	0	Sept. 2, 1847															
" " - "	90	0	0	Dec. 10, 1856															
Preston, St. Paul's - N.S.	83	9	2	Nov. 14, 1855	22	8	0	270	16	8	-		-	1,252	10	0			
Preston, St. Paul's, Infant (Deepdale Mill Street) - - N.S.	184	0	0	May 31, 1854															
" " - "	3	13	8	Sept. 25, 1856															
" " - "	244	0	0	Nov. 15, 1856															
Preston, St. Peter's N.S.	222	0	0	Dec. 29, 1856	10	11	10½	109	18	4	-		-	439	10	0	25	0	0
Preston, The Talbot R.C.	-		-	-	-	-	12	13	10	46	11	8	-		-	106	16	8	
" " Night S.	-		-	-	-	-	-		-	-		-	-		-	10	0	0	
Preston, St. Thomas' N.S.	250	0	0	June 9, 1841	8	15	7	15	2	6	-		-	53	1	8			
" " - "	166	0	0	Sept. 26, 1848															
" " - "	47	0	0	Sept. 12, 1855															
" " - "	20	0	0	June 4, 1856															
Preston (Walker Street) R.C.	-		-	-	-	-	8	16	0¾	75	5	0	37	10	0	178	0	0	
Preston, St. Wilfred's (Fox Street) - R.C.	80	0	0	June 11, 1855	16	14	10½	59	2	6	-		-	656	0	0			
" Night S.	-		-	-	-	-	-		-	-		-	-	5	0	0			
Prestwich - - N.S.	-		-	-	-	-	3	1	10	48	5	0	-		-	66	5	0	
Prestwich, Rooden Lane B.S.	250	0	0	Dec. 18, 1854	5	12	0¾	120	0	0	-		-	138	4	2	35	7	0
Quernmore - - N.S.	*35	0	0	Mar. 21, 1838	3	5	4	20	12	6	-		-	87	3	4	21	10	0
" - - "	92	5	0	Dec. 23, 1852															
" Indust. Dep.	-		-	-	-	-	-		-	-		-	-		-	-		-	10 17
Radcliffe - - N.S.	*405	0	0	July 31, 1839	-		-	95	0	0									
Radcliffe Close - Wes.	130	0	0	Aug. 4, 1853	8	19	7¾	49	10	0	-		-	316	10	0	34	18	0
Radcliffe Institution B.S.	-		-	-	-	-	-		-	-		-	11	13	4				
Rainford (at Crank Hill) - - - N.S.	117	0	0	Dec. 28, 1852															
Rainford - - N.S.	149	5	0	Sept. 5, 1850	3	13	3½	31	17	6									
" - - "	30	0	0	Dec. 31, 1850															
" - - "	30	0	0	May 5, 1852															
Rainhill - - N.S.	100	0	0	May 5, 1841	-		-	44	5	0	-		-	113	2	6	21	19	0
" - - "	75	0	0	Mar. 16, 1849															
Rainhill - - - R.C.	-		-	-	-	-	5	6	6	110	0	0	-		-	52	10	0	10 16 0
Ravenhead (Plate Glass Company's) B.S.	-		-	-	-	-	6	19	0¾	68	15	0	-		-	394	16	8	
Rawcliffe Hall - N.S.	-		-	-	-	-	-		-	-		-	-		-	92	10	0	
Rawtenstall - - N.S.	*200	0	0	June 29, 1839	-		-	18	15	0	-		-	59	0	0	23	8	0
Rawtenstall, Holly Mount - - - B.S.	-		-	-	-	-	4	19	10	7	10	0	-		-	3	13	4	
Read (in Whalley) N.S.	*60	0	0	Dec. 19, 1838															
Rhodes - - - Ch.S.	390	10	8	May 28, 1856	-		-	21	13	4	-		-	-		-	7	3	0
Risley - - Pres. S.	105	0	0	Feb. 5, 1852	2	14	11	56	7	6	-		-	-		-	1	16	0
" - - - "	43	0	0	Jan. 28, 1856															
Rochdale - - Par.	100	0	0	Mar. 1, 1844	5	9	4¾	133	10	0	85	0	0	673	6	8			
" - - - "	50	0	0	Jan. 31, 1845															
" - - - "	38	0	0	May 9, 1854															
Rochdale - - B.S.	*250	0	0	Jan. 31, 1838															
Rochdale - - Wes.	-		-	-	-	-	9	17	6½	59	18	4	-		-	80	10	0	
Rochdale, St. John's R.C.	-		-	-	-	-	2	3	4										
Royton, St. Paul's N.S.	15	0	0	April 20, 1844															
Ryecroft - - B.S.	-		-	-	-	-	12	4	2¼	105	3	4	-		-	312	0	0	37	6	0
Salesbury - - N.S.	240	0	0	July 14, 1852															

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NCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
rd, St. Bartho-								
w's - N.S.	400 0 0	Mar. 22, 1844	10 4 11½	172 15 0	- -	436 5 0		
„ - „	17 0 0	Apr. 17, 1850						
„ - „	20 0 0	Nov. 21, 1855						
rd (Ellor Street),								
B.S.	*200 0 0	Sept. 4, 1839						
- „ - „	50 0 0	Feb. 19, 1840						
rd (Broughton								
ld) - - - Wes.	- - -		13 7 0½	111 6 8	- -	506 9 8		
rd, Ch. Ch. - N.S.	- - -		10 18 9¼	286 5 0	- -	1,035 5 0		
rd (Great George								
eet) Model - N.S.	- - -		18 10 0½	323 0 0	60 0 0	1,139 15 10		
rd, St. John's - R.C.	- - -		2 6 4					
rd, St. Mathias' N.S.	500 0 0	Aug. 24, 1842	4 4 8¼	153 6 8	- -	565 1 8		
„ - „	20 0 0	July 30, 1846						
rd, New Jerusalem								
Ch. S.	- - -		4 3 4¾	50 8 4	16 13 4	341 10 0		
rd, Scotch Pres. S.	- - -		7 8 3	195 0 0	30 0 0	585 18 4	13 10 0	
rd, St. Simon's N.S.	1,109 0 0	April 11, 1856	2 16 6¾					
esbury - - N.S.	*120 0 0	Oct. 16, 1837						
rthwaite and								
sland - - N.S.	100 0 0	Feb. 13, 1850	3 8 8¼	102 10 0	- -	86 1 8		
„ Indust. Dep.	- - -		- - -	- - -	- -	- - -	- -	3 11 6
sbrick - Ch. S.	- - -		1 0 0¾	19 0 0	- -	72 18 4		
on - - - B.S.	- - -		2 18 4	- -	- -	240 16 8	10 9 0	
rth - - N.S.	50 0 0	Dec. 28, 1846						
rth - Ch. S.	259 0 0	Mar. 3, 1855	- -	30 0 0				
les, (Messrs.								
worths') - B.S.	- - -		3 19 8¾	97 8 4	- -	312 10 0	50 1 0	
- - - N.S.	*200 0 0	Oct. 23, 1839	3 1 7	- -	- -	- -	35 13 0	
- - - „	15 0 0	Mar. 19, 1856						
- - - „	26 5 0	Dec. 24, 1856						
- - - Wes.	- - -		5 0 0¾	35 15 0	- -	3 15 0	27 5 0	
leworth - N.S.	200 0 0	Feb. 15, 1849	4 8 9½					
rdale - - N.S.	87 0 0	Mar. 10, 1855	1 6 8¼					
on - - - N.S.	*120 0 0	Nov. 4, 1837	2 14 7¼					
- - - „	30 0 0	June 1, 1849						
bridge, St.								
n's - - N.S.	*200 0 0	Jan. 30, 1839	6 2 3	116 5 0	50 0 0	393 1 8	79 19 0	
ill's Deane - N.S.	60 0 0	Feb. 10, 1843						
port - - B.S.	*60 0 0	June 8, 1836						
port, Ch. Ch. N.S.	*57 0 0	Mar. 14, 1838	1 3 6½					
„ - „	315 0 0	Nov. 8, 1854						
port, Holy								
nity - - N.S.	- - -		3 12 0	12 10 0	- -	2 10 0		
port, St. Mary's R.C.	- - -		1 0 0					
shore - - N.S.	80 0 0	Nov. 17, 1846						
and - - N.S.	*166 0 0	Oct. 28, 1837	3 11 4¾					
- - „	13 19 11	Feb. 17, 1846						
- - „	13 12 6	April 14, 1848						
- - „	3 16 8	Nov. 22, 1853						
- - „	23 0 0	Nov. 22, 1853						
- - „	6 0 0	Sept. 25, 1856						
- - N.S.	*270 0 0	Jan. 25, 1837						
ish - - N.S.	- - -		3 3 4½	23 7 6	- -	55 5 0	14 2 0	
lish, Girls - N.S.	- - -		- -	16 0 0	- -	15 0 0		
ey, St. Anne's N.S.	436 0 0	May 14, 1847	6 1 8	- -	- -	102 0 0	19 6 0	
ley (in Cartmel)								
Endowed S.	32 0 0	July 29, 1848						
field - - N.S.	*60 0 0	Jan. 18, 1837						
ford - - N.S.	370 0 0	Nov. 5, 1845	a14 14 4	172 0 0	- -	258 6 8		
n - - - N.S.	- - -		6 0 0	53 6 8	- -	15 0 0	11 7 0	
n, St. Anne's - R.C.	- - -		1 16 4¼	- -	- -	- -	5 2 0	
ton, Industrial P.U.	- - -		- -	- -	- -	270 10		
nstone - - N.S.	*52 0 0	Oct. 3, 1840	0 10 8¾					
ton - - N.S.	*120 0 0	Aug. 3, 1839						
ton, The Holmes,	166 0 0	Jan. 18, 1848						
N.S.								
nham - - N.S.	*100 0 0	Dec. 12, 1840						
nham - - R.C.	- - -		1 17 2¾	- -	- -	- -	7 13 0	

a Scientific apparatus.

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	Amount.	Date of Payment.						
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Tockholes - - N.S.	50 0 0	Mar. 19, 1846						
Todmorden - - N.S.	500 0 0	Feb. 19, 1845						
Tonge-cum-Alkington, N.S.	188 0 0	July 6, 1847						
Tottington - - N.S.	*90 0 0	Feb. 11, 1836	2 6 10½	8 15 0	- -	78 6 8	16 7 0	
„ - - „	*99 0 0	May 28, 1836						
Towneley - - R.C.	- - -	- - -	1 0 8	77 0 0	- -	240 11 8		
Toxteth Park, Reformatory, Girls - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	71 0
Trawden - - N.S.	140 0 0	June 9, 1843						
Tunstead - - N.S.	*110 0 0	July 29, 1842	2 14 6¾					
Ulneswalton - - N.S.	35 0 0	Dec. 8, 1846						
Ulverstone - - N.S.	*150 0 0	Aug. 2, 1834	4 0 1½	56 10 0	- -	61 18 4		
Unsworth - - N.S.	360 0 0	Aug. 12, 1846	4 5 1½	- -	- -	15 0 0		
„ - - „	60 0 0	June 11, 1847						
„ - - „	12 0 0	Jan. 25, 1849						
„ - - „	20 0 0	Jan. 29, 1851						
Unsworth - - Wes.	- - -	- - -	4 0 0⅛	- -	- -	2 10 0		
Upholland, Girls - N.S.	198 0 0	Mar. 21, 1850	1 16 0¼	14 3 4	- -	17 10 0	9 18 0	
Upholland, Mixed, late Holland Moor N.S.	100 0 0	Mar. 21, 1850	3 16 6	33 15 0	- -	54 3 4	21 10 0	
„ „ - „	8 5 4	Jan. 18, 1854						
Urswick, Grammar School - - - -	- - -	- - -	1 13 4	44 16 8	- -	21 5 0	7 16 0	
Walkden Moor - N.S.	- - -	- - -	4 13 7½	214 16 8	41 5 0	789 0 0	49 4 0	
„ Night School	- - -	- - -	- - -	- - -	- -	25 0 0		
Walmersley, Ch. Ch. N.S.	*150 0 0	Feb. 22, 1840	5 8 11	17 10 0	- -	236 1 0	23 14 0	
Walmersley - - N.S.	*200 0 0	June 17, 1840						
„ - - „	150 0 0	Dec. 18, 1846						
Walton-le-Dale - N.S.	*300 0 0	May 25, 1836						
Walton-on-the-Hill N.S.	- - -	- - -	1 17 6⅔	27 10 0	- -	32 10 0		
Wardle - - N.S.	270 0 0	Jan 13, 1844	3 12 0½					
Wargrave - - N.S.	450 0 0	Oct. 9, 1845	13 4 2¾	132 2 6	- -	239 14 2	22 15 0	
„ - - „	45 0 0	Feb. 17, 1846						
„ - - „	20 0 0	Aug. 19, 1852						
Warrington, St. Alban's - - R.C.	- - -	- - -	6 7 6¼	22 18 4	- -	55 5 0		
Warrington - - B.S.	235 0 0	Aug. 4, 1841	14 7 5½	190 13 4	48 15 0	1,029 10 0	27 5 0	
„ - - „	66 10 0	July 24, 1851						
„ - - „	18 0 0	Oct. 2, 1852						
„ - - „	100 0 0	Nov. 4, 1854						
Warrington, Boys, Model Par.	*415 0 0	June 28, 1834	10 7 2½	115 15 0	- -	412 0 0		
„ „ -	*85 0 0	Feb. 6, 1839						
„ „ -	31 1 0	Jan. 2, 1851						
Warrington, Girls and Infants, Model Par.	574 10 0	May 23, 1850	- -	125 10 0	- -	545 13 4		
„ -	75 0 0	Dec. 17, 1850						
Warrington, St. Paul's and Trinity - N.S.	360 0 0	Dec. 9, 1853	4 8 0	33 17 6	- -	67 0 0		
Warton, Parish Grammar School - -	- - -	- - -	2 3 4½					
Waterhead - - N.S.	187 13 4	Mar. 14, 1854						
Waterloo, Ch. Ch. N.S.	106 0 0	Jan. 2, 1843	2 18 11	20 0 0	- -	173 10 10		
„ „ - „	105 0 0	Sept. 17, 1851						
Wavertree, Infants B.S.	- - -	- - -	1 12 6¾	70 16 8	- -	232 0 0	9 13 0	
Wensley Fold - N.S.	210 0 0	Apr. 25, 1845	4 5 4					
„ - - „	35 0 0	May 1, 1848						
West Derby - - N.S.	- - -	- - -	- - -	68 16 8	- -	60 8 4	12 13 0	
West Derby - - P.U.	- - -	- - -	- - -	- -	- -	99 15 0		
Whalley - - N.S.	*40 0 0	May 18, 1836						
„ - - „	183 0 0	Apr. 1, 1847						
Wheelton - - N.S.	50 0 0	Feb. 8, 1844	1 7 11					
White Coppice - N.S.	45 0 0	Aug. 15, 1844	1 6 8					
„ - - „	30 0 0	Oct. 2, 1844						
Whittington - N.S.	- - -	- - -	- - -	44 5 0	- -	206 5 0		
Whittle-le-Woods N.S.	*53 0 0	Dec. 20, 1834	1 2 2					
Widnes Dock - N.S.	30 0 0	Mar. 31, 1841	0 16 7½	10 0 0	- -	- -	3 5 0	
Wigan, St. Catherine's N.S.	*450 0 0	July 18, 1835						

Name and nomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Grants for Building, Enlargement, Improvements, or Fixtures. Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
CASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
, St. George's N.S.	*306 0 0	Nov. 7, 1839						
, St. John's - R.C.	38 0 0	Nov. 16, 1854	10 13 4	53 6 8	20 16 8	570 7 6	38 11 0	
" - "S.	106 13 4	June 21, 1855						
" Night S.	- - -		- - -	- - -	- - -	10 0 0		
, St. Joseph's R.C.	- - -		5 1 4½	8 6 8	- -	47 8 4		
, St. Mary's R.C.	- - -		3 18 2	5 0 0	- -	- -	12 0 0	
,St.Patrick's R.C.	- - -		1 0 2	- -	- -	63 0 0		
, Presbyterian S.	90 0 0	Sept. 1, 1852	1 0 0	- -	- -	7 10 0		
, St. Thomas' N.S.	360 0 0	May 12, 1847	15 6 1¼	31 3 4	- -	41 0 0	24 5 0	
" "	83 10 0	Sept. 25, 1855						
- - Wes.	- - -		6 13 4	3 15 0				
vs - - RC.	- - -		3 13 4					
ngton - - N.S.	100 0 0	Dec. 18, 1841	1 1 9	45 0 0	- -	269 0 0	27 15 0	
- - "	2 5 8	April 14, 1848						
ell Mill - Wes.	- - -		2 19 8	23 7 6	- -	22 18 4	42 1 0	
n, St. Mark's N.S.	204 0 0	Jan. 13, 1846						
on - - N.S.	300 0 0	Aug. 31, 1848						
on, Little - N.S.	110 0 0	May 8, 1845						
- "	27 0 0	Aug. 23, 1845						
ey, Roe Green,								
"								
nt School - N.S.	- - -		- - -	- - -	- - -	5 0 0		
ey - - N.S.	- - -		7 17 2½	181 18 4	- -	769 5 0	68 12 0	
Indust. Dep.	- - -		- - -	- - -	- - -	- - -	- -	1 10 0
ey (Ellenbrook)								
nt School - N.S.	- - -		- - -	- - -	- - -	15 0 0		
nd Conyers - N.S.	76 0 0	Nov. 3, 1841						
CESTERSHIRE.								
ey - - B.S.	10 0 0	Feb. 5, 1842						
de-la-Zouch, N.S.	*250 0 0	Nov. 22, 1837	1 12 8	6 13 4	- -	17 10 0	31 1 0	
" - "	5 18 0	Apr. 17, 1850						
" - "	60 0 0	Nov. 13, 1855						
one - - N.S.	75 0 0	Feb. 10, 1845						
n Park - B.S.	- - -		2 9 4½	- -	- -	173 15 0		
stone - - N.S.	- - -		- -	74 11 8	- -	123 6 8	17 13 0	
ve - - N.S.	*60 0 0	Feb. 5. 1840	- -	- -	- -	- -	23 0 0	
- - - N.S.	82 0 0	Feb. 15, 1844						
- - - N.S.	3 13 6	Sept. 1, 1849	- -	- -	- -	- -	4 15 0	
- - - "	125 0 0	Dec. 12, 1849						
ordby - - N.S.	20 0 0	Dec. 6, 1844						
ford - - N.S.	418 3 0	Mar. 1, 1856						
n, Great - N.S.	*60 0 0	Mar. 13, 1839	2 2 8¾					
one and Eaton, N.S.	70 0 0	Jan. 14, 1845						
on-on-the-Hill, N.S.	- - -		1 13 4	- -	- -	- -	2 8 0	
hton Astley N.S.	95 0 0	Dec. 8, 1847	1 6 2½	- -	- -	- -	1 10 0	
minster - N.S.	40 0 0	Apr. 15, 1842	0 19 11½					
ge - - N.S.	- - -		2 0 0	68 3 4	- -	140 12 6	20 14 0	
ge - - Wes.	- - -		1 0 8					
le - - N.S.	*70 0 0	Dec. 24, 1839						
- - "	4 0 0	Sept. 9, 1846						
n Keyrial - N.S.	75 0 0	June 13, 1845						
Old - - B.S.	- - -		3 3 0½	66 5 0	- -	220 10 0	6 17 0	
gton, Castle-Par.	620 0 0	June 23, 1855						
" - "	3 0 11	Oct. 13, 1855						
- - Par.	- - -		1 0 1					
-on-the-Wreak, N.S.	121 5 9	Mar. 16, 1855						
rton - - N.S.	- - -		1 3 1	6 5 0	- -	- -	23 17 0	
lam - - Wes.	349 16 8	July 13, 1854	1 18 8	13 15 0	- -	30 0 0	32 8 0	
rough, Market, N.S.	*100 0 0	Sept. 13, 1836	- -	58 10 0	- -	15 0 0		
" - "	60 0 0	May 13, 1843						
orough Market B.S.	*205 0 0	Jan. 12, 1839						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
LEICESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Harby - - - N.S.	- - -	- - -	1 13 4					
Hathern - - N.S.	254 0 0	May 3, 1850 -	4 7 7	81 5 0	- -	218 11 8	18 7 0	
Heather - - N.S.	40 0 0	Jan. 13, 1846						
Higham-on-the-Hill N.S.	*46 0 0	Dec. 26, 1838	1 13 4					
„ „ - „	23 12 6	June 12, 1855						
Hinckley, Holy Trinity - - - N.S.	220 0 0	Dec. 6, 1848 -	7 5 7	- -	- -	10 16 8		
Hose - - - N.S.	80 0 0	May 6, 1846						
Hugglescote and Donington - N.S.	*51 0 0	Mar. 3, 1838	1 18 4½	- -	- -	- -	5 15 0	
Ibstock - - - N.S.	- - -	- - -	- - -	16 5 0	- -	47 5 10		
Ibstock - - - B.S.	81 0 0	Apr. 26, 1848	2 19 6	- -	- -	225 13 4	15 0 0	
„ - - - „	40 0 0	Aug. 17, 1852						
„ - - - „	22 5 0	Apr. 14, 1856						
Kegworth - - N.S.	133 0 0	Jan. 8, 1840 -	5 6 4¼	56 0 10	- -	27 10 0	28 15 0	
Kibworth-Beauchamp, N.S.	115 0 0	July 14, 1843	- -	71 0 0	- -	261 6 8	17 10 0	
„ - - - „	32 0 0	Jan. 11, 1856						
Kilworth, North - N.S.	- - -	- - -	- - -	- -	- -	- -	2 2 0	
Kilworth, South - N.S.	*40 0 0	May 23, 1835	2 13 1½					
„ „ - „	41 0 0	Dec. 15, 1851						
Kincote - - N.S.	- - -	- - -	- - -	- -	- -	- -	1 8 0	
Knighton - - N.S.	45 0 0	Feb. 16, 1841	1 19 11½					
Knipton - - N.S.	- - -	- - -	2 16 8	- -	- -	36 0 10	5 15 0	
Leicester, County Central - - N.S.	- - -	- - -	- - -	126 5 0	- -	604 1 8		
Leicester, Ch. Ch. - N.S.	152 8 4	May 29, 1841	6 18 3¾	105 16 8	- -	281 0 0		
Leicester (Curzon St.) N.S.	237 3 4	Jan. 28, 1853	4 7 2½	21 5 0	- -	48 6 8		
Leicester, Great Meeting Day - - B.S.	- - -	- - -	13 11 11	82 10 0	- -	378 15 0		
Leicester (Hill Street) B.S.	*750 0 0	Dec. 13, 1834	20 16 8½	27 10 0	- -	407 2 6		
„ „ - „	120 0 0	May 2, 1855						
Leicester (Knighton Street) - - N.S.	- - -	- - -	- -	- -	- -	3 12 6		
Leicester, Infant, Archdeacon Lane - B.S.	*100 0 0	May 30, 1838						
Leicester, St. Margaret's - - - N.S.	*425 0 0	Oct. 24, 1835	8 12 10½	- -	- -	13 0 0		
Loughborough - Wes.	- - -	- - -	5 18 3½	- -	- -	264 14 2		
Loughborough, Emanuel, Infant - - N.S.	150 0 0	Apr. 13 1854	- -	- -	- -	12 1 8		
Loughborough, Lancasterian S. - - -	- - -	- - -	- -	15 0 0	- -	308 0 0	21 13 0	
Melton Mowbray, Free - - N.S.	20 0 0	May 22, 1852	8 11 11	182 13 4	- -	529 16 8	30 11 0	
Melton Mowbray - Ch.S.	100 0 0	Mar. 11, 1854	*a*10 13 4					
Moira - - - N.S.	- - -	- - -	- -	3 15 0				
Nailstone - - N.S.	- - -	- - -	- -	21 13 4	- -	- -	7 9 0	
Oadby - - - N.S.	220 0 0	Aug. 26, 1848	- -	- -	- -	- -	11 8 0	
Peckleton, Juvenile Reformatory - -	- - -	- - -	- -	- -	- -	- -	- -	71 5
Queniborough - N.S.	85 0 0	Dec. 4, 1848	- -	- -	- -	- -	1 9 0	
Quorndon - - N.S.	*48 0 0	May 10, 1837	- -	- -	- -	- -	10 14 0	
„ - - - „	12 0 0	Apr. 15, 1847						
Redmill - - - N.S.	- - -	- - -	1 0 9					
Rothley - - - N.S.	*69 0 0	Sept. 11, 1839	2 18 4	17 10 0	- -	30 8 4		
„ - - - „	17 3 4	Apr. 12, 1853						
Scalford - - N.S.	20 0 0	Apr. 6, 1846	1 9 1					
Sharnford - - N.S.	70 0 0	May 11, 1846	1 0 0	- -	- -	- -	9 1 0	
Sheepy - - - N.S.	108 0 0	Mar. 9, 1848	- -	- -	- -	- -	5 5 0	
Sheepshed - - N.S.	*200 0 0	Nov. 25, 1837	3 2 2	156 4 2	- -	656 7 6	40 19 0	
„ - - - „	17 0 0	Jan. 2, 1850						
„ - - - „	30 0 0	Jan. 8, 1855						
Shilton (Earl's) - N.S.	- - -	- - -	2 7 4	49 3 4	- -	21 5	14 11 0	
Stapleton - - N.S.	75 0 0	Mar. 25, 1848						
Stoke Golding, Grammar School -	40 0 0	Dec. 10, 1842						
Stonesby - - N.S.	- - -	- - -	1 4 0					

a Scientific apparatus.

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	Amount.	Date of Payment.						
STERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
tone - - N.S.	40 0 0	Nov. 7, 1844						
gstone - - N.S.	52 10 0	July 10, 1844						
aston - - N.S.	294 6 0	Nov. 21, 1854	2 1 4½	30 0 0	- -	- - -	6 19 0	
naston - - N.S.	125 0 0	May 30, 1845	1 8 4½	- -	- -	20 0 0	5 16 0	
- - „	15 0 0	July 30, 1846						
rd - - Wes.	- - -		1 13 4					
rd - - - N.S.	54 0 0	Mar. 26, 1846	- -	35 0 0	- -	- - -	7 12 0	
- - - „	22 0 0	Nov. 21, 1856						
ıam-on-the-								
lds - - N.S.	150 0 0	Feb. 26, 1847	2 3 5½	48 9 2	- -	47 18 4	13 2 0	
ton, Long - N.S.	- - -		3 4 1½	14 3 4				
wick - - N.S.	*45 0 0	Nov. 12, 1836						
on, Great - N.S.	50 0 0	July 11, 1843	1 0 7¾	- -	- -	- - -	9 2	
„ - - „	35 0 0	Aug. 17, 1844						
„ - - „	15 0 0	Sept. 13, 1856						
house - - N.S.	*46 0 0	Dec. 22, 1838						
ville - - N.S.	150 0 0	Aug. 22, 1849	- -	- -	- -	- - -	14 3 0	
„ - - „	25 4 0	June 5, 1855						
eswold - - N.S.	108 0 0	June 21, 1847	- -	20 0 0	- -	- - -	4 1 0	
„ - - „	31 0 0	Oct. 25, 1854						
INCOLNSHIRE.								
ney, Kitch-								
s Charity - Ch.S.	- - -		1 10 1¾					
tone - - N.S.	*50 0 0	Nov. 14, 1835						
n-on-Humber N.S.	350 0 0	Nov. 15, 1844						
n-on-Humber Wes.	396 15 0	Mar. 1, 1850	14 13 2	121 10 0	- -	590 5 10	29 2 0	
gham - - N.S.	244 0 0	Jan. 21, 1856	- -	- -	- -	1 5 0	2 0 0	
gham - - Wes.	279 0 0	April 1, 1856	2 9 4½	17 17 6	- -	- -	7 13 0	
y - - - N.S.	15 0 0	Nov. 1, 1845						
ngton, Long - N.S.	161 0 0	May 3, 1848	1 0 2	16 5 0	- -	83 16 8	11 4 0	
„ - - „	52 0 0	Jan. 9, 1849						
„ - - „	30 0 0	Oct. 31, 1854						
r - - N.S.	72 0 0	June 26, 1846	1 2 3					
ooke - - N.S.	100 0 0	Mar. 24, 1843						
on - - N.S.	75 0 0	Mar. 21, 1844						
n - - - N.S.	497 5 0	Oct. 12, 1850	9 15 5½	57 10 0	- -	424 3 4		
n - - - B.S.	28 19 5	Sept. 11, 1852	9 11 3	90 10 0	- -	1,052 15 0		
n, Industrial Wes.	419 0 0	Nov. 15, 1850	23 4 0¾	107 5 0	- -	502 16 8	20 5 0	
n, West Church N.S.	- - -		- - -	70 18 4	- -	123 5 0		
gbroke, New - N.S.	- - -		- - -	1 4 8½				
gbroke, Old,								
s - - - N.S.	40 0 0	Feb. 27, 1842	1 8 8½					
„ - - „	25 0 0	Nov. 8, 1854						
gbroke, Old,								
s - - N.S.	45 0 0	July 4, 1842						
sford - - N.S.	100 0 0	Sept. 25, 1847	0 4 7½					
lesby Park - N.S.	- - -		2 12 0½	83 17 6	- -	76 3 4	19 19 0	
hton (Brant) Wes.	- - -		4 2 4¼	- -	- -	32 10 0	18 11 0	
n Coggles - Par.	- - -		1 6 0½					
ole - - - N.S.	- - -		1 14 8¾	- -	- -	- - -	11 6 0	
rington - N.S.	42 0 0	Mar. 22, 1843						
rworth - N.S.	- - -		2 10 1¼	- -	- -	255 16 8		
gsby - - N.S.	*60 0 0	Aug. 20, 1836						
gsby - - Wes.	- - -		1 13 4					
ham - - N.S.	- - -		1 8 2					
ng, St. James' N.S.	- - -		2 8 8¾					
gton-on-Baine N.S.	90 0 0	Nov. 14, 1850						
„ - - „	100 0 0	Nov. 28, 1853						
on - - N.S.	45 6 8	July 17, 1852	2 6 8					
rth - - N.S.	70 0 0	Apr. 27, 1846	1 0 0	- -	- -	- -	2 15 0	
- - - Wes.	- - -		2 8 8¾					
n - - - N.S.	84 0 0	Mar. 1, 1848	1 7 6½					
borough - N.S.	100 0 0	Apr. 3, 1845	6 10 1½	121 10 0	- -	425 4 2		
„ - - „	68 0 0	June 16, 1856						
borough - B.S.	- - -		6 10 10					
borough - Wes.	250 0 0	Nov. 30, 1847	4 18 3¾	135 8 4	- -	532 16 8		

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	Amount.	Date of Payment.						
LINCOLNSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Gayton-le-Marsh - N.S.	*31 0 0	Aug. 15, 1838						
Glanford Brigg - N.S.	425 0 0	May 21, 1855	6 13 4	16 10 0	- -	30 5 0	17 19 0	
Gosberton - - N.S.	199 4 4	July 26, 1856						
Goxhill - - Wes.	360 0 0	July 17, 1856	3 6 8	6 5 0	- -	6 5 0		
Grantham - - N.S.	150 0 0	Dec. 9, 1844	7 10 1½	68 15 0	- -	708 15 0		
" - - "	40 0 0	Feb. 4, 1854						
" - - "	36 0 0	Oct. 6, 1855						
Grantham - - B.S.	*100 0 0	Oct. 17, 1835	2 12 7¼					
" - - "	11 0 0	May 17, 1856						
" - - "	3 18 10	Aug. 6, 1856						
Grantham, St. Mary's R.C.	- -	- - -	1 13 4¾					
Grantham, Sunday and Infant Ch. S. -	*105 0 0	Dec. 23, 1835						
Greatford - - N.S.	- -	- - -	1 13 4½					
Grimsby - - Wes.	- -	- - -	9 4 9½	5 16 8	- -	63 0 0	9 18 0	
Halton Holegate - N.S.	70 0 0	May 3, 1848	- -	16 5 0	- -	- -	1 4 0	
Harmston - - N.S.	110 0 0	Apr. 3, 1852	6 10 4½	62 15 0	- -	83 16 8	25 1 0	
" - - "	45 2 0	Feb. 13, 1855						
Hatcliffe - - Wes.	255 0 0	Apr. 21, 1856	2 0 0					
Heckington - - N.S.	108 0 0	May 19, 1846	1 5 7	- -	- -	- -	1 3 0	
Helpringham - N.S.	- -	- - -	1 3 6					
Holbeach - - N.S.	75 0 0	June 10, 1845	2 1 11					
Holbeach, St. John's N.S.	75 0 0	Sept. 26, 1853	1 11 8					
Horncastle - - N.S.	- -	- - -	4 0 0	- -	- -	- -	26 8 0	
Huttoft - - - N.S.	17 0 0	Mar. 29, 1841	1 12 9¾	- -	- -	53 19 2		
" - - - "	22 0 0	May 27, 1842						
" - - - "	5 0 0	June 22, 1848						
Kirton-in-Lindsey N.S.	*67 0 0	Mar. 21, 1838	2 1 3¼	- -	- -	- -	12 16 0	
Laceby - - - N.S.	- -	- - -	2 12 3¾	15 0 0	- -	- -	5 2 0	
Leake, New - - Wes.	180 0 0	Nov. 16, 1852	7 11 0	42 12 6	- -	229 0 0	37 2 0	
Legsby - - - N.S.	40 0 0	Aug. 28, 1849	0 16 8					
Lincoln - - - B.S.	206 0 0	July 21, 1841						
Lincoln, Eastgate (Miss Cookson's) N.S.	- -	- - -	1 11 8¾	- -	- -	86 6 8		
Lincoln, North District - - - N.S.	397 10 0	Dec. 13, 1852	9 19 11½	28 15 0	- -	46 10 0		
Lincoln, St. Peter's, Central - - N.S.	- -	- - -	5 10 0½	40 19 2	32 1 8	15 16 8		
Lincoln - - - Wes.	- -	- - -	17 7 0½	108 15 0	- -	660 15 0		
Lissington - - N.S.	160 0 0	Nov. 29, 1855						
Louth - - - N.S.	*75 0 0	Jan. 7, 1836						
" - - - "	130 0 0	Dec. 7, 1836						
Louth - - - B.S.	450 0 0	Feb. 10, 1841	23 6 3	207 6 8	47 18 4	1,206 2 6		
" - - - "	168 0 0	Jan. 8, 1856						
Marsh Chapel - N.S.	*60 0 0	Nov. 3, 1838						
Marton - - - N.S.	82 0 0	Mar. 9, 1841						
Messingham - N.S.	110 7 10	Sept. 9, 1854	0 18 3	46 5 0	- -	110 0 0	10 9 0	
Metheringham - Wes.	- -	- - -	4 15 0½	13 15 0	- -	32 10 0	14 15 0	
Newton-on-Trent - Par.	- -	- - -	- -	15 0 0				
Newton (Wold) - N.S.	40 0 0	Aug. 29, 1845						
Northorpe - - N.S.	48 0 0	July 1, 1848						
Orby - - - N.S.	*28 0 0	May. 24, 1837						
Owmby - - - N.S.	*36 0 0	Sept. 3, 1836						
Owston - - - N.S.	81 0 0	Sept. 6, 1842						
Pinchbeck, East - N.S.	140 0 0	Dec. 16, 1844	11 3 10½	35 0 0	- -	63 3 4	15 2 0	
Pinchbeck, West - N.S.	- -	- - -	- -	33 0 0	- -	183 10 0	12 2 0	
Potterhanworth - -	196 0 0	June 10, 1856						
Rasen (Market) - N.S.	- -	- - -	2 18 7¼	- -	- -	- -	3 12 0	
Rowston - - N.S.	78 10 0	Aug. 15, 1853	1 0 4¾					
Saleby - - - N.S.	50 0 0	Oct. 29, 1846						
Saltfleetby - - N.S.	64 0 0	Jan. 29, 1850	2 3 4					
Saxilby - - - N.S.	120 0 0	Jan. 13, 1846	7 16 5¾	50 0 0	- -	312 5 0	2 19 0	
" - - - "	5 4 0	Nov. 7, 1848						
" - - - "	18 10 0	Mar. 23, 1849						
Scottor and Scotton, N.S.	*100 0 0	Mar. 18, 1837	1 14 9	30 5 0	- -	60 8 4	10 11 0	
" " "	100 0 0	Sept. 30, 1847						
" " "	26 0 0	Dec. 12, 1855						
Skellingthorpe - N.S.	- -	- - -	2 1 8⅔					
Skendleby - - N.S.	60 0 0	Feb. 15, 1845	1 6 7					

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LINCOLNSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Beck - - N.S.	190 0 0	Sept. 19, 1840	4 0 9	51 18 4	- -	111 11 8	37 5 0	
Bord, New Grey's Charity) - N.S.	154 10 0	Jan. 19, 1852	2 13 4	36 13 4	- -	- - -	5 1 0	
Bord - - Wes.	- - -	- - -	4 10 9	33 0 0	- -	22 10 0	15 15 0	
Bling - - - N.S.	350 0 0	Aug. 4, 1846	3 0 9	136 10 10	- -	110 15 0		
- - - „	33 6 8	July 12, 1856						
Bling - - B.S.	*180 0 0	Jan. 9, 1839	7 15 1½	68 15 0	- -	272 0 0		
Blegate - - N.S.	50 0 0	Nov. 20, 1844	- - -	- - -	- -	12 18 4	7 5 0	
Blegate - - Wes.	- - -	- - -	3 6 8	5 15 0	- -	35 8 4	8 16 0	
Bford and St. Bartin's - - N.S.	- - -	- - -	3 9 8½	8 5 0	- -	24 10 0		
Bon, Long - B.S.	*168 0 0	Nov. 30, 1836						
Bon, St. Nicho- las - - - N.S.	84 0 0	Aug. 2, 1849	2 0 8					
Besby, North - Wes.	341 0 0	May 9, 1856	2 0 0	13 15 0	- -	15 0 0	11 17 0	
Berland - - N.S.	66 5 0	July 23, 1850						
Bton, All Saints' N.S.	100 0 0	Aug. 15, 1846	0 10 0					
Bgton (Earl Bdsey's) - - N.S.	- - -	- - -	2 2 0	15 0 0				
Bby - - N.S.	187 2 0	Mar. 9, 1848	1 13 4½					
Bdington - Ch. S.	176 0 0	June 6, 1855	1 7 2	37 10 0	- -	17 0 0	12 5 0	
Bfleet, St. Mary's N.S.	- - -	- - -	- - -	41 5 0				
Bfleet - - Wes.	- - -	- - -	6 12 8¾	63 0 0	- -	184 6 8	32 6 0	
Bingore - - N.S.	45 0 0	Apr. 19, 1848						
Bon - - - Par.	- - -	- - -	2 3 7¼	57 10 0	- -	- - -	8 2 0	
Bon-le-Wold - N.S.	*25 0 0	May 9, 1840	2 14 0½	- -	- -	76 13 4	12 8 0	
Bton, St. Mary's N.S.	- - -	- - -	1 11 3¼	- -	- -	99 3 4	16 18 0	
Bplode Drove - N.S.	50 0 0	Apr. 1, 1845						
Bpughton - N.S.	56 0 0	Feb. 17, 1846						
Berton - - N.S.	*90 0 0	Oct. 27, 1840	5 14 0¼	25 10 0	- -	112 17 6	20 4 0	
„ Indust. Dep.	- - -	- - -	- - -	- - -	- -	- - -	- - -	8 8 0
Berton - - Wes.	105 0 0	Feb. 15, 1851	5 12 2½	98 15 0	- -	224 0 0	25 7 0	
Bringham - N.S.	80 0 0	June 12, 1846	2 2 7¾	6 5 0	- -	22 0 0	36 18 0	
„ - „	50 0 0	Aug. 29, 1855						
Bern - - N.S.	81 15 0	Sept. 19, 1850	2 16 4					
Bvby - - N.S.	60 0 0	Sept. 22, 1842	1 18 10¼	22 10 0	- -	77 18 4	10 3 0	
„ - - „	60 0 0	May 4, 1846						
„ - - „	4 17 6	Apr. 14, 1848						
„ - - „	38 0 0	Aug. 4, 1856						
MIDDLESEX.								
Bn - - - N.S.	153 0 0	Jan. 15, 1853	- - -	41 13 4	- -	- - -	9 8 0	
Bn - - - Wes.	- - -	- - -	- - -	34 3 4	- -	- - -	3 14 0	
Bny Street, St. Bne's - - R.C.	- - -	- - -	2 13 4½	- - -	- -	34 3 4		
Bord - - - N.S.	- - -	- - -	1 8 8¼	5 0 0	- -	- - -	5 5 0	
Bey Street, North, Mark's - N.S.	- - -	- - -	- - -	173 8 4	- -	546 0 0		
Bey Street, South, Bosvenor Chapel S. -	- - -	- - -	- - -	32 10 0	- -	80 15 0		
Bwin's Place, John's - - N.S.	- - -	- - -	10 0 9	128 15 0	- -	349 10 0		
Bwin's Gardens N.S.	28 0 0	Mar. 22, 1848	17 4 1	281 11 8	- -	1,187 0 5		
„ „ - „	10 0 0	Jan. 25, 1849						
Bpican, St. Giles' Bacob's Well Court) B.S.	*150 0 0	Sept. 10, 1835						
Babas', St. - N.S.	*250 0 0	Nov. 18, 1837						
Bwater - - N.S.	- - -	- - -	- - -	81 2 6	- -	672 15 0		
Bont - - N.S.	108 0 0	Jan. 17, 1848						
Bnal Green Bbbey Street) - B.S.	*750 0 0	Oct. 10, 1839	25 12 6	109 0 0	- -	1,632 9 2		
„ „ - „	497 0 0	Feb. 18, 1843						
„ „ - „	200 0 0	Aug. 11, 1851						

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	Amount.	Date of Payment.						
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bethnal Green, St. Andrew's - - N.S.	395 0 0	Jan. 3, 1846						
Bethnal Green, St. Bartholomew's, (Upper) - - N.S.	400 0 0	Dec. 19, 1845	11 4 1¼	53 3 4	- -	639 2 6		
" " - "	150 0 0	Oct. 7, 1856						
Bethnal Green, Elementary School -	486 0 0	June 3, 1856						
Bethnal Green (Castle Street), Gascoigne Place - - - B.S.	470 0 0	May 19, 1841	10 9 11¼	66 14 2	- -	665 1 8		
" " - "	100 0 0	Aug. 8, 1842						
" " - "	80 10 0	Sept. 24, 1850						
" " - "	50 0 0	Mar. 18, 1854						
Bethnal Green, St. James' the Great N.S.	404 0 0	Apr. 15, 1848	5 5 8¼	101 5 0	- -	656 8 4		
" " - "	9 18 0	June 22, 1848						
" " - "	20 0 0	Sept. 1, 1854						
Bethnal Green, St. John's - - - N.S.	600 0 0	Feb. 23, 1843	3 14 0½					
Bethnal Green, St. Jude's - - - N.S.	500 0 0	Dec. 1, 1848	1 10 5¼	68 1 8	- -	146 5 0		
Bethnal Green, St. Matthew's - - N.S.	20 0 0	Apr. 28, 1845	5 16 2½	37 10 0	- -	454 0 10		
" " - "	50 0 0	May 3, 1849						
Bethnal Green, St. Matthias' - - N.S.	494 0 0	Apr. 30, 1852	- -	21 5 0				
Bethnal Green, St. Peter's - - - N.S.	9 19 0	June 22, 1848	2 17 6¾	135 0 0	- -	562 0 10		
" " - "	561 13 4	Oct. 23, 1852						
Bethnal Green, St. Philip's - - N.S.	636 0 0	Feb. 4, 1854	6 9 2½					
Bethnal Green, St. Simon Zelotes', Bullard Street - N.S.	400 0 0	Dec. 19, 1845	2 13 4	6 5 0	- -	9 13 4		
" " - "	7 17 4	Nov. 23, 1853						
Bethnal Green, St. Simon Zelotes', Morpeth Street - N.S.	400 0 0	Aug. 5, 1855						
Bethnal Green, St. Thomas' - - N.S.	583 0 0	Sept. 25, 1851	5 10 0¾	47 1 8	- -	45 13 4		
Blackfriars, St. Andrew's Hill, Infant - - - N.S.	142 0 0	June 19, 1847						
Blandford Square - R.C.	- -	- - -	13 5 0	- -	- -	446 18 4		
" Industrial Department -	- -	- - -	- -	- -	- -	- -	- -	158 0
Bloomsbury - - N.S.	- -	- - -	17 11 8	277 13 4	- -	824 10 0	17 15 0	
Bloomsbury, Broad Street (Refuge for Girls) - - -	- -	- - -	- -	- -	- -	- -	- -	134 19
Bloomsbury, St. George the Martyr - - - N.S.	- -	- - -	14 7 3	103 15 10	80 0 0	139 10 0		
Brentford, New - N.S.	*90 0 0	Oct. 21, 1840						
Brentford, Old - N.S.	*85 0 0	Dec. 28, 1839						
Brentford - - B.S.	*250 0 0	July 22, 1834	16 5 7	214 10 0	16 13 4	1,105 16 8		
Bromley, St. Leonard's - - - N.S.	17 10 0	May 19, 1849	4 7 6½	35 0 0	- -	244 0 0		
" " - "	340 0 0	Aug. 21, 1852						
Bromley and Bow - B.S.	*125 0 0	May 11, 1839						
Brompton - - N.S.	400 0 0	Oct. 14, 1842	- -	52 2 6	33 6 8	476 15 0		
" - - "	42 0 0	Oct. 4, 1848						
Buckingham Palace, Royal Mews School -	- -	- - -	- -	28 6 8				
Bunhill Row - R.C.	- -	- - -	11 2 0	- -	- -	318 16 8		
Camden Town - N.S.	*100 0 0	April 5, 1839	18 17 4½	218 10 0	- -	1,321 5 0		
" " - "	500 0 0	Jan. 11, 1849						
" " - "	25 9 4	July 30, 1850						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
IDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
terhouse, St. omas', Upper								
d Lowr - - N.S.	330 0 0	June 9, 1847	72 13 6	352 1 8	303 0 0	2,496 18 4	26 5 0	
" " "	100 0 0	Aug. 25, 1847						
" " "	27 1 6	Sept. 25, 1848						
" " "	11 1 4	Jan. 25, 1849						
" " "	100 0 0	Nov. 24, 1852						
" " "	1,954 13 4	Apr. 6, 1853						
" " "	939 0 0	Oct. 15, 1856						
sea, Ch. ch. - N.S.	318 0 0	Dec. 16, 1843	7 3 7	57 0 0	- -	356 8 4		
" " - "	12 0 0	Feb. 11, 1847						
" " - "	112 10 0	Jan. 29, 1852						
" " - "	20 0 0	Nov. 21, 1856						
sea, Schod of scipline - -	- -	- - -	- - -	- - -	- - -	- - -	- -	40 10 0
sea, St. Joseph's R.C.	- -	- - -	- - -	- - -	- - -	377 8 4		
sea, St. Jude's N.S.	266 0 0	Apr. 4, 1846	7 15 9½	75 15 0	- -	47 10 0		
" " - "	10 0 0	Sept. 14, 1847						
" " - "	4 13 4	Oct. 17, 1855						
" " - "	27 0 0	Dec. 30, 1856						
sea, St. Luke's, rk Chapel - N.S.	14 6 8	Mar. 8, 1852	5 5 3½	121 1 8	- -	229 6 8		
sea, St. Luke's Par.	- -	- - -	7 12 0½	121 0 0	45 16 8	449 15 0		
sea, St. Mark's, actising School -	- -	- - -	- -	85 11 8	- -	699 0 0		
sea (Upper), St. viour's - - N.S.	50 0 0	Sept. 13, 1847	7 12 2¾	49 6 8	- -	202 1 8		
sea (Upper), inity - - N.S.	*63 0 0	Nov. 8, 1837	11 0 0	156 13 4	60 0 0	1,194 1 8		
" " - "	106 0 0	May 15, 1847						
" " - "	25 0 0	July 27, 1848						
" " - "	15 10 0	Aug. 12, 1848						
" " - "	15 0 0	Oct. 23, 1851						
" " - "	12 0 0	Oct. 20, 1854						
" " - "	3 16 0	Nov. 21, 1855						
Road, St. tthew's - - N.S.	250 0 0	May 18, 1853	2 6 1½	47 10 0	- -	77 15 0		
enwell - - R.C.	- -	- - -	8 17 4					
enwell, Lamb l Flag Ragged Sch.	18 8 2	Aug. 12, 1848						
nercial Road, Patrick's and Augustine's - R.C.	- -	- - -	13 6 8	- -	- -	67 6 8		
n Court, Ch. of Scot.	375 0 0	Aug. 21, 1849						
on Refuge for Destitute - -	- -	- - -	- - -	- - -	- - -	- - -	- -	340 10 0
tan's, St., in West - - N.S.	- -	- - -	6 16 9½	108 10 0	- -	142 5 0		
ur's Place, St. ward's - - R.C.	- -	- - -	4 11 0¾	41 13 4	- -	134 8 4		
onton (Upper) Ch.S.	118 0 0	Apr. 7, 1852						
ld - - - N.S.	- -	- - -	- - -	25 8 4	- -	85 0 0		
ld - - - B.S.	*200 0 0	Jan. 1, 1840						
ld Lock (Go- nment School) -	- -	- - -	- - -	2 10 0				
ld Highway, St. nes' Chapel - N.S.	*203 0 0	Dec. 13, 1834	- -	21 5 0	3 6 8	21 5 0	17 1 0	
ld, Jesus Chapel N.S.	75 0 0	Apr. 11, 1850						
ley - - B.S.	60 0 0	Dec. 22, 1842						
ley, Holy Trinity, tional and In- trial School - -	300 0 0	Apr. 29, 1848	5 0 10	35 0 0	- -	304 15 0	21 1 0	62 9 6
" - "	200 0 0	Mar. 19, 1849	*a*20 6 8					
" - "	100 0 0	Dec. 2, 1851						
" - "	10 0 0	Mar. 31, 1852						
ley, St. Mary's N.S.	1,058 15 6	July 4, 1855	2 6 8¾	25 10 0	- -	- - -	3 18 0	
ury, St. James' rtain Road) - N.S.	600 0 0	Apr. 20, 1854	2 8 7½	5 10 0	- -	- - -	220 6 8	
ury, St. Paul's N.S.	365 0 0	Aug. 14, 1845						

a Scientific apparatus.

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	Amount.	Date of Payment.						
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Finsbury (Wilson Street) - - Wes.	- -	- - -	3 6 7½					
Fisher Street (Red Lion Square, - B.S.	*334 0 0	July 18, 1834						
Fitzroy Square - B.S.	- -	- - -	- -	a60 0 0	- -			
Fulham, All Saints' -	- -	- - -	3 7 6	161 18 4	- -	510 15 10		
Fulham, St. Mary's, North End - N.S.	142 0 0	Aug. 16, 1848						
Fulham, St. Thomas' R.C.	- -	- - -	2 2 8	103 10 10	- -	322 11 8		
Friern-Barnet - N.S.	373 10 0	May 9, 1854	2 9 5					
Gate Street, Lincoln's Inn Fields R.C.	100 0 0	July 15, 1851	7 10 0	- -	- -	465 11 8		
George's, St., in the East, Ch. Ch. (Wallburgh Street) Lower - - Ch.S.	175 0 0	Nov. 6, 1844	8 2 11½	81 6 8	- -	643 8 4	2 19 0	
George's, St., in the East, St. Mary's (Johnson Street), Upper - - N.S.	1,078 0 0	Jan. 16, 1849	18 19 4½	202 12 6	- -	1,284 18 4		
George's, St., in the East (Pell Street) R.C.	- -	- - -	13 6 8	- -	- -	4 11 8		
Giles', St., in the Fields, Trinity - N.S.	- -	- - -	8 4 9½	28 15 0	- -	37 10 0	0 18 0	
Giles', St., in the Fields, Refuge, Boys - - R.C.	- -	- - -	- -	- -	- -	- -	- -	234 15 0
Gordon Square, All Saints' - - N.S.	20 4 0	July 6, 1848	14 11 0	37 13 4	-	788 19 8		
" " - "	15 5 4	Aug. 12, 1848						
Hackney, West - N.S.	*200 0 0	Aug. 22, 1838	10 4 10	116 6 8	-	116 13 4		
Hackney Road (Ann's Place) - B.S.	200 0 0	Oct. 2, 1841						
" " - "	40 0 0	Oct. 30, 1845						
Hackney Road (Weymouth Terrace) - B.S.	600 0 0	Jan. 19, 1841	10 11 0	138 0 10	- -	1,274 13 4		
" " - "	9 7 2	Mar. 8, 1850						
" " - "	85 0 0	Oct. 16, 1850						
" " - "	45 0 0	Aug. 8, 1855						
Hackney, South (Charity) - - N.S.	- -	- - -	- -	43 9 2	- -	32 10 0		
Haggerstone, St. Mary's - - N.S.	*240 0 0	Apr. 10, 1839	7 3 6¾	110 15 0	20 0 0	1,036 2 6		
" " - "	114 0 0	Mar. 28, 1843						
" " - "	7 9 6	Nov. 9, 1848						
" " - "	20 0 0	Jan. 25, 1849						
" " - "	25 0 6	Oct. 18, 1853						
Haggerstone (Hertford Place) - - B.S.	*50 0 0	Feb. 10, 1838						
Hammersmith - N.S.	*120 0 0	Nov. 25, 1837						
" - "	23 6 8	July 21, 1855						
Hammersmith, St. Paul's	- -	- - -	- -	10 10 0				
Hammersmith, St. Peter's - - - N.S.	- -	- - -	- -	57 1 8	- -	104 3 4		
Hammersmith - B.S.	*150 0	Apr. 15, 1838						
Hammersmith, St. Peter's and St. Paul's, B. & G., Ragged School - - -	200 0	Aug. 10, 1853						
Hammersmith, St. Mary's, Practising School - - - R.C.	276 0 0	July 20, 1852	5 10 0¾	33 15 0	- -	183 6 8		
Hampstead, Ch. Ch. N.S.	631 16 0	May 22, 1856	6 13 4	15 0 0	- -	14 13 4		
Hampstead, St. John's Par.	- -	- - -	3 1 7½	202 18 4	- -	521 4 4		
Hampstead, St. John's Chapel (Downshire Hill) - - - N.S.	- -	- - -	10 18 5	113 6 8	- -	218 5 0		
Hampstead (West End) N.S.	110 0 0	Feb. 4 1846						

a Retiring pension.

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MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Upton Wick - N.S.	30 0 0	Apr. 12, 1845	2 0 0	63 15 0	- -	11 13 4		
Well - - N.S.	829 16 0	Oct. 27, 1855	6 8 2¼	22 1 8	- -	321 7 6	42 4 0	
" Indust. Dep. -	- - -		- - -	- - -	- -	- -	- -	8 1 6
Worth - - N.S.	90 0 0	Oct. 18, 1848						
Wrington and Cranmore - - N.S.	166 0 0	July 24, 1848						
Wandsworth - N.S.	75 0 0	July 7, 1847						
" Alley (Fardon Street) - B.S.	- -		- - -	5 17 1½	50 11 8	- -	253 10 0	
Wew-on-the- - - - N.S.	*50 0 0	Aug. 22, 1838	12 7 10¾	164 13 4	70 8 4	312 16 8	44 10 0	
" " - "	240 0 0	Sept. 26, 1853						
" - "	264 0 0	Mar. 1, 1855						
Street, Covent den - - B.S.	*400 0 0	Aug. 31, 1839	- -	30 8 4	- -	5 0 0		
n Garden, St. rew's - - Par.	- -		- - -	6 4 10	111 0 0	- -	600 8 4	
- - - N.S.	*60 0 0	May 3, 1837						
bury, Metropolitan ising Sch. - -	250 0 0	Dec. 17, 1850	10 8 6¼	50 0 0				
" - "	200 0 0	Oct. 29, 1853						
bury Vale - N.S.	*80 0 0	Nov. 9, 1836						
rate - - B.S.	- -		- - -	2 4 2	52 10 0	- -	42 18 4	14 3 0
rate, St. Michael's N.S.	1,800 0 0	July 20, 1852	16 4 10¾	241 13 4	- -	840 0 0	94 9 0	
" - -	325 0 0	July 16, 1855						
" Indust. Dep. -	- -		- - -	- -	- -	- -	- -	42 15 0
gdon (Girls) N.S.	- -		- - -	- -	3 6 8	- -	5 0 0	
gdon and Cowley N.S.	- -		- - -	- -	49 16 8	- -	5 0 0	17 2 0
rn, Dunn's sage - - R.C.	- -		- - -	- -	13 15 0			
rn, Trinity - N.S.	- -		- - -	3 11 11½	45 5 0	- -	37 10 0	
and Colonial el School, Gray's Road - - -	- -		- - -	9 13 0¼	331 13 4	357 1 8	1,533 1 8	
ey - - N.S.	63 0 0	July 22, 1848	- -	177 7 6	- -	644 5 0	10 3 0	
" - - - "	20 0 0	Dec. 7, 1848						
" - - - "	50 0 0	Nov. 20, 1849						
n, St. John's N.S.	550 0 0	Sept. 15, 1843	24 15 0	149 2 6	33 15 0	1,398 15 0		
" - "	12 18 4	June 22, 1848						
" - "	303 0 0	Nov. 27, 1848						
" - "	20 0 0	Jan. 25, 1849						
" - "	13 6 8	Sept. 10, 1851						
rth Charity Ch.S.	- -		- - -	2 6 8	65 15 0			
rth, St. Mary's R.C.	- -		- - -	- -	27 1 8			
ton, All Saints' N.S.	436 15 0	Dec. 12, 1853	6 6 11½	84 13 4	21 13 4	159 10 0	22 0 0	
ton, All Saints', rict, Sunday, and nt S. - - -	79 0 0	Jan. 14, 1843						
ton, St. James' loway) - - N.S.	*100 0 0	Dec. 22, 1838	12 0 3	92 8 4	- -	241 8 4		
" - "	1,000 0 0	Feb. 8, 1855						
ton (Upper Holy) St. John's N.S.	- -		- - -	6 13 6¾	109 5 0	- -	275 3 4	
ton, St. Mary's N.S.	300 0 0	Feb. 10, 1843	8 2 10	131 5 0	- -	544 0 10		
" - "	100 0 0	June 10, 1850						
" - "	23 6 8	June 16, 1852						
ton, St. Michael's N.S.	- -		- - -	- -	146 5 0	52 18 4	304 0 0	21 14 0
ton, St. Paul's N.S.	*216 0 0	June 28, 1834	- -	20 0 0				
" - "	71 0 0	Dec. 29, 1838						
ton (South) Pentonville - B.S.	500 0 0	Dec. 15, 1841	9 10 6¾	159 1 8	- -	1,440 10 0		
" - "	34 0 0	Nov. 18, 1847						
ton, St. Peter's N.S.	100 0 0	April 17, 1841	6 13 7¼	76 13 4	- -	427 13 4	13 18 0	
" - "	324 0 0	Feb. 2, 1852						
" - "	32 0 0	Apr. 28, 1852						

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	Amount.	Date of Payment.						
MIDDLESEX.—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Islington, St. Stephen's N.S.	147 0 0	Oct. 12, 1843	- -	- -	- -	451 3 4		
" " - "	4 7 0	Feb. 8, 1847						
Islington, Union Chapel, Church Street - B.S.	*200 0 0	Jan. 9, 1839	4 3 4	38 1 8	- -	96 15 0		
John Street, Bedford Row - - B.S.	*500 0 0	Sept. 14, 1836						
John's, St., Wood - R.C.	- -	- - -	14 5 8¾	172 11 8	- -	497 0 0		
John's, St., Wood, St., John's - - N.S.	28 15 8	Sept. 19, 1848	15 2 7	306 5 0	- -	907 19 2		
" " - "	16 13 4	Nov. 7, 1848						
Kensall Green, St. John's - - N.S.	344 0 0	Apr. 23, 1850	11 16 8¾	30 13 4	- -	459 5 0		
" " - "	96 15 0	Apr. 8, 1852						
Kensington (Horton Street) - - B.S.	*200 0 0	June 11, 1836						
Kensington and Notting Hill - - N.S.	- -	- - -	- -	7 10 0				
Kensington, St. Barnabas' (Earl St.) - Par.	160 0 0	Dec. 27, 1848	2 5 4	116 15 0	- -	179 0 0		
Kensington, Ch.Ch. (Gore Lane) - N.S.	120 0 0	July 14, 1849	1 15 7½	26 15 0	- -	30 0 0		
Kensington, Free School	- -	- - -	- -	30 10 0	- -	141 13 4		
Kensington Gore (Park Lane) - B.S.	*30 0 0	June 2, 1838						
Kensington Gravel Pits N.S.	130 0 0	Mar. 19, 1846	7 16 9					
Kensington, Potteries N.S.	150 0 0	Dec. 20, 1843						
Kensington, Vicar Place R.C.	- -	- - -	3 12 3½	- -	- -	109 10 0		
Kentish Town - N.S.	826 0 0	Jan. 3, 1849	10 5 0½	119 15 0	- -	268 10 0		
" " - "	20 0 0	Aug. 8, 1849						
Kenton - - - N.S.	33 0 0	Mar. 18, 1852	0 14 8¼					
Latimer Chapel (Bridge Street, Mile End Road) - B.S.	120 0 0	June 17, 1840						
Limehouse, St. Anne's N.S.	- -	- - -	10 1 4	42 6 8	- -	315 13 4		
Limehouse, Sunday and Infants - N.S.	464 0 0	May 17, 1844						
" " - "	35 0 0	May 25, 1849						
Limehouse, St. John's N.S.	704 0 0	Mar. 22, 1854	16 5 7	55 8 4	25 0 0	154 6 8		
" - "	8 8 6	Oct. 17, 1855						
Limehouse " - - Wes.	312 0 0	Jan. 12, 1848	15 5 1¾	144 0 0	- -	748 4 2		
" - - - "	15 0 0	Aug. 17, 1855						
Lisson Grove - B.S.	- -	- - -	- -	- -	- -	37 6 8		
Lisson Grove, St. Paul's (The Bentinck Schools)	- -	- - -	8 6 8½	- -	- -	7 6 8		
London, Aldersgate Ward (Packlington) - - - N.S.	- -	- - -	- -	13 15 0	- -	6 5 0		
London Diocesan Board of Education -	- -	- - -	38 19 0½					
London, Langbourne Ward - - - N.S.	- -	- - -	2 0 0					
London, East (Johnson Street) - - R.C.	- -	- - -	- -	- -	- -	556 0 0		
London, East (14, Red Lion Street, Wapping) - R.C.	- -	- - -	17 16 9	3 15 0	- -	5 13 4		
London, Unitarian Domestic Mission School (Chapel Street)	- -	- - -	7 14 7	92 10 10	- -	229 13 4		
London, Fox and Knot Court - - B.S.	- -	- - -	- -	15 3 4				
London, North-west Reformatory - -	- -	- - -	- -	- -	- -	- -	- -	449 13
London, Second School (Shoe Lane) -	- -	- - -	- -	10 0 0	- -	5 0 0		

Name and denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount	Date of Payment.						
DDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
n's, St., in the ds (Adelaide ce) - - - N.S.	60 0 0	Aug. 18, 1855	- -	91 15 0	- -	861 10 10		
n's, St., in the ds, Northern N.S.	629 0 0	Aug. 16, 1855	7 1 4¾	92 12 6	- -	242 6 8		
" - "	234 1 6	Aug. 31, 1855						
le-bone Cen- - - - N.S.	- -	- - -	- -	9 6 8				
le-bone, Christ's pel - - N.S.	*165 0 0	Jan. 25, 1837	- -	- -	- -	448 0 0		
" - "	25 0 0	Jan. 29, 1848						
le-bone, Ch.Ch. N.S.	- -	- - -	12 7 10¼	102 3 4	41 13 4	267 3 4		
le-bone, Eastern N.S.	- -	- - -	11 2 7	142 10 0	- -	1,546 5 0		
le-bone, Grotto sage Ragged School	- -	- - -	- -	- -	- -	- -	- -	58 0 0
le-bone, Hill ct, Dorset Square, formatory S. - -	- -	- - -	- -	- -	- -	- -	- -	63 0 0
le-bone, St. James' R.C.	- -	- - -	8 14 3½	22 10 0	- -	444 15 0		
le-bone, Nutford ce Diocesan - -	- -	- - -	4 3 7½	127 15 0	- -	395 15 0		
le-bone, Presby- an School - -	- -	- - -	1 9 11¼	- -	- -	133 0 0		
le-bone, Trinity N.S.	- -	- - -	10 8 4	76 13 4	- -	300 5 0		
le-bone, Western, Mary's - - N.S.	- -	- - -	10 0 0	42 10 0	- -	977 18 4		
opolitan School- sters' Association -	- -	- - -	*a*21 13 5					
vall - - B.S.	252 0 0	Dec. 14, 1848						
ns, South - N.S.	*75 0 0	Mar. 18, 1837						
e Street, Edge- re Road - R.C.	- -	- - -	3 6 8½	- -	- -	29 0 0		
vell Hill, St. nes' - - N.S.	112 10 0	Oct. 26, 1850						
North Road - Wes.	1,360 0 0	May 9, 1856						
hwood - Ch. of E.	- -	- - -	- -	- -	- -	- -	11 4 0	
ing Hill, St. n's - Ch. of E.	- -	- - -	- -	4 3 4				
lington, All nts' - - N.S.	180 0 0	Apr. 3, 1852	7 6 2	105 3 4	- -	173 10 0		
lington Green, Mary's - - N.S.	*250 0 0	June 28, 1834	- -	106 1 8	- -	885 1 8		
lington, Home formatory, Girls -	- -	- - -	- -	- -	- -	- -	- -	48 17 0
lington, St. John's N.S.	- -	- - -	9 7 2¾	175 7 6	- -	625 3 4		
ras, St. - N.S.	- -	- - -	- -	209 16 8	- -	1,084 13 4		
ras, St., Ch.Ch. N.S.	*320 0 0	July 28, 1838	20 11 7½	134 10 0	20 16 8	953 0 0		
" " - "	33 6 8	Mar. 19, 1852		*b*55 0 0				
" " - "	27 17 4	Mar. 30, 1853						
ras, St., St. John e Evangelist's, strict - - N.S.	- -	- - -	- -	13 15 0	- -	37 18 4		
ras, St., East, itannia Street, ay's Inn Road N.S.	45 0 0	Feb. 23, 1849	11 16 7	127 10 0	45 0 0	1,128 18 4		
ras, St., East, tton Street - N.S.	550 0 0	Feb. 23, 1844						
" " - "	45 0 0	Mar. 17, 1852						
ras, St., Holy inity - - N.S.	819 0 0	Oct. 1, 1851	7 13 4½	120 1 8	55 0 0	448 17 6		
ras, St., Percy apel, The Rus- l School - - -	*50 0 0	May 16, 1835	3 5 11½	78 16 8	- -	259 10 0		
" " - "	6 10 0	Feb. 4, 1850						
ras, St., Woburn apel - - Epis. S.	- -	- - -	- -	6 0 0				

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Pentonville, Infants N.S.	- - -	- - -	- -	37 0 0	- -	32 10 0	11 2 0	
Pimlico, St. Barnabas', (late Knightsbridge, St. Paul's,) N.S.	400 0 0	June 9, 1847	5 17 9	81 0 0	- -	142 5 0		
" " - "	10 0 0	Nov. 2, 1854						
Pimlico, Buckingham Chapel (Palace Street) - - B.S.	100 0 0	Nov. 8, 1834						
Pimlico, St. Michael's - - N.S.	355 0 0	Mar. 12, 1850	9 15 10½	145 10 0	- -	500 5 0		
" " - "	- - -	- - -	*a* 9 10 0					
Pimlico, St. Peter's N.S.	- - -	- - -	12 11 3	34 10 0	- -	307 0 0		
Ponder's End - N.S.	85 0 0	Oct. 14, 1841						
Poplar (Regent St.) B.S.	- - -	- - -	- -	22 0 0	- -	148 10 0		
Poplar (Wade Street) R.C.	- - -	- - -	4 14 2	33 0 0	- -	330 11 8		
Portman Chapel - Ch. S.	- - -	- - -	8 3 3	79 12 6	- -	170 15 0		
Portman Square - N.S.	- - -	- - -	6 2 3¾	22 10 0	- -	808 14 2		
Queen Street, Great, Lincoln's Inn Fields Wes.	- - -	- - -	9 19 2½	169 5 0	- -	470 12 6		
Radnor Street, St. Luke's (City Road) Wes.	*225 0 0	July 9, 1839	5 12 8¾	102 0 0	- -	1,189 4 2		
" " - "	222 0 0	Mar. 10, 1843						
" " - "	24 0 0	Jan. 3, 1849						
" " - "	16 18 8	Mar. 7, 1849						
" " - "	21 0 0	Feb. 20, 1856						
Ratcliff Cross, St. James' - - N.S.	150 0 0	Sept. 28, 1841						
" " - "	100 0 0	Feb. 19, 1853						
Saffron Hill, St. Peter's (Onslow Street) - - N.S.	187 0 0	July 21, 1853	4 5 2¾	112 15 0	- -	306 5 0		
Sepulchre's, St. (Within) Ball's Court, Boys N.S.	22 10 0	Oct. 18, 1848	5 0 0	44 11 8	- -	96 13 4		
Shepperton - - N.S.	- - -	- - -	- -	6 5 0				
Somer's Town - B.S.	320 5 0	Oct. 6, 1854	8 6 7½	23 7 6	- -	505 11 8		
Soho, Greek Street R.C.	- - -	- - -	- -	- -	- -	39 0 0		
Soho, St. Patrick's (Tudor Place) - R.C.	- - -	- - -	4 7 10½	- -	- -	285 0 0		
Southall - - N.S.	64 10 0	Sept. 11, 1852						
Southgate - - N.S.	- - -	- - -	1 12 2¾	- -	- -	34 11 8	19 18 0	
Spital, St. Mary's - N.S.	642 15 0	May 6, 1854						
Spitalfields, Boys Free, Spicer Street, Brick Lane - - R.C.	- - -	- - -	2 11 7	- -	- -	228 13 4		
Spitalfields, St. Ann's, Princes Street - R.C.	- - -	- - -	3 7 2½					
Spitalfields, Wood Street - - - B.S.	400 0 0	May 8, 1841	7 17 0½	35 8 4	- -	701 1 8		
" - - - "	115 13 4	Aug. 26, 1856						
Spitalfields, Bell Lane - - Jews' Sch.	- - -	- - -	- -	6 5 0	- -	282 8 4		
Staines - - - N.S.	- - -	- - -	10 14 7					
" - - - "	- - -	- - -	*b* 13 6 8	99 11 8	- -	294 3 4		
Stepney - - P.U.	- - -	- - -	- -	- -	- -	118 13 4		
Stepney, All Saints' N.S.	400 0 0	Oct. 7, 1841	7 3 9¾	167 3 4	- -	701 13 4		
Stepney, Holy Trinity N.S.	350 0 0	Oct. 30, 1845	7 6 1¾	178 0 0	- -	648 6 8	26 16 0	
" " - "	7 15 5	Apr. 15, 1847						
" " - "	6 10 0	Aug. 12, 1848						
" " - "	150 0 0	June 28, 1849						
Stepney, St. Peter's N.S.	50 0 0	Nov. 27, 1841	8 15 0	190 17 6	- -	201 15 0		
Stepney, St. Philip's N.S.	450 0 0	Feb. 1, 1845						
Stepney, Red Coat, Endowed - - N.S.	*200 0 0	June 1, 1839	20 19 4¼	221 0 0	31 5 0	481 15 0		
" " - "	32 13 0	June 2, 1849						
" " - "	46 0 0	Aug. 10, 1855						
Stepney, Redman's Row, Infants - N.S.	- - -	- - -	- -	24 15 0	- -	80 15 0		

a Retiring pension.

b Scientific apparatus.

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	Amount.	Date of Payment.						
IDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ney, St. Thomas' N.S.	400 0 0	Jan. 25, 1844	12 4 3½	302 5 0	- -	1,441 15 0	11 18 0	
„ - „	20 0 0	Apr. 4, 1846						
„ - „	100 0 0	Nov. 27, 1847						
„ - „	155 0 0	June 27, 1848						
„ - „	6 13 4	Feb. 25, 1851						
„ - „	18 6 3	Mar. 28, 1851						
„ - „	3 15 0	Mar. 19, 1856						
„ - „	285 0 0	June 11, 1856						
te Newington - N.S.	- - -	- - -	- -	73 2 6	- -	131 0 0		
te Newington - B.S.	*200 0 0	Aug. 4, 1838						
te Newington - Wes.	- - -	- - -	1 15 4½					
tford-le-Bow - B.S.	*125 0 0	Mar. 25, 1837						
bury - - B.S.	*50 0 0	June 25, 1836						
bury - - - Par.	- - -	- - -	- -	30 5 0	- -	47 10 0	21 6 0	
bury-in-Harrow, ndustrial) - Ch.S.	75 0 0	Oct. 16, 1856						
dington, Public N.S.	- - -	- - -	3 1 6½	27 0 0	- -	15 0 0		
enham - - N.S.	72 0 0	Dec. 7, 1842	5 6 5	108 0 0	- -	82 0 0	7 4 0	
„ - - - „	3 12 4	Mar. 23, 1849						
enham, Asylum, irls - - - - -	- - -	- - -	2 0 0	- -	- -	62 10 0		
enham Green, dustrial School -	- - -	- - -	- -	- -	- -	- -	- -	4 11 8
enham, Holy inity - - N.S.	93 0 0	Dec. 1, 1848						
enham, Lancas-rian School - -	- - -	- - -	4 1 7½	- -	- -	247 16 8		
nham Green - N.S.	100 0 0	Apr. 18, 1850						
ckenham Com-on (Archdeacon mbridge's) - N.S.	90 0 0	Dec. 5, 1842	2 17 0	- -	- -	327 4 2		
„ „ - - „	45 0 0	Nov. 12, 1849						
g Folly (Beth-l Green) - - B.S.	*250 0 0	Sept. 23, 1836						
ridge - - B.S.	*100 0 0	Apr. 16, 1836	4 1 8¼	12 10 10	- -	96 1 8		
ridge Moor, St. hn's - - N.S.	94 0 0	May 18, 1847						
„ „ - - „	70 0 0	Dec. 7, 1853						
ent Square, St. ary's (Tothill elds) - - N.S.	736 0 0	Sept. 10, 1850	17 2 11¾	230 10 0	- -	953 13 4		
ham Green, or ulham, St. John's N.S.	*175 0 0	Aug. 31, 1836	1 11 8	30 16 8	- -	74 10 0		
„ „ - - „	100 0 0	June 9, 1847						
pping, Gravel Lane Wes.	- - -	- - -	3 6 8¾	5 0 0	- -	5 0 0		
pping, St. John's B.S.	*175 0 0	Jan. 4, 1835						
tbourne - - N.S.	- - -	- - -	6 19 2	73 0 0	- -	220 7 6		
tminster (Arch-hop Tenison's S.) -	- - -	- - -	7 3 3¾	- -	- -	196 0 0		
tminster, Blue oat - - - N.S.	- - -	- - -	- -	40 0 0				
tminster, Ch. Ch. N.S.	500 0 0	Dec. 1, 1847	7 12 1½	75 12 6	- -	297 10 0		
tminster, Church hoolmasters' Asso-ation - - -	- - -	- - -	2 15 0					
tminster, Coburg ow, Ragged School -	- - -	- - -	- -	- -	- -	- -	- -	26 15 0
tminster, Dacre reet Reformatory -	- - -	- - -	- -	- -	- -	- -	- -	30 10 0
tminster, Soho, . Anne's - - N.S.	- - -	- - -	4 13 1¼	82 8 4	- -	197 15 10		
tminster, St. Anne's ne Ragged School -	- - -	- - -	- -	- -	- -	- -	- -	57 0 0
tminster, St. mes' (Marshall rect) - - N.S.	- - -	- - -	19 7 4½	158 5 0	20 0 0	1,400 5 10		
„ - - - „	- - -	- - -	- -	a35 0 0				
tminster, Curzon reet Chapel - N.S.	- - -	- - -	- -	78 0 0	- -	95 5 0		

a Retiring pension.

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MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Westminster, National Society's Central N.S.	- - -	- - -	38 19 0½	- -	- -	18 6 8		
Westminster, Hanover Square, St. George's, District - - N.S.	- -	- - -	- -	45 15 0	- -	182 10 0		
Westminster, Hanover Square, St. George's United Day - N.S.	- -	- - -	- -	42 13 4	- -	195 10 0		
Westminster, Knightsbridge, All Saints' N.S.	- -	- - -	- -	66 0 0	- -	52 10 0		
Westminster, St. James' Offertory School (Swallow Street) - -	*50 0 0	July 13, 1839	6 15 9¾	141 0 0	- -	83 0 0		
,, - - -	- - -	- - -	- - -	a20 0 0				
Westminster, St. Luke's (Berwick Street) N.S.	*250 0 0	Dec. 4, 1839	5 7 6½					
Westminster, St. Margaret's and St. John's - N.S.	*600 0 0	Feb. 21, 1835	5 16 11	167 10 0	- -	707 10 10		
Westminster, St. Mary's R.C.	- -	- - -	- -	19 14 2				
Westminster, St. Stephen's (Rochester Row) - N.S.	- -	- - -	6 6 8	248 16 8	- -	1,280 7 6		
Westminster, Wesleyan Practising School -	2,500 0 0	Mar. 11, 1852	78 4 5½	421 15 0	339 0 0	792 15 0		
,, ,, - -	150 0 0	May 16, 1855						
Whitechapel, St. Mark's - - N.S.	200 0 0	May 26, 1842	- -	56 13 4	- -	159 10 0		
,, - ,,	204 0 0	Feb. 7, 1845						
Whitechapel, Refuge Industrial School -	- -	- - -	- -	- -	- -	- -	- -	390 0 0
Whitechapel, St. Mary's (St. Jude's District) - - N.S.	302 0 0	Mar. 12, 1847						
Whitechapel - - P.U.	- -	- - -	- -	- -	- -	37 0 0		
Whitechapel, Society's N.S.	- -	- - -	- -	16 0 0	- -	5 0 0		
Whitecross Place (Wilson Street, Finsbury) - - B.S.	452 0 0	May 6, 1843	- -	15 0 0				
Whitelands, Upper and Lower, Practising N.S.	- -	- - -	- -	156 10 0	- -	281 11 8		
Whitelands, Female Practising School -	600 0 0	Jan. 24, 1856	10 3 4½					
Whitelands, Infants N.S.	- -	- - -	- -	14 5 0				
Whitton, Industrial S. -	327 10 4	Sept. 15, 1853	2 0 0					
Willesden - - N.S.	- -	- - -	- -	- -	- -	- -	5 4 0	
Wycliffe Chapel, Philpot Street, Commercial Road B.S.	*150 0 0	May 16, 1835						
MONMOUTHSHIRE.								
Abergavenny - N.S.	350 0 0	Nov. 1, 1849	5 3 2¾	135 0 0	- -	171 0 0		
Abertillery - - N.S.	588 0 0	Nov. 5, 1856	- - -	- -	- -	15 0 0	5 12 0	
Abertillery - - B.S.	- -	- - -	3 6 7½					
Blackwood - - B.S.	224 0 0	Aug. 20, 1846						
Blaenafon - - N.S.	115 0 0	Feb. 5, 1849	2 13 7¼	- -	- -	351 11 8		
Blaina - - - B.S.	- -	- - -	15 16 1	141 13 4	- -	754 8 4		
Chapel Hill and Tintern Parva - N.S.	- -	- - -	- -	2 10 0				
Chepstow - - N.S.	*64 0 0	April 17, 1836	- -	90 0 0	- -	193 10 0		
Chepstow, Infants - N.S.	130 0 0	July 7, 1853						
Corwen - - - B.S.	- -	- - -	4 0 0½					
Court-y-bella - N.S.	700 0 0	Aug. 29, 1849	9 16 1¼	60 0 0	- -	578 3 4		
,, Industrial Department - -	- -	- - -	- -	- -	- -	- -	- -	18 51 0

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	Amount.	Date of Payment.						
SOUTHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
allin and Llan-								
eth - - - N.S.	120 0 0	June 16, 1846	1 13 4	- -	- -	- -	7 1 0	
" " - "	75 0 0	May 19, 1848						
rey - - N.S.	65 0 0	June 24, 1852						
" - - - "	74 0 0	Jan. 10, 1854						
arth - - N.S.	- -	- - -	1 0 0¾	15 0 0	- -	- -	2 13 0	
gattock, Lin-								
ed (James Da-								
s') - - - N.S.	45 0 0	Dec. 27, 1848						
trissent - N.S.	85 0 0	Jan. 4, 1849						
wenarth - N.S.	50 0 0	Aug. 23, 1844	1 0 0					
mouth - - N.S.	370 13 4	Sept. 10, 1856						
port-on-Usk - N.S.	*275 0 0	Sept. 19, 1840	7 2 1½	195 15 0	- -	856 0 0	9 5 0	
" " - "	46 0 0	Nov. 17, 1855						
port-on-Usk - B.S.	*75 0 0	Mar. 19, 1836						
port-on-Usk - R.C.	- -	- - -	3 14 10	14 3 4	- -	530 8 4		
newynydd - N.S.	300 0 0	Dec. 4, 1846	8 19 7	54 0 0	- -	190 0 0		
" " - "	38 14 0	April 5, 1854						
" " - "	12 13 8	Nov. 21, 1855						
ypool, Charity N.S.	*114 0 0	Jan. 25, 1840	5 0 0	39 17 6	- -	531 1 8		
" " - "	16 0 0	Jan. 23, 1852						
" " - "	5 15 10	Mar. 8, 1852						
" " - "	100 0 0	Mar. 16, 1852						
nney Iron								
orks School - -	- -	- - -	3 18 3½	32 5 0				
nney Iron								
orks - - - B.S.	- -	- - -	- -	10 10 0	- -	30 0 0	14 8 0	
- - - B.S.	- -	- - -	- -	23 15 0	- -	15 0 0		
field - - N.S.	- -	- - -	- -	- -	- -	- -	1 10 0	
freth - - N.S.	24 0 0	May 27, 1843						
" - - "	21 0 0	June 17, 1851						
ern Abbey - N.S.	*70 0 0	June 20, 1840						
Endowed - -	- -	- - -	3 10 4					
NORFOLK.								
rgh - - - N.S.	75 0 0	May 2, 1848						
oy - - - N.S.	36 0 0	Nov. 11, 1841						
ricken and								
ziate - - N.S.	181 0 0	May 14, 1856						
nam - - N.S.	175 0 0	Oct. 19, 1849	3 19 2½	- -	- -	115 8 4		
ham - - N.S.	- -	- - -	2 0 0½					
ham Broome - N.S.	66 10 0	Mar. 15, 1842	- -	29 5 0	- -	- -	5 0 0	
h Apton - - N.S.	- -	- - -	- -	64 10 0	- -	32 10 0	5 19 0	
y, West - N.S.	*70 0 0	June 28, 1834						
enham, West, N.S.	382 8 0	Aug. 30, 1854	5 0 0½	27 10 0	- -	- -	27 1 8	
" " - "	240 0 0	Sept. 18, 1856						
ey - - - N.S.	50 0 0	Nov. 20, 1844	- -	- -	- -	- -	2 6 0	
- - - "	22 0 0	Apr. 24, 1847						
on - - - N.S.	65 0 0	Jan. 17, 1845						
xdish - - N.S.	34 0 0	Nov. 7, 1845						
xe - - - N.S.	*80 0 0	Oct. 13, 1838						
enham, New - N.S.	- -	- - -	1 13 4					
ham, Westgate N.S.	320 0 0	May 6, 1851	5 6 5	96 15 0	- -	196 13 4	18 18 0	
Industrial								
partment -	- -	- - -	- -	- -	- -	- -	- -	3 14 0
or - - - Par.	100 0 0	Apr. 2, 1850						
or, Infants' School -	*29 0 0	Oct. 20, 1834						
e Acre - - N.S.	72 7 0	Feb. 13, 1840						
e Rising - N.S.	- -	- - -	- -	50 0 0	- -	32 10 0	11 13 0	
eld - - - N.S.	63 0 0	Feb. 6, 1854	1 0 0					
grave - - N.S.	50 0 0	Aug. 13, 1844						
on and Hel-								
gton - - N.S.	45 0 0	July 24, 1848						
hwarton - N.S.	73 0 0	Apr. 9, 1846						
shall - - N.S.	100 0 0	June 24, 1847						
n - - - N.S.	105 0 0	Sept. 25, 1855						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
NORFOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Costessey - - N.S.	*50 0 0	Nov. 16, 1836						
Costessey - - B.S.	*65 0 0	Jan 22, 1837						
Creake, North - N.S.	- - -	- - -	2 11 4¾					
Croxton - - - N.S.	50 0 0	Aug. 20, 1847						
Denton - - - N.S.	64 10 0	Mar. 20, 1841						
„ - - - „	25 0 0	Nov. 10, 1856						
Deopham - - N.S.	- - -	- - -	1 4 6					
Dereham, East - N.S.	140 0 0	Nov. 24, 1841						
Dereham, East - B.S.	160 0 0	Aug. 21, 1841						
„ „ - „	30 0 0	Feb. 23, 1843						
Diss - - - N.S.	107 17 5	July 21, 1848						
Ditchingham - N.S.	50 0 0	Sept. 19, 1840	- -	7 10 0	- -	- -	4 5 0	
„ - - „	50 0 0	Sept. 12, 1846						
„ - - „	31 0 0	Mar. 22, 1852						
Docking - - - Par.	- - -	- - -	3 10 4½					
Downham Market - N.S.	162 10 0	Mar. 11, 1842	4 7 9½	128 6 8	- -	211 0 0	12 15 0	
„ „ - „	17 17 0	May 3, 1852						
Elmham, North - N.S.	*30 0 0	Feb. 10, 1838						
Fakenham - - N.S.	200 0 0	Nov. 20, 1849	6 1 1	200 3 4	- -	301 3 4	49 3 0	
„ - - „	73 13 4	Nov. 7, 1854						
„ - - „	61 7 0	Nov. 7, 1854						
Fakenham - - B.S.	183 0 0	Aug. 5, 1845						
„ - - „	120 0 0	Dec. 19, 1848						
Fincham - - N.S	120 0 0	Dec. 8, 1849	2 0 0					
Forncett, St. Mary's N.S.	- -	- - -	1 9 7½	- -	- -	14 3 4		
Forncett, St. Peter's N.S.	99 0 0	Dec. 30, 1848	- -	15 0 0				
Foulsham - - N.S.	*90 0 0	Dec. 5, 1838						
Framingham, Earl N.S.	60 0 0	Dec. 6, 1841						
„ „ - „	32 0 0	Dec. 14, 1855						
Freethorpe and Wickhampton - N.S.	75 0 0	Nov. 6, 1848	1 9 6					
Fritton and Morningthorpe - - N.S.	45 0 0	Jan 1, 1842 -	- -	16 13 4	- -	98 19 2		
Gayton - - - N.S.	73 13 4	Nov. 13, 1852						
Gaywood - - N.S.	154 0 0	Apr. 4, 1856	2 10 0					
Geldestone - - N.S.	*26 0 0	Aug. 29, 1839	- -	111 7 6	- -	55 0 0	8 6 0	
Gooderstone - - N.S.	60 0 0	Sept. 1, 1846						
Halvergate - - N.S.	202 8 9	June 14, 1855	2 0 0¼	- -	- -	- -	6 7 0	
Harpley - - N.S.	62 0 0	July 25, 1846						
Heigham (Potter) - N.S.	70 0 0	Feb. 27, 1846						
Heigham - - N.S.	280 0 0	June 26, 1849	1 10 8					
Hempnall - - N.S.	150 0 0	Aug. 15, 1848						
Hilgay - - - N.S.	*75 0 0	Dec. 22, 1838						
Hindolveston - N.S.	75 0 0	Mar. 19, 1847						
Hindringham - N.S.	55 0 0	June 10, 1845						
Hingham - - N.S.	51 10 0	Feb. 2, 1842						
Holme Hale - - N.S.	- - -	- - -	1 7 10					
Hockwold-cum-Wilton - - - N.S.	62 10 0	Apr. 16, 1841	3 10 11¾	- -	- -	338 15 0	17 18 0	
„ „ - „	4 14 0	Feb. 8, 1847						
„ „ - „	41 16 8	Nov. 27, 1855						
Holt - - - N.S.	100 0 0	June 22, 1843	2 3 6	7 10 0	- -	- -	5 18 0	
Holkham - - N.S.	- - -	- - -	1 13 4	70 10 0	- -	32 10 0	3 12 0	
Horningham and East Tuddenham N.S.	- -	- - -	2 3 11					
Lakenham, St. Mark's - - N.S.	150 0 0	Apr. 7, 1848	4 10 6¼	82 9 2	- -	318 10 0	22 8 0	
„ „ - „	16 0 0	Dec. 19, 1853						
„ „ - „	73 6 8	Dec. 22, 1853						
„ „ - „	20 14 8	Dec. 22, 1853						
„ „ - „	19 6 4	May 10, 1855						
Loddon - - N.S.	- - -	- - -	1 13 4	4 3 4				
Lynn, St. John's - N.S.	47 10 0	Feb. 15, 1849	2 2 10	105 7 6	20 0 0	148 8 4		
„ „ - „	598 13 4	June 2, 1854						
Lynn, King's - B.S.	461 10 0	Feb. 27, 1847	7 14 5½	52 10 0	- -	432 10 0		
„ „ - - „	38 0 0	Nov. 23, 1855						
Lynn, St. Margaret's - - N.S.	441 15 0	June 1, 1850	11 15 9½	160 1 8	70 0 0	585 11 8		
„ „ - „	88 10 0	Nov. 4, 1853						

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ORFOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
South, All ts' - - N.S.	95 0 0	Mar. 4, 1843	4 18 0	88 10 0	- -	417 0 0		
„ - „	72 3 4	Nov. 30, 1852						
„ - „	35 0 0	Jan. 25, 1854						
m - - N.S.	53 0 0	May 27, 1843						
am - - N.S.	- - -	- - -	2 6 8					
gham - - N.S.	*50 0 0	Nov. 1, 1837						
m - - N.S.	*50 0 0	Feb. 8, 1835						
d - - - P.U.	- -	- - -	- -	- -	- -	70 10 0		
ch, St. Mar--at-Oak - N.S.	340 0 0	Oct. 14, 1846						
„ - „	24 0 0	Feb. 28, 1856						
ch, St. Mar--at-Palace - N.S.	- -	- - -	2 10 2					
ch, St. Mi-l's (Princes et) - - B.S.	60 0 0	Aug. 26, 1840						
ch, Model (Boys) N.S.	*a*185 0 0	Sept. 17, 1851	8 6 8½	99 13 4	55 0 0	1,137 11 8	25 0 0	
ch, Model (Girls) N.S.	- -	- - -	*a*6 5 0½	86 0 0	- -	1,010 0 0	10 5 0	
ch, New City, ion Place, nam) - - B.S.	*100 0 0	June 13, 1840						
„ - „	50 0 0	Aug. 21, 1848						
ch, Octagon ool - - B.S.	- -	- - -	0 19 10¾	17 10 0	- -	201 10 0		
ch, St. Ste-n's - - - N.S.	- -	- - -	6 0 7¾	55 0 0	- -	67 0 0	10 10 0	
ch, St. Swithin's N.S.	45 0 0	Jan. 26, 1842						
by - - N.S.	83 0 0	Jan. 6, 1851						
ll - - N.S.	225 0 0	Feb. 29, 1848	1 11 6½					
- - - „	71 5 0	Oct. 25, 1855						
norpe, St. James' N.S.	82 0 0	June 16, 1845	1 4 0					
n, St. Mary dalen's - - N.S.	132 0 0	Aug. 11, 1852	6 1 4¾					
hall - - N.S.	112 10 0	Dec. 3, 1849	1 6 8½	61 5 0	- -	15 0 0	3 8 0	
Indust. Dep. -	- -	- - -	- -	- -	- -	- -	- -	1 4 0
am - - N.S.	50 0 0	Aug. 23, 1845	- -	- -	- -	32 10 0		
- - - „	11 4 0	Feb. 15, 1855						
am, St. Mary's N.S.	- -	- - -	2 4 8	40 16 8	- -	100 0 0		
nd, All Saints' N.S.	35 0 0	Feb. 16, 1853						
nd, St. Mary's N.S.	36 0 0	May 24, 1841	0 13 4					
on and Holme N.S.	40 0 0	Feb. 19, 1840						
m and Thrigby N.S.	216 0 0	Apr. 4, 1856	1 4 10½					
n, East - N.S.	37 0 0	Apr. 2, 1846						
gh, Great - N.S.	- -	- - -	1 2 11	41 16 8	- -	129 5 0	8 15 0	
Toney - N.S.	*35 0 0	Oct. 25, 1837						
se - - N.S.	60 0 0	May 13, 1845						
- - „	3 0 0	Feb. 8, 1847						
orpe - - N.S.	62 0 0	May 12, 1841	1 0 2¾					
gham - N.S.	- -	- - -	1 16 0¾					
ry - - N.S.	60 0 0	Aug. 5, 1844						
wood and enhoe - - N.S.	26 10 0	July 4, 1851	1 13 4½					
y - - N.S.	- -	- - -	1 6 8					
gham - - N.S.	*20 0 0	May 9, 1838						
ld - - N.S.	- -	- - -	1 1 2					
am - - N.S.	*160 0 0	Feb. 13, 1839						
n Morley - N.S.	120 0 0	Sept. 15, 1852	- -	- -	- -	7 10 0		
tone - - N.S.	- -	- - -	1 6 6½	51 13 4	- -	52 10 0	7 5 0	
am - - N.S.	70 0 0	Mar. 30, 1852	1 6 8½					
gton, St. Cle-'s - - N.S.	70 0 0	July 5, 1844	2 6 8	- -	- -	75 0 0		
rd - - B.S.	*75 0 0	Dec. 28, 1836						
am - - N.S.	- -	- - -	- -	12 16 8	- -	- -	4 15 0	

a In separate buildings of different tenure.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
NORFOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	s. d.	£ s. d.	£ s. d.	£ s.
Thorpe - - - N.S.	41 0 0	Dec. 1, 1841						
Thorpe-Hamlet - N.S.	209 0 10	Aug. 19, 1854	3 6 8					
Thurlton - - N.S.	37 0 0	Aug. 7, 1849						
Tilney, All Saints' - N.S.	130 0 0	Aug. 23, 1845	2 2 9¼	- - -	- -	15 0 0		
Topcroft - - N.S.	54 0 0	May 24, 1848						
Trowse Newton - N.S.	70 0 0	Aug. 12, 1846						
Trunch - - - N.S.	52 0 0	Apr. 28, 1853						
Walpole, St. Andrew's - - N.S.	93 0 0	Dec. 19, 1849						
Walsham, North - N.S.	- - -	- - -	2 19 7½					
Walsingham, Little N.S.	3 18 0	July 25, 1851	7 17 2¼	161 6 8	- -	262 13 4	51 11 0	
" " - "	7 0 0	May 15, 1854						
" " - "	21 0 0	Sept. 23, 1854						
" " - "	5 5 0	Aug. 31, 1855						
Watton - - - N.S.	83 0 0	Oct. 13, 1842						
" - - - "	5 6 8	Feb. 1, 1843						
Walton, West - N.S.	76 0 0	July 19, 1844	2 0 3					
Wicklewood - - N.S.	- - -	- - -	- - -	- - -	- -	- -	5 11 0	
Wiggenhall - - N.S.	65 0 0	July 27, 1842	1 15 0					
Winch, East - N.S.	50 0 0	May 2, 1843						
Winch, West - N.S.	*32 0 0	May 23, 1838	1 9 0					
Winfarthing - Ch. S.	124 10 0	Feb. 17, 1855						
Winterton - - N.S.	169 0 0	Aug. 24, 1849	- -	96 13 4	- -	260 1 8	29 16 0	
" - - "	102 14 3	Jan. 3, 1856						
" Indust. Dep. -	- - -	- - -	- - -	- - -	- -	- -	- -	9 4
Worstead - - N.S.	80 0 0	July 3, 1845	2 2 3¾	12 10 0	- -	94 2 6	31 11 0	
" - - "	141 15 0	Dec. 1, 1854						
Wortwell - - N.S.	- - -	- - -	- - -	18 6 8	- -	15 0 0	2 4 0	
Yarmouth, Great - B.S.	35 10 0	Dec. 12, 1856	9 9 11¾	20 5 0	- -	269 10 0		
Yarmouth, Great, Charity - - Ch. S.	- - -	- - -	1 14 11¾	- - -	- -	184 6 8		
Yarmouth, Great, St. Nicholas' - - N.S.	720 10 0	Mar. 18, 1853	20 12 2¼	195 8 4	- -	521 8 4	34 8 0	
Yarmouth, Great, St. Peter's - - N.S.	526 0 0	Apr. 22, 1851	20 2 4¾	- - -	- -	892 6 8	31 5 0	
Yarmouth, Great, Schoolmasters' Association -	- - -	- - -	4 0 0½					
Yaxham - - - N.S.	60 0 0	Jan. 5, 1844						
" - - - "	32 0 0	Nov. 20, 1850						
NORTHAMPTONSHIRE.								
Braunston - - N.S.	90 0 0	May 14, 1847						
Braybrooke - - N.S.	*25 0 0	June 28, 1837						
Brayfield-on-the-Green N.S.	- - -	- - -	- - -	18 6 8	- -	15 0 0	3 10 0	
Brington, Great - N.S.	- - -	- - -	2 0 0	13 15 0	- -	75 0 0	17 14 0	
Broughton - - N.S.	- - -	- - -	- - -	- - -	- -	- -	1 14 0	
Bugbrooke - - N.S.	125 0 0	June 27, 1845	3 0 0					
" - - "	27 0 0	Mar. 14, 1846						
Byfield - - Ch. of E.	- - -	- - -	- - -	8 6 8				
Burton Latimer, Endowed Free School -	80 0 0	June 23, 1852						
Chipping Warden N.S.	- - -	- - -	- - -	- - -	- -	- -	12 3 0	
Cogenhoe - - N.S.	45 0 0	July 29, 1843						
Corby - - - B.S.	- - -	- - -	- - -	- - -	- -	32 10 0		
Cosgrove - - N.S.	90 0 0	Mar. 7, 1845						
Creaton, Great - N.S.	100 0 0	Aug. 20, 1845						
" " - "	5 19 0	Apr. 1, 1847						
Crick, Girls and Infants - - N.S.	60 0 0	June 8, 1847						
Crick, Boys - - N.S.	60 0 0	July 22, 1848						
Croughton - Ch. of E.	- - -	- - -	- - -	5 16 8	-	- -	10 0 0	
Dallington - - N.S.	52 0 0	July 13, 1842						
Daventry - - B.S.	- - -	- - -	- - -	8 6 8	-	- -	1 6 0	
Desborough - - N.S.	47 0 0	Oct. 15, 1844	- -	42 10 0				
Eydon - - - N.S.	- - -	- - -	2 10 10	27 10 0	-	30 0 0	23 7 0	

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	Amount.	Date of Payment.						
RTHAMPTONSHIRE —*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
don, Endowed								
ee School - -	70 0 0	Jan. 28, 1854	- -	13 15 0	- -	32 10 0	11 2 0	
on - - N.S.	56 0 0	Aug. 4, 1846						
on with Pea-								
k - - - N.S.	110 0 0	May 29, 1846						
eston - - N.S.	- - -	- - -	1 13 4½	64 12 6	- -	- -	8 13 0	
ole - - - N.S.	- - -	- - -	1 6 9	20 0 0	- -	17 3 0		
owden, Little, En-								
wed Free School -	70 0 0	Feb. 27, 1851	1 4 2					
ndon - - N.S.	176 0 0	June 30, 1856						
ester - - N.S.	120 0 0	Nov. 8, 1849						
ering - - N.S.	- - -	- - -	5 0 0	59 2 6	- -	67 10 0	14 14 0	
ering - - B.S.	*250 0 0	Nov. 11, 1835						
by - - - N.S.	*30 0 0	Nov. 16, 1839	1 6 8½	41 5 0				
sthorpe - - N.S.	85 0 0	Sept. 1, 1841						
lleton Cheney N.S.	- - -	- - -	1 6 8½	53 6 8	- -	32 10 0	12 6 0	
ton - - N.S.	110 0 0	Dec. 29, 1843	1 13 6					
by - - N.S.	92 0 0	Mar. 14, 1846	- -	- -	- -	24 15 10		
hampton, All								
nts' - - N.S.	*316 0 0	Mar. 18, 1840	15 14 0	271 15 0	- -	1,526 5 0	19 0 0	
" " - "	11 0 0	Nov. 7, 1848						
" " - "	117 15 0	Nov. 24, 1849						
" " - "	825 0 0	Feb. 16, 1855						
hampton, All								
nts' (South								
arter), Infants N.S.	- -	- - -	3 0 1½	86 3 4	- -	89 0 0	7 16 0	
hampton, Blue Coat								
- - - - -	- -	- - -	0 16 8½	11 10 0	- -	218 0 0		
hampton - B.S.	640 0 0	Aug. 26, 1846						
hampton, Church								
oolmasters' Asso-								
tion - - -	- -	- - -	1 8 4½					
hampton, St.								
es' - - - Par.	- -	- - -	19 17 0½	98 8 4	- -	741 5 0		
mpton, St.								
therine's - N.S.	230 0 0	April 12, 1845	5 13 5	83 16 8	- -	367 15 0	10 14 0	
" " - "	7 0 0	May 19, 1849						
hampton, St. Peter's								
N.S.	276 0 0	Aug. 9, 1856	2 14 2					
mpton, St.								
ulchre's - N.S.	420 0 0	Feb. 6, 1846	10 2 0¾	121 13 4	- -	523 13 4		
" " - "	40 0 0	Jan. 24, 1850						
mpton, Society's								
ormatory - -	- -	- - -	- -	- -	- -	- -	- -	86 8 6
gbury - - N.S.	103 0 0	July 6, 1847						
le - - - N.S.	133 0 0	Nov. 19, 1842	5 5 1¾	43 15 0	- -	231 12 6	19 16 0	
- - - - "	58 0 0	Mar. 29, 1844						
- - - - "	4 10 6	Apr. 14, 1848						
- - - - "	53 0 0	Dec. 27, 1855						
le - - - B.S.	- - -	- - -	7 10 1½	45 7 6	- -	293 0 0	28 7 0	
borough (In-								
s) - - - N.S.	219 15 0	Oct. 23, 1851	- -	39 6 8	- -	89 16 8	4 0 0	
borough (Girls)								
N.S.	31 0 0	July 25, 1855	2 5 6½					
borough - B.S.	*150 0 0	Aug. 5, 1837						
ington - - N.S.	- - -	- - -	1 15 4½					
rd - - - N.S.	52 10 0	Feb. 6, 1844						
ngham - - N.S.	- - -	- - -	3 19 7½	65 15 0	- -	256 16 8	15 6 0	
vell - - B.S.	*100 0 0	Sept. 12, 1835						
rtoft - - N.S.	60 0 0	June 27, 1848	0 11 11					
stone - - Wes.	- - -	- - -	2 0 0¾	4 2 6	- -	- -	5 8 0	
on - - N.S.	- - -	- - -	2 10 6¾	- -	- -	- -	3 13 0	
rick - - N.S.	*54 0 0	May 27, 1840						
n, King's - N.S.	180 0 0	Dec. 15, 1847						
haugh - - N.S.	- - -	- - -	- -	111 13 4	- -	- -	15 17 0	
stone - - N.S.	112 10 0	Jan. 19, 1851	1 12 1¾					
narsh - - N.S.	120 0 0	Apr. 25, 1843	2 5 10½	- -	- -	19 6 8	- -	
" - - "	6 0 0	Mar. 28, 1851						
ster - - N.S.	213 15 0	Jan. 2, 1851	- -	11 13 4				

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	Amount.	Date of Payment.						
NORTHAMPTONSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Weedon (Lois) - N.S.	96 0 0	Dec. 29, 1848						
Welford and Sulby, Endowed School - -	79 10 0	Feb. 28, 1852	2 0 3					
Wellingborough (Infants) - - N.S.	- - -	- - -	- - -	5 16 8				
Whitfield - - N.S.	*25 0 0	Dec. 29, 1838						
Wilbarston - - N.S.	33 0 0	Mar. 17, 1846						
Woolton - - N.S.	*46 0 0	Jan. 19, 1839						
NORTHUMBERLAND.								
Acklington - - N.S.	- -	- - -	2 6 8¼	73 6 8	- -	52 10 0	18 6 0	
Acomb, Township Ch.S.	- -	- - -	1 6 8	27 10 0				
Allenheads - - N.S.	*a*50 0 0	Dec. 9, 1840	- -	- -	- -	78 8 4		
Allenheads, St. Peter's N.S.	30 0 0	Dec. 13, 1847	- -	- -	- -	222 0 0	35 4 0	
Alnwick - - N.S.	315 0 0	Oct. 12, 1850	5 12 2	- -	- -	577 10 10		
„ - - „	100 0 0	Oct. 2, 1855						
Alnwick - - B.S.	127 0 0	Sept. 9, 1840	- -	22 3 4				
Alnwick (Duke of Northumberland's) N.S.	- -	- - -	- -	104 3 4	- -	81 10 0		
„ Indust. Dep. -	- -	- - -	- -	- -	- -	- -	- -	5 10
Alnwick - - - R.C.	- -	- - -	- -	30 0 0	- -	74 16 8	1 16 0	
Anick - - Ch. of E.	- -	- - -	- -	18 0 0	. -	3 13 0		
Belford - - - N.S.	*58 0 0	Oct. 14, 1837	2 6 0					
Bellingham, Endowed Free School - -	98 5 0	July 30, 1852	3 6 8					
Berwick-upon-Tweed, Charity Sch. -	- -	- - -	9 7 11½	127 15 0	- -	380 15 0		
Berwick-upon-Tweed (Infants) B.S.	70 0 0	July 5, 1841	- -	37 5 0	- -	229 1 8		
Berwick-upon-Tweed R.C.	- -	- - -	1 13 4½					
Berwick-upon-Tweed P.U.	- -	- - -	- -	- -	- -	56 13 0		
Broomhaugh, Village - - - N.S.	- -	- - -	1 5 6¾	17 10 0	- -	- -	10 3 0	
Cambo - - - N.S.	- -	- - -	- -	43 0 0	- -	32 10 0	3 19 0	
Chatton - - - N.S.	- -	- - -	2 1 0½					
Chillingham - - N.S.	*45 0 0	Nov. 27, 1835						
Corbridge - - N.S.	*45 0 0	Sept. 16, 1835	5 0 0½	5 0 0	- -	2 8 4		
„ - - „	412 0 0	Feb. 1, 1856						
Cornhill - - N.S.	*40 0 0	June 30, 1838						
Crookham - - N.S.	104 10 0	Mar. 23, 1842	1 0 9					
Elsdon - - - N.S.	- -	- - -	2 12 2	16 10 0	- -	202 7 6		
Earsdon - - - N.S.	- -	- - -	4 3 4½					
Harbottle - - N.S.	*36 0 0	June 29, 1836						
Hartburn - - N.S.	85 0 0	Oct. 15, 1844	- -	- -	- -	30 12 6		
„ - - „	5 0 0	Nov. 21, 1845						
Heddon-on-the-Wall, N.S.	200 0 0	Sept. 12, 1854	3 16 7	72 3 4	- -	143 12 6	41 7 0	
Hexham - - - N.S.	550 0 0	May 13, 1856	19 0 10¾	60 13 4	- -	160 0 0		
„ St. Mary's R.C.	- -	- - -	4 11 4	- -	- -	39 3 4	27 0 0	
Holywell Colliery - B.S.	*25 0 0	Oct. 24, 1838	1 7 7					
Horncliffe - - B.S.	- -	- - -	1 17 4¾	42 0 0	- -	4 3 4	5 10 0	
Horsley, Long - Par.	- -	- - -	1 8 0½					
Houghton, Long - N.S.	- -	- - -	2 6 8					
Howden Pans - B.S.	50 0 0	Jan. 4, 1840	3 2 1					
Kenton - - - N.S.	121 0 0	Feb. 17, 1847						
Kieldar - - - B.S.	- -	- - -	0 11 3					
Kirk Whelpington Par.	- -	- - -	- -	- -	- -	25 0 0		
Lesbury - - Ch. of E.	- -	- - -	- -	9 12 6				
Lillswood Subs. Sch. -	- -	- - -	1 2 8					
Longhurst - - N.S.	56 0 0	Dec. 27, 1847	1 5 6¾					
Lowick - - - N.S.	75 0 0	Nov. 30, 1842	1 4 0					
Lowick - - - B.S.	30 0 0	Jan. 15, 1840						
Lowick - - - R.C.	- -	- - -	0 2 0¼					

a This school is pulled down.

Name and nomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.				Grants for Apparatus, Books, Maps, and Diagrams.			Grants to Certificated Teachers, and for Retiring Pensions.			Grants on account of Assistant Teachers.			Grants on account of Pupil-teachers.			Capitation Grants.			Grants to Reformatory and Industrial Schools.		
	Amount.			Date of Payment.																		
UMBERLAND–*cont.*	£	s.	d.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
r - - - Par.	-	-	-	- - -	1	13	4															
dge - - N.S.	*30	0	0	Aug. 16, 1837																		
y Colliery Sch. -	-	-		- - -	3	2	8															
th, Presbyte- School - - -	*200	0	0	Jan. 19, 1839	-	-	-	25	0	0												
th, St. James' N.S.	200	0	0	Jan. 31, 1848	7	13	4½	192	0	0	-	-		579	0	10						
„ - „	67	0	0	Dec. 1, 1853																		
„ - „	9	6	8	July 23, 1856																		
rough, Boys N.S.	99	1	8	June 28, 1854	0	15	4	28	15	0	-	-		-	-		5	2	0			
stle, Castle th or St. nolas' - - N.S.	*150	0	0	Jan. 1, 1840	5	0	0½	24	0	0	-	-		35	10	0						
„ - „	28	0	0	Feb. 9, 1841																		
stle, Church oolmasters' Asso- on - - - -	-	-		- - -	0	8	4½															
stle, Jubilee B.S.	-	-		- - -	6	16	2¾	30	0	0	30	0	0	68	0	0	27	0	0			
stle, Ragged B.S.	852	0	0	May 11, 1855	1	8	1	-		-	-		-	-		-	-		-	21	13	4
stle, St. Andrew's N.S.	*166	0	0	Sept. 7, 1839	11	13	1	138	6	8	-		-	794	1	6						
stle, St. Andrew's R.C.	243	0	0	Dec. 6, 1856	17	9	2½	215	11	8	40	0	0	1,303	0	0	24	1	0			
„ Night S.	-	-		- - -	-		-	-		-	-		-	20	0	0						
„ Indus- Department -	-	-		- - -	-		-	-		-	-		-	-		-	-		-	44	15	0
stle, Reforma- - - B.S.	-	-		- - -	-		-	-		-	-		-	-		-	-		-	158	15	0
stle, St. John's N.S.	*335	0	0	Dec. 19, 1838	14	18	2½	148	0	0	-		-	804	16	8						
stle, St. Thomas' N.S.	130	0	0	Aug. 7, 1852	-		-	95	0	0												
stle (Sallyport) B.S.	-	-		- - -	-		-	16	13	4	-		-	686	12	6						
nks - - N.S.	12	0	0	July 17, 1844																		
- - „	35	0	0	Jan. 9, 1848																		
m - - N.S.	121	0	0	Jan. 27, 1846	6	2	1½	13	0	0	-		-	408	15	0						
ast - - B.S.	35	0	0	Sept. 5, 1840																		
on - - N.S.	60	0	0	Feb. 28, 1845	4	3	4	13	15	0	-		-	63	0	0						
- - „	23	0	0	Dec. 17, 1851																		
- - „	10	5	8	Dec. 17, 1851																		
ter - - N.S.	-	-	-	- - -	2	10	0¾															
rston - - N.S.	63	0	0	June 16, 1842	4	6	8	25	1	8	-		-	452	14	2	15	4	0			
Burn - - B.S.	*20	0	0	Mar. 19, 1836																		
, North - N.S.	*300	0	0	Jan. 4, 1840																		
, North, Pres- rian School - -	250	0	0	Feb. 16, 1844	3	14	4	20	3	4	27	5	0	314	16	8						
, North - R.C.	-	-	-	- - -	8	6	4	83	19	2	-		-	306	9	2	11	14	0			
, North, Union B.S.	*225	0	0	Feb. 13, 1839	5	11	0½	22	0	0	-		-	68	11	8						
wood - - N.S.	124	0	0	June 24, 1846	3	10	7½	-		-	-		-	127	16	8						
- - „	11	9	0	Mar. 31, 1853																		
- - - N.S.	-	-		- - -	2	14	2½															
- - - B.S.	*75	0	0	Apr. 15, 1839																		
field - - N.S.	*100	0	0	Dec. 9, 1838																		
nford - - B.S.	*20	0	0	July 14, 1841	-		-	26	2	6	-		-	16	9	0						
y Chapel - N.S.	70	0	0	Dec. 15, 1849	1	13	4¾															
nstall - - N.S.	50	0	0	Jan. 3, 1847	12	8	4½	75	0	0	-		-	75	0	0	30	12	0			
es - - N.S.	26	10	0	Feb. 2, 1842																		
(Nether) - N.S.	-	-		- - -	1	17	0															
- - - N.S.	*70	0	0	Nov. 21, 1838																		
, Presbyterian -	-	-		- - -	-		-	39	8	4	-		-	12	1	8	17	10	0			
- - Ch. of E.	-	-		- - -	2	3	9	10	0	0	-		-	10	0	0						
INGHAMSHIRE.																						
m - - N.S.	-	-		- - -	1	13	4															
- - - N.S.	172	0	0	Nov. 24, 1845																		
ton - - N.S.	283	0	0	May 12, 1847	2	0	8½															
-in-the-Wil- - - - N.S.	57	0	0	Apr. 15, 1851			-	-		-	-		-	-		-	4	12	0			

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grant to Reformatory and Industrial School
	Amount.	Date of Payment.						
NOTTINGHAMSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Basford - - - N.S.	390 0 0	Apr. 14, 1846	2 19 3					
Beckingham - - N.S.	222 0 0	Oct. 27, 1855	1 4 0	11 5 0	- -	- -	4 8 0	
Beeston - - - N.S.	*144 0 0	Nov. 11, 1835	3 4 0	3 15 0	- -	3 15 0		
Besthorpe - - N.S.	40 10 0	July 2, 1845						
Blidworth - - N.S.	425 0 0	Aug. 30, 1848	2 6 8					
Bramcote - - N.S.	*50 0 0	Apr. 22, 1837						
„ - - „	0 10 8	Feb. 8, 1847						
Carrington - - N.S.	*75 0 0	Feb. 24, 1836	3 7 5½	42 10 0	- -	50 1 8	16 16 0	
Chilwell - - N.S.	246 0 0	Feb. 14, 1856						
Coddington - - N.S.	53 0 0	Oct. 27, 1847	1 8 10					
„ - - „	18 9 0	Nov. 18, 1847						
Collingham, North N.S.	- - -	- - -	2 14 7¾					
Collingham, South N.S.	*60 0 0	Sept. 5, 1840	4 9 11½	51 0 0	- -	224 15 0	14 10 0	
„ - „	13 0 0	Oct. 21, 1845						
„ „ - „	*a*52 11 6	Dec. 26, 1855						
Collingham - - Wes.	330 0 0	July 5, 1856	3 6 8					
Costock - - - N.S.	*50 0 0	Apr. 10, 1841						
Cotes, Old - - N.S.	*50 0 0	Mar. 22, 1837						
Dunham - - N.S.	215 0 0	Aug. 28, 1845	1 6 3	- -	- -	49 3 4	1 15 0	
Eastwood - - N.S.	*60 0 0	Jan. 4, 1837	- -	28 15 0	- -	53 15 0	33 9 0	
„ - - „	45 0 0	Jan. 14, 1856						
Elston, All Saints' N.S.	126 0 0	May 14, 1856	1 13 4					
Epperstone - - N.S.	303 0 0	June 3, 1856						
Farnsfield - - Wes.	- - -	- - -	4 0 0	- -	- -	15 0 0	17 6 0	
Gringley-on-the-Hill, N.S.	244 16 0	Aug. 5, 1856						
Hucknall Torkard - N.S.	404 0 0	Feb. 7, 1855	2 5 5¾	18 15 0	- -	7 5 0	6 16 0	
Hyson Green, St. Paul's - - - N.S.	149 0 0	Mar. 23, 1848	1 4 6½	32 10 0	22 10 0	35 0 0	26 0 0	
Kingston-upon-Soar, N.S.	- - -	- - -	1 0 8	14 0 0				
Lambley - - - N.S.	90 0 0	Oct. 28, 1851						
Lenton - - - N.S.	150 0 0	Nov. 22, 1842	11 6 2¼	241 6 8	50 16 8	949 1 10	41 15 0	
„ - - - - „	10 2 6	Nov. 7, 1848	*b*11 10 0					
„ - - - - „	19 6 8	Jan. 2, 1850						
„ - - - - „	80 0 0	Jan. 12, 1850						
„ - - - - „	135 0 0	June 29, 1852						
„ - - - - „	55 0 0	May 6, 1853						
„ - - - - „	230 0 0	May 22, 1856						
„ - - - - „	14 0 0	Nov. 21, 1856						
Lowdham - - N.S.	100 0 0	Mar. 8, 1844	5 3 0	12 0 0	- -	7 5 0	9 19 0	
„ - - - „	179 5 0	Oct. 27, 1853						
„ - - - „	14 10 0	Nov. 21, 1855						
Mansfield - - Wes.	- - -	- - -	8 0 0½	11 0 0				
Mansfield Woodhouse, N.S.	200 0 0	Apr. 7, 1846	4 3 4½	47 0 0	- -	15 0 0		
Mansfield Woodhouse, Wes.	- - -	- - -	3 10 5	24 0 0	- -	211 15 0		
Newark-upon-Trent, N.S.	*125 0 0	Nov. 17, 1838						
Newark-upon-Trent, Ch.Ch. - - N.S.	65 0 0	May 18, 1849	16 16 7½	- -	- -	285 6 8		
„ „ „ „	360 0 0	Apr. 11, 1850						
„ „ „ „	30 0 0	Jan. 18, 1856						
Newark-upon-Trent, Wes.	- - -	- - -	11 11 8¼	139 10 0	- -	573 10 0		
Newthorpe, Infants N.S.	50 0 0	Sept. 29, 1841						
Nottingham, Holy Trinity - - N.S.	603 0 0	July 6, 1847	14 13 6¼	224 18 4	- -	882 6 8		
„ „ - „	5 3 4	Apr. 14, 1848						
„ „ - „	150 0 0	Jan. 8, 1855						
„ „ - „	100 0 0	Feb. 3, 1855						
Nottingham, High Pavement - - B.S.	*550 0 0	Jan. 14, 1835	2 6 7	14 3 4	- -	212 13 4		
Nottingham, St. Barnabas' - - R.C.	- - -	- - -	5 18 5½	108 11 8	- -	167 10 0	13 10 0	
Nottingham, (Rutland Street), St. James', Infants - - N.S.	- - -	- - -	- - -	- -	- -	4 16 8		

a This grant was made to the two schools, North and South Collingham.
b Scientific apparatus.

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	Amount.	Date of Payment.						
'INGHAMSHIRE— *cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d
ıgham, St. John's -	517 0 0	July 6, 1847	5 18 8	21 5 0	- -	355 13 4		
ıgham, St. Mary's ker Gate), - N.S.	*300 0 0	Dec. 10, 1834	- -	- -	- -	2 10 0		
" " - "	92 17 0	June 24, 1848						
" " - "	135 10 0	May 27, 1856						
ıgham, St. Mary's umptre Street), N.S.	444 0 0	May 27, 1856						
ıgham, St. Mary's, R.C.	- - -		- - -	- - -	- - -	- - -		
on - - - N.S.	150 0 0	Apr. 22, 1842	5 6 0½	58 6 8	- -	750 15 0	22 0 0	
- - - "	86 17 8	Jan. 28, 1856	13 8 4¼	129 5 0	- -	998 10 10	74 2 0	
rd, Old - - N.S.	150 0 0	Oct. 8, 1841	3 15 6½	- -	- -	75 0 0		
rd, New - N.S.	454 0 0	May 5, 1852	3 18 5	5 0 0	- -	2 10 0		
rd, East - N.S.	- - -		- - -	- -	- -	129 6 8		
on - - N.S.	*150 0 0	Nov. 22, 1837	3 4 2	89 18 4	- -	61 5 10		
well, Holy ıity - - N.S.	165 0 0	Aug. 14, 1848	- -	50 10 0	- -	197 15 0		
ford - - N.S.	- - -		2 16 6¾	53 0 0	- -	32 10 0	10 12 0	
ı in Ashfield, N.S.	300 0 0	Aug. 25, 1847	6 13 5½	- -	- -	60 17 6		
" - "	16 13 4	May 19, 1849						
n in Ashfield stfield Side) - B.S.	*125 0 0	Dec. 21, 1836						
ı Bonnington N.S.	160 0 0	May 28, 1845	2 1 5					
" - "	40 0 0	Aug. 19, 1845						
n-upon-Trent N.S.	*50 0 0	Mar. 17, 1838						
on, Endowed, Ch. of E.	- - -		1 10 1½					
sop Abbey - N.S.	100 0 0	Aug. 3, 1841	15 11 4½	- -	- -	402 2 6		
" - "	6 1 0	July 3, 1848						
sop, Castle Hill ants), - - N.S.	- - -		- - -	- -	- -	1 17 6		
sop, St. Mary's, R.C.	- - -		- - -	6 13 4	- -	- -	6 19 0	
XFORDSHIRE.								
bury - - N.S.	179 4 0	Jan. 26, 1855						
don - - R.C.	- - -		- - -	2 4 3½	- -	52 10 0	4 16 0	
Rowant - N.S.	70 0 0	Nov. 7, 1844						
n - - - N.S.	- - -		- - -	1 16 0½				
ott - - N.S.	- - -		- - -	1 12 0½				
ıry - - N.S.	- - -		- - -	11 10 8	107 13 4	12 10 0	525 0 0	34 2 0
ıry - - B.S.	80 0 0	May 13, 1853	5 1 11¼	74 3 4	- -	473 3 4	28 0 0	
ıry, Central, ınts - - B.S.	- - -		- - -	2 8 8	11 18 4	- -	199 5 10	
ıry, St. John's R.C.	- - -		- - -	5 3 4	30 0 0	- -	87 1 8	
ey - - - N.S.	- - -		- - -	2 15 11½	13 15 0	- -	81 13 4	12 7 0
Indust. Dep.	- - -		- - -	- - -	- - -	- - -	- - -	54 13 5
n - - - N.S.	127 10 0	Feb. 21, 1852	2 6 8¼	10 0 0	- -	137 5 0	28 5 0	
Indust. Dep.	- - -		- - -	- - -	- - -	- - -	- - -	6 7 6
n - - - B.S.	- - -		4 3 4½	18 15 0	- -	102 0 0	22 3 0	
er - - - N.S.	*45 0 0	Nov. 17, 1836						
vell - - Ch. of E.	- - -		1 0 0¼	- -	- -	27 10 0		
hton-cum- ins - - Ch. of E.	- - -		- - -	6 13 4	- -	5 0 0		
ore End - N.S.	129 0 0	July 6, 1854						
ington, Infants, N.S.	- - -		- - -	- - -	- - -	6 5 0		
ıury - - B.S.	- - -		2 5 4¼	- -	- -	- - -	3 19 0	
vell, Infants - B.S.	- - -		1 11 3	12 1 8	- -	144 5 0		
or - - - B.S.	54 0 0	Nov. 7, 1843						
hill and Sars- - - - N.S.	- - -		- - -	2 0 7½	90 0 0	- -	192 15 0	
y - - - N.S.	- - -		- - -	- - -	16 5 0	- -	47 1 8	20 1 0
edy - - N.S.	270 0 0	May 29, 1855	2 5 5½					
esdon - - N.S.	68 0 0	Mar. 25, 1848	2 2 1	45 0 0	- -	99 3 4	28 18 0	

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	Amount.	Date of Payment.						
OXFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Culham - - - N.S.	67 10 0	Sept. 25, 1850	1 13 4					
Culham, Practising Sch.	146 5 0	Aug. 29, 1853	- - -	28 6 8	- -	12 4 0		
Deddington - - N.S.	400 0 0	June 13, 1854	5 3 9½					
Dorchester - - N.S.	*20 0 0	Aug. 2, 1837						
Ensham - - - N.S.	228 3 6	Aug. 5, 1847						
Enstone - - - N.S.	*56 0 0	Dec. 6, 1837						
Ewelme - - - N.S.	- - -	- - -	1 12 0	6 5 0	- -	- -	2 15 0	
Goring - - - N.S.	- - -	- - -	- - -	10 0 0				
Hailey - - - N.S.	60 0 0	Dec. 27, 1848	1 9 0½					
Headington - - N.S.	170 0 0	May 23, 1848	3 3 11					
Headington - - „	40 0 0	Sept. 6, 1849						
Henley-on-Thames, N.S.	599 0 0	Aug. 13, 1850	7 1 11	108 15 0	- -	361 0 0	49 5 0	
„ „ Industrial Department -	- - -	- - -	- - -	- - -	- -	- - -	- - -	19 1
Ibstone - - Ch. of E.	- - -	- - -	1 16 4½	31 0 0	- -	18 6 8	9 10 0	
Iffley - - Ch. of E.	- - -	- - -	- - -	4 3 4	- -	21 5 0	14 15 0	
„ Indust. Dep. - -	- - -	- - -	- - -	- - -	- -	- - -	- - -	9 7
Kidlington - - N.S.	- - -	- - -	3 19 10					
Launton - - - N.S.	100 0 0	Dec. 1, 1846	1 9 0¾	67 3 4	- -	- -	14 17 0	
„ - - „	12 17 2	July 26, 1851						
Leafield - - - N.S.	*65 0 0	Oct. 24, 1840						
Leigh, North - - N.S.	*48 0 0	Dec. 22, 1838						
Lewknor - - N.S.	*83 0 0	Oct. 21, 1837	1 19 6¼	5 0 0	- -	193 10 0	8 7 0	
„ - - - „	3 15 0	Jan. 14, 1851						
Newington, South - N.S.	*67 0 0	Feb. 7, 1838	1 12 3¾					
Norton, Chipping - N.S.	*100 0 0	Jan. 20, 1838	2 3 4½	68 19 2	- -	52 10 0		
„ „ - „	42 13 4	June 28, 1855						
Norton, Chipping - B.S.	300 0 0	Oct. 21, 1854	2 16 1½	28 2 6	- -	33 10 0		
Norton, Hook - B.S.	7 0 0	Aug. 12, 1845						
Nuneham - - N.S.	- - -	- - -	7 0 8½	118 6 8	- -	307 9 8	48 14 6	
Oxford, Blue Coat Sch. -	- - -	- - -	3 0 5¾	35 0 0				
Oxford, Diocesan Board	- - -	- - -	39 5 9					
Oxford, St. Aldate's N.S.	*72 0 0	April 26, 1837	- - -	13 6 8	- -	6 5 0		
Oxford, St. Giles' - N.S.	*110 0 0	Mar. 14, 1838	1 1 10					
Oxford, St. Mary's - N.S.	- - -	- - -	- - -	5 0 0	- -	104 3 4		
Oxford, St. Paul's - N.S.	180 0 0	Feb. 12, 1848	3 19 0¾	99 0 0	- -	218 10 0		
„ Indust. Dep. -	- - -	- - -	- - -	- - -	- -	- - -	- - -	3 15
Oxford, City - - P.U.	- - -	- - -	- - -	- - -	- -	19 0 0		
Ramsden - - N.S.	68 0 0	Feb. 11, 1848	1 0 0					
Rollright, Great - N.S.	55 15 0	Oct. 19, 1853						
Rotherfield (Grey's), Trinity, Infants - N.S.	60 0 0	Feb. 21, 1851						
Sandford - - N.S.	45 0 0	Nov. 12, 1843						
Shiplake - - N.S.	- - -	- - -	2 0 0¼					
Shipton-under-Wychwood - - N.S.	255 0 0	Oct. 27, 1854	2 0 0	6 5 0	- -	6 5 0	4 2 0	
Southstoke - - N.S.	30 0 0	Feb. 12, 1842						
Summertown - N.S.	86 0 0	Nov. 2, 1848						
Swyncombe Church, Indust. School - -	- - -	- - -	- - -	- - -	- -	- - -	7 15 0	
Sydenham (Wenman's) - - N.S.	50 0 0	Nov. 21, 1851						
Tackley - - - N.S.	54 0 0	Aug. 21, 1841						
Tetsworth - - N.S.	100 0 0	Oct. 17, 1849						
Tew, Great, Endowed -	- - -	- - -	- - -	41 13 4	- -	42 10 0		
Tew, Little - - N.S.	*30 0 0	Dec. 10, 1836						
„ - - „	10 0 0	Mar. 6, 1846						
Thame - - - N.S.	*120 0 0	May 30, 1838						
„ - - - „	60 0 0	Dec. 8, 1843						
Thame - - - B.S.	*150 0 0	Oct. 9, 1837						
Warborough - - N.S.	45 0 0	Nov. 28, 1846						
Watlington - - N.S.	50 0 0	Mar. 30, 1844						
Westwell - - N.S.	40 0 0	May 29, 1855						
Wheatley - - N.S.	- - -	- - -	1 18 8½	- -	- -	- -	3 4 0	
Witney - - - N.S.	*47 0 0	May 20, 1837	4 9 9¼	24 0 0	- -	290 5 0	3 18 0	
Witney - - - Wes.	- - -	- - -	6 0 2½	26 5 0	- -	151 0 0	46 5 0	
Woodcote - - N.S.	*35 0 0	July 19, 1837						
Woodstock - - N.S.	691 0 0	Feb. 15, 1855	8 6 8½	28 10 0	- -	18 6 8	17 19 0	
Woolvercot - - Par.	- - -	- - -	- - -	- - -	- -	- - -	9 14 0	
Wroxton - - N.S.	- - -	- - -	2 0 0½					

Name and denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
TLANDSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ell - Ch. of E.	- - -	- - - -	-	33 11 8	- -	- -	3 0 0	
aston - - N.S.	40 0 0	Oct. 13, 1847						
aam - - N.S.	77 0 0	Sept. 28, 1849						
ngham, Foster, rity - - N.S.	- -	- - - -	1 4 3½	- -	- -	85 0 0	3 1 0	
a - - - N.S.	- -	- - - -	1 10 2½	26 5 0	- -	29 0 0	7 5 0	
leton - - N.S.	*30 0 0	Feb. 7, 1838	- -	35 0 0	- -	- -	3 10 0	
- - - „	25 0 0	Nov. 13, 1848						
nham, South - N.S.	76 0 0	June 3, 1847	1 0 6¾					
am, Model - N.S.	589 15 0	July 7, 1852	6 5 0	118 16 8	- -	151 15	41 14 0	
l - - - N.S.	*50 0 0	June 1, 1839						
ngham - - N.S.	- -	- - - -	3 16 0	166 0 0	- -	51 17 6	8 2 0	
- - - N.S.	84 0 0	Jan. 13, 1855						
SHROPSHIRE.								
Burnell - N.S.	32 0 0	Dec. 19, 1848	1 8 3¼	- -	- -	- -	1 8 0	
- - - N.S.	88 0 0	July 19, 1849	1 5 8					
-in-Woore - N.S.	45 0 0	April 10, 1843						
-under-Edg- id - - - N.S.	60 0 0	Oct. 1, 1841						
bury - - N.S.	96 7 6	Mar. 28, 1854	- -	- -	- -	- -	7 8 0	
agton - - N.S.	32 0 0	May 28, 1844						
- - - „	1 4 6	Sept. 9, 1846						
p's Castle - N.S.	50 0 0	Dec. 15, 1843	4 19 11½	66 5 0	- -	317 11 8	23 13 0	
„ - „	3 17 0	Feb. 1, 1848						
„ - „	6 13 4	June 22, 1848						
- „	20 0 0	Mar. 8, 1856						
north, Blue Coat S.	- -	- - - -	1 10 0½	1 5 0	- -	- -	- -	18 0 0
north, St. Leonard's, ber Town - N.S.	14 17 6	Apr. 14, 1851	7 2 0½	149 0 0	30 0 0	379 11 8		
- „	493 13 4	Oct. 19, 1855						
north, St. Mary's, rTown - - N.S.	156 19 0	Sept. 16, 1848	5 14 5½	38 15 0	30 0 0	133 13 4		
- „	9 19 8	Jan. 23, 1852						
north School- ters' Association -	- -	- - - -	0 16 8¾					
ton - - N.S.	105 0 0	Jan. 19, 1846	1 19 5½	- -	- -	- -	3 0 0	
ley - - N.S.	16 4 9	May 9, 1850	10 6 10½	45 19 2	- -	283 6 8	33 4 0	
- - -	790 1 6	Oct. 10, 1855						
am - - N.S.	*47 0 0	Jan. 17, 1835						
arsh - - N.S.	80 0 0	Jan. 29, 1851	2 0 0					
ynd - - N.S.	- -	- - - -	1 17 10½	- -	- -	- -	5 4 0	
- - - N.S.	- -	- - - -	- -	6 5 0	- -	- -	1 16 0	
rookdale, Girls Infants - Ch. S.	- -	- - - -	4 8 4½	15 16 8	- -	50 18 4	8 15 0	
rookdale Comp.'s, s - - - B.S.	- -	- - - -	- -	5 0 0				
ey - - - N.S.	120 0 0	Feb. 1842	1 8 5	44 10 0	- -	69 0 0		
- - - „	30 0 0	Feb. 17, 1847						
y Bank - Ch. S.	- -	- - - -	- -	4 0 0				
sbury - - N.S.	- -	- - - -	1 15 0	13 15 0	- -	- -	2 12 0	
ington Wood N.S.	- -	- - - -	7 4 6½	144 10 0	- -	354 10 0	50 7 0	
Indust. Dep.	- -	- - - -	- -	- -	- -	- -	- -	10 19 1
on, Little - N.S.	50 0 0	Dec. 29, 1851	- -	- -	- -	6 5 0	45 16 0	
on, Market - N.S.	*170 0 0	Mar. 26, 1836	5 16 2½	5 0 0	- -	27 10 0		
- „	79 11 8	Sept. 29, 1856						
lestone, Sub- ption - - N.S.	- -	- - - -	1 16 3½	- -	- -	- -	8 1 0	
ington - - N.S.	25 0 0	Oct. 2, 1847	1 5 4¼	- -	- -	- -	5 17 0	
- - - „	160 0 0	Apr. 5, 1855						
-Constantine N.S.	42 0 0	Mar. 15, 1850	1 13 11⅔	- -	- -	- -	3 15 0	
nere - - N.S.	- -	- - - -	1 12 10½	79 15 0	- -	32 10 0		
ton (Welsh) - N.S.	53 10 0	Feb. 11, 1851	1 16 6	- -	- -	- -	4 12 0	
„ - „	120 0 0	June 11, 1856						
ock - - N.S.	*60 0 0	Aug. 10, 1839	1 8 8½	- -	- -	- -	8 8 0	
- - „	30 0 0	Mar. 14, 1855						
et - - - N.S.	*80 0 0	Oct. 10, 1838	2 4 9	- -	- -	- -	9 11 0	
, Worthen - N.S.	70 0 0	July 25, 1845						

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	Amount.	Date of Payment.						
SHROPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hope, Bowdler - N.S.	122 8 0	Nov. 8, 1856						
Hopesay - - - Par.	- - -	- - -	1 16 8					
Hordley - - - N.S.	35 0 0	Oct. 21, 1845	1 0 10½					
,, - - - ,,	20 0 0	Nov. 24, 1846						
Ironbridge, Severnside School - - -	- - -	- - -	2 2 6¾	15 3 4	- -	5 0 0	1 18 0	
Jackfield - - N.S.	160 0 0	Oct. 2, 1845	3 2 8½	- -	- -	192 2 6	18 13 0	
Ketley - - - N.S.	- - -	- - -	- -	33 0 0	- -	24 13 4	16 15 0	
Kinlet - - - N.S.	58 0 0	April 9, 1844	1 13 4½	- -	- -	- -	8 10 0	
,, - - - ,,	29 14 8	Jan. 15, 1855						
Lilleshall - - N.S.	- - -	- - -	4 5 8½	103 15 0	- -	243 1 8	45 15 0	
,, (Indust. Dep.) ,,	- - -	- - -	- -	- -	- -	- -	- -	13 0 0
Llanvair Waterdine N.S.	127 0 0	Dec. 27, 1855						
Loppington - - N.S.	75 10 0	Mar. 22, 1853	- -	- -	- -	- -	3 15 0	
Ludlow - - - N.S.	900 0 0	Nov. 12, 1856	- -	12 10 0				
Madeley - - - N.S.	230 0 0	Mar. 19, 1846	8 16 9½	77 10 0	29 11 8	498 0 0	53 0 0	
,, - - - ,,	25 13 4	June 13, 1850	*a* 6 13 4					
Madeley Wood - Wes.	- - -	- - -	3 10 0	32 10 0	- -	48 3 4	33 13 0	
Maesbury - - N.S.	42 0 0	Mar. 1841						
Malin's Lee - - N.S.	- - -	- - -	- -	- -	- -	- -	0 0	
Martin's, St.—The Lodge - - N.S.	127 5 0	June 11, 1853	2 15 4	41 13 4	- -	6 5 0		
Meole Brace - - N.S.	- - -	- - -	2 14 0					
Middle - - - Ch.S.	- - -	- - -	2 8 0	38 0 0	- -	76 19 0	15 9 0	
,, Indust. Depart. -	- - -	- - -	- -	- -	- -	- -	- -	3 15 0
Middleton - - R.C.	- - -	- - -	- -	70 0 0	- -	- -	7 14 0	
Middleton in Chirbury - - - N.S.	60 0 0	Feb. 15, 1849	3 5 10	15 0 0	20 0 0	158 16 8	9 12 0	
,, ,, - ,,	12 5 0	Feb. 15, 1849						
,, ,, - ,,	15 0 0	Sept. 11, 1855						
Morville - - - N.S.	- - -	- - -	2 1 8					
Nash - - - N.S.	75 0 0	July 7, 1847						
Neen and Milson - N.S.	63 0 0	Oct. 21, 1848						
Oldbury - - N.S.	*75 0 0	July 19, 1834	8 9 7	27 10 0	- -	149 10 0		
,, - - - ,,	44 13 4	Oct. 23, 1855						
Oldbury (Chance's) N.S.	340 0 0	June 3, 1852	4 16 1½	98 8 4	34 3 4	95 5 0	12 4 0	
,, - - - Wes.	- - -	- - -	2 16 8¼	- -	- -	99 3 4		
Onibury - - N.S.	*30 0 0	Sept. 20, 1837						
Oswestry - - N.S.	338 0 0	Sept. 3, 1842	7 6 10	226 14 2	- -	480 16 8	12 2 0	
,, - - - ,,	22 0 0	Aug. 12, 1854						
,, Indust. Depart. -	- - -	- - -	- -	- -	- -	- -	- -	5 8 0
Oswestry - - B.S.	*150 0 0	Mar. 13, 1841						
Pontesbury - - Ch.S.	288 0 0	Feb. 23, 1856	3 1 6¾	13 6 8	- -	17 10 0		
Porthywaen - - N.S.	*60 0 0	April 10, 1839						
Prees - - - N.S.	160 0 0	May 15, 1848	1 1 1	66 18 4	- -	21 5 0	18 5 0	
Preston-on-the-Wildmoors - - N.S.	25 0 0	Sept. 25, 1846						
,, - ,,	11 13 0	Apr. 15, 1847						
Rhydycroesau - N.S.	85 0 0	Feb. 21, 1851						
Rodington - - N.S.	102 0 0	Dec. 11, 1849	3 13 11¾	6 5 0	- -	33 15 0	18 1 0	
,, - - - ,,	30 0 0	Aug. 19, 1854						
Ryton - - - N.S.	64 10 0	Nov. 5, 1850	1 0 0¼					
Sheinton - - N.S.	60 0 0	Feb. 11, 1846						
,, - - - ,,	10 0 0	Feb. 8, 1847						
Shelve - - - N.S.	45 0 0	Aug. 16, 1843						
Shiffnal - - - N.S.	- - -	- - -	- -	3 6 8	- -	5 0 0	7 16 0	
Shrewsbury, Coleham's - - - N.S.	*120 0 0	Jan. 6, 1840	2 19 10	- -	- -	211 13 4		
,, ,, - ,,	90 0 0	Jan. 13, 1844						
,, ,, - ,,	75 12 8	Nov. 16, 1849						
Shrewsbury, St. Alkmond's - - Ch. S.	180 0 0	May 30, 1856						
Shrewsbury, St. Chad's N.S.	*290 0 0	Sept. 10, 1838						
Shrewsbury, St. Mary's and St. Michael's N.S.	- - -	- - -	4 0 10½	8 6 8	- -	163 13 7		
Shrewsbury - - B.S.	- - -	- - -	9 10 1	70 2 6	- -	369 13 4		
Shrewsbury and Shropshire Schoolmasters' Association - - -	- - -	- - -	2 10 10½					

a Scientific apparatus.

Name and denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
ROPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
n-east Salop, trict Union S. -	- - -	- - - -	- - -	- - -	- - -	5 0 0		
esay - - N.S.	- - -	- - - -	- - -	5 0 0				
esden - - N.S.	*125 0 0	Apr. 11, 1838						
ock - - N.S.	*60 0 0	Jan. 27, 1838	0 13 9					
ington - - N.S.	31 15 0	June 13, 1848	8 14 2½	20 0 0	- - -	125 0 0	21 10 0	
" - - - „	725 6 8	July 25, 1855						
- - - - N.S.	150 0 0	Jan. 1840	3 8 8	9 12 6	- - -	6 5 0	28 15 0	
- - - B.S.	*200 0 0	Nov. 8, 1840						
ock, Much - N.S.	207 0 0	Feb. 24, 1849	5 0 0½	50 0 0	- - -	174 6 8	34 11 0	
bury - - N.S.	173 0 0	June 24, 1850	4 13 4	54 0 0	- - -	108 16 8	25 0 0	
- - - „	31 13 4	Jan. 2, 1855						
church, Boys, dowed - - N.S.	32 0 0	Feb. 28, 1854	6 19 2½	36 0 0	- - -	357 10 0		
„ - - - „	17 0 0	July 31, 1855						
church, Girls N.S.	- - -	- - - -	2 13 4	- - -	- - -	102 0 0		
tington - - N.S.	214 10 0	May 23, 1854	1 4 6¾	6 5 0				
tall - - - N.S.	100 0 0	Apr. 6, 1850						
- - - - „	50 0 0	July 10, 1850						
bridge, Oakenes - - - N.S.	204 0 0	March 1846	4 2 1	- - -	- - -	86 18 4		
„ „ - - „	4 16 8	July 16, 1849						
re, St. Leonard's N.S.	42 0 0	Oct. 25, 1842	0 5 0					
„ - - „	12 0 0	Aug. 1844						
„ - - „	5 0 0	Apr. 29, 1847						
„ - - „	52 0 0	Dec. 1, 1854						
field, Endowed S. -	- - -	- - - -	- - -	10 0 0	- - -	32 10 0		
hen - - N.S.	93 0 0	Mar. 12, 1852	3 2 0½	- - -	- - -	124 10 0	14 14 0	
kwardine - N.S.	80 0 0	May 23, 1854	3 15 10	90 0 0	- - -	130 8 4	24 0 0	
kwardine Wood N.S.	- - -	- - - -	3 19 7					
OMERSETSHIRE.								
- - - N.S.	*35 0 0	Sept. 16, 1835						
- - - N.S.	50 0 0	Mar. 13, 1847						
well - - N.S.	- - -	- - - -	- - -	46 10 0	- - -	47 10 0	10 19 0	
orough, West - N.S.	*40 0 0	April 25, 1838						
Abbey and St. nes' - - N.S.	7 12 6	Dec. 5, 1850	4 3 8	69 0 0	4 11 8	391 0 0	5 13 0	
„ - „	12 6 8	Feb. 14, 1853						
, Beacon Hill - N.S.	- - -	- - - -	- - -	- - -	- - -	220 0 0	7 3 0	
, Octagon Chapel N.S.	- - -	- - - -	1 14 10	10 0 0	- - -	11 5 0	7 10 0	
, St. Saviour's N.S.	150 0 0	Apr. 2, 1846	8 7 1¾	97 10 0	- - -	328 19 2	13 12 0	
„ - „	9 6 0	Dec. 18, 1851						
„ - „	5 0 0	Apr. 24, 1846						
, Sutcliffe's Instrial S. - - -	- - -	- - - -	- - -	- - -	- - -	- - -	- - -	272 9 10
, Walcot, St. vithin's - - N.S.	450 0 0	Nov. 16, 1842	14 6 1¾	49 10 0	- - -	1,171 15 0	31 15 0	
„ - „	13 15 6	July 16, 1849						
„ - „	16 9 4	July 3, 1850						
„ - „	15 15 0	Oct. 2, 1851						
„ - „	16 10 0	Mar. 11, 1854						
„ - „	33 6 8	Feb. 1, 1855						
, Walcot, Trinity N.S.	*115 0 0	May 30, 1838	3 12 0	37 10 0	- - -	148 10 0	16 16 0	
„ - „	409 0 0	May 15, 1856						
, Weymouth use, Central - N.S.	25 10 1	Dec. 5, 1850	16 18 4¾	157 0 0	- - -	902 13 4	4 10 0	
„ - „	38 6 8	Mar. 20, 1851						
„ - „	23 15 2	June 18, 1852						
„ - „	140 0 0	Feb. 22, 1854						
and Bath orum - - B.S.	460 0 0	July 1, 1854	- - -	- - -	- - -	19 4 2		
and Wells, iocesan Board of ducation - - -	- - -	- - - -	40 0 0					
- - R.C.	- - -	- - - -	2 15 10	78 10 0	- - -	233 11 8		

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SOMERSETSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bath - - - P.U.	- -	- - -	- -	- -	- -	185 8 4		
Beckington - - Par.	- -	- - -	- -	- -	- -	5 0 0	0 12 0	
Bedminster and St. Paul's District - N.S.	*252 0 0	Mar. 3, 1838	21 19 6¾	110 0 0	- -	1,407 10 10	32 6 0	
" " - "	65 0 0	Feb. 24, 1847						
" " - "	4 1 0	April 14, 1848						
" " - "	28 6 8	Sept. 23, 1852						
" " - "	12 2 8	Feb. 15, 1855						
Bedminster Deanery S. -	3 15 0	Feb. 8, 1847						
Bedminster - - B.S.	288 0 0	Feb. 27, 1847	11 0 8	76 16 8	- -	760 6 8		
" - - "	335 0 0	Nov. 27, 1855						
Berrow - - - N.S.	70 0 0	June 13, 1843	0 19 11½					
Bishport, or Bishopworth - - - N.S.	100 0 0	June 17, 1842	3 4 4¾					
" " - "	9 16 8	June 10, 1852						
" " - "	232 13 7	July 28, 1856						
Bleadon - - - N.S.	146 1 0	Aug. 30, 1854	1 1 0¾	6 13 4	- -	- -	5 13 0	
Bourton (Flax) - N.S.	- -	- - -	0 16 0¾	- -				
Bradford - - N.S.	50 0 0	Jan. 28, 1845						
Brent, East - - N.S.	70 0 0	Dec. 1, 1841						
" - - "	8 3 6	July 24, 1846						
Bridgewater, Girls, N.S.	27 10 0	June 14, 1853	3 6 8	21 16 8	- -	113 6 8		
Bridgewater (Dr. Morgan's) - - N.S.	- -	- - -	4 11 8¾	54 5 0	- -	329 18 4		
Bridgewater, St. Mary's, Mount Street, Infants - N.S.	111 0 0	May 18, 1846						
Bridgewater (Provident Place) Infants S. -	- -	- - -	- -	37 8 4	- -	101 15 0	15 8 0	
Bridgewater - - Wes.	- -	- - -	2 13 4½					
Brompton Ralph - N.S.	- -	- - -	0 18 8	- -	- -	- -	0 12 0	
Brushford - - N.S.	*22 0 0	Nov. 25, 1840						
Bruton - - - N.S.	171 15 0	Feb. 3, 1853	- -	- -	- -	81 6 8	6 10 0	
Buckland Dinham - N.S.	102 0 0	May 22, 1849	- -	- -	- -	- -	2 18 0	
Butleigh - - - N.S.	151 0 0	June 24, 1846	2 7 8¾	28 13 4	- -	60 10 0	11 13 0	
" - - "	40 0 0	Jan. 21, 1854						
Cannington - - N.S.	*140 0 0	April 13, 1836	3 16 6½	72 17 6	- -	269 18 4	14 1 0	
Castle Cary - - N.S.	110 0 0	Jan. 24, 1845	1 17 7½	11 5 0	- -	- -	7 19 0	
" - - "	20 0 0	Nov. 18, 1847						
" - - "	63 0 0	July 28, 1856						
Catcott - - - N.S.	37 10 0	Mar. 3, 1843						
Cheddar - - - N.S.	- -	- - -	2 8 4½					
Cheddon Fitzpaine N.S.	80 0 0	Mar. 23, 1847	1 3 4½					
Chilton upon Polden N.S.	*30 0 0	April 18, 1840						
Cleeve (Old) - - N.S.	35 0 0	Aug. 28, 1854	3 2 3¾	- -	- -	31 13 4	11 11 0	
Clevedon - - N.S.	*25 0 0	Dec. 23, 1835	3 15 0	27 10 0	- -	142 1 8	6 1 0	
Clutton - - - N.S.	*44 0 0	May 1, 1839						
Coker, East, Juvenile and Infants - B.S.	- -	- - -	3 19 11⅔	50 3 4	25 0 0	220 0 0	24 11 0	2 6 0
" - Indust. Dep.	- -	- - -	- -	- -	- -	- -	- -	
Coleford - - - N.S.	*60 0 0	May 6, 1835	2 14 11¼					
" - - "	102 0 0	May 4, 1849						
" - - "	6 13 4	Nov. 23, 1853						
Combe Down - - N.S.	30 0 0	Nov. 30, 1847	1 17 5⅔	39 8 4	- -	125 8 4	11 8 0	
" - - "	5 10 0	Jan. 23, 1852						
Combe Florey - - N.S.	30 0 0	July 8, 1846						
Combe, St. Nicholas' N.S.	- -	- - -	- -	40 5 0	- -	15 16 8	21 11 0	
Compton Bishop - N.S.	50 0 0	Apr. 27, 1844						
Compton Martin - N.S.	55 0 0	Nov. 22, 1843						
Congresbury - - N.S.	- -	- - -	2 14 0					
Corston - - - N.S.	60 0 0	Oct. 26, 1844						
" - - "	14 0 0	Sept. 1, 1845						
Coxley - - - N.S.	60 0 0	Sept. 20, 1843						
Crewkerne - - N.S.	250 0 0	Nov. 8, 1848	- -	116 15 0	- -	127 0 0	32 3 0	
Curry, North - - N.S.	238 0 0	June 3, 1848	2 0 11⅓	41 5 0	- -	165 16 8	14 17 0	
Cutcombe, Endowed N.S.	- -	- - -	2 19 6					
Downside, Ch. Ch. - N.S.	40 0 0	Dec. 1841	1 15 4½	- -	- -	- -	4 4 0	
" " - "	20 0 0	Dec. 16, 1843						
" " - "	3 16 0	Oct. 21, 1845						
" " - "	25 0 0	Apr. 24, 1846						

Name and denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
RSETSHIRE—*cont.*								
erton - - N.S.	80 0 0	Feb. 28, 1848						
er - - - Wes.	50 0 0	Aug. 2, 1849	4 3 8	99 5 0	- -	217 10 0	11 16 0	
- - - „	95 0 0	Nov. 28, 1853						
rer, St. John's N.S.	117 0 0	Apr. 12, 1847						
„ - „	58 10 0	Dec. 17, 1850						
thy - - N.S.	*50 0 0	Nov. 14, 1838						
rcech - - N.S.	75 0 0	Jan. 3, 1842	5 8 6	161 0 0	60 0 0	238 0 0	58 4 0	
- - „	1 4 3	July 20, 1847						
- - „	443 9 0	Mar. 31, 1855						
d - - N.S.	*40 0 0	Jan. 30, 1839	- -	- -	- -	89 7 6	8 13 0	
- - - „	20 0 0	Feb. 1, 1848						
- - „	3 15 6	June 22, 1848						
ford - - Ch. S.	100 0 0	Dec. 11, 1848	2 18 2	24 16 8	- -	75 0 0	9 19 0	
- - „	4 15 0	Dec. 19, 1853						
, Ch. Ch. - N.S.	181 0 0	Oct. 24, 1843	1 3 0½					
, Trinity - N.S.	125 0 0	Jan. 8, 1841						
„ - „	25 0 0	June 25, 1846						
, Selwood - N.S.	28 6 6	Aug. 23, 1853	1 17 10½	44 3 4	- -	101 13 4		
nbury - - N.S.	- - -	- - -	2 13 6½	15 0 0	- -	29 0 0		
ridge - - N.S.	100 0 0	Feb. 2, 1847						
n, St. George's N.S.	287 0 0	Dec. 9, 1850	1 10 3½					
Bishop's - N.S.	129 0 0	Sept. 6, 1848	2 2 2	11 18 4	- -	59 11 8	12 0 0	
ter - - N.S.	*79 0 0	Nov. 18, 1837	3 4 7¼					
ster - - N.S.	500 0 0	Aug. 22, 1855						
on Mande-								
- - - N.S.	42 0 0	Apr. 24, 1846						
- - - N.S.	37 10 0	Mar. 11, 1842	- -	- -	- -	- -	3 5 0	
lham - - N.S.	- - -	- - -	2 6 8					
don - - N.S.	*52 0 0	Feb. 14, 1838	3 9 1½					
gton - - N.S.	*35 0 0	Nov. 15, 1834						
ton, High - N.S.	140 0 0	May 15, 1844						
„ - „	4 11 4	Mar. 31, 1852						
gton - - Ch. S.	- - -	- - -	1 17 0	- -	- -	31 5 0		
mbe, St. Mark's N.S.	260 0 0	Apr. 2, 1845	11 6 5½	38 10 0	- -	751 10 0	24 12 0	
mbe „ and - „	25 0 0	July 8, 1853						
combe - - N.S.	31 5 4	July 20, 1853	7 3 1	44 6 8	- -	638 16 8	6 18 0	
- - - N.S.	100 0 0	Oct. 3, 1845						
- - - „	23 6 8	May 14, 1856						
ck - - N.S.	152 10 0	Jan. 17, 1848	3 10 10	80 0 0	- -	182 16 8	7 1 0	
- - - „	5 18 0	June 26, 1851						
ott - - N.S.	*66 0 0	Feb. 21, 1835	2 16 1					
ezoy - - N.S.	100 0 0	Aug. 13, 1844	1 12 0¼	- -	- -	- -	4 7 0	
- - „	2 18 6	Nov. 7, 1848						
- - „	33 0 0	Mar. 13, 1849						
rne Port - N.S.	- - -	- - -	2 1 2	16 5 0	- -	- -	8 8 0	
rne Port - B.S.	- - -	- - -	1 17 10½	- -	- -	- -	19 2 0	
rton - - N.S.	- - -	- - -	12 1 4½	131 0 0	- -	618 0 10	9 3 0	
silver - - N.S.	66 0 0	Apr. 1, 1847						
cute - - N.S.	126 0 0	May 23, 1848	6 15 8	- -	- -	193 10 0	34 11 0	
- - „	9 6 4	Nov. 4, 1852						
eclefe - - N.S.	- - -	- - -	1 0 5½					
ord - - N.S.	81 0 0	Oct. 26, 1848						
a - - - Par.	- - -	- - -	1 19 5	19 10 0	- -	170 4 2	12 11 0	
ea, Ch. Ch. - N.S.	150 0 0	Dec. 21, 1844	1 0 2½	- -	- -	21 5 0	6 16 0	
„ - „	4 14 0	Oct. 21, 1845						
combe, Yard N.S.	- - -	- - -	- -	13 15 0	- -	50 11 8	10 19 0	
n, Midsomer - N.S.	101 10 0	Apr. 12, 1841	3 16 7	- -	- -	153 15 0	1 7 0	
„ - „	70 0 0	Mar. 11, 1846						
„ - „	15 2 10	June 15, 1849						
„ - „	14 5 5	Aug. 5, 1852						
n, St. Philip's,								
nts - - N.S.	40 0 0	Jan. 5, 1841						
on - - - N.S.	50 0 0	June 3, 1845	1 13 5½	140 7 6	25 0 0	327 3 4	18 14 0	
- - - - „	67 0 0	June 8, 1846						
- - - - „	1 11 6	Apr. 15, 1847						
- - - - „	5 10 0	Sept. 14, 1847						
- - - - „	5 6 8	Oct. 4, 1853						
- - - - „	54 0 0	Feb. 19, 1856						
- - - - „	3 16 0	Nov. 21, 1856						

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	Amount.	Date of Payment.						
SOMERSETSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Pennard, East - N.S.	35 0 0	Mar. 1, 1843						
Pennard, West - N.S.	81 0 0	Jan. 19, 1852	1 4 8	50 16 8	- -	91 5 0	32 0 0	
" " - "	6 17 0	Mar. 11, 1854						
" " - "	178 0 0	Dec. 27, 1854						
" - "	10 0 0	Aug. 6, 1856						
Penselwood - - N.S.	69 0 0	Oct. 4, 1847						
Petherton, North - N.S.	*150 0 0	Jan. 19, 1839	1 14 1¾	60 15 0	- -	118 15 0	21 7 0	
" " - "	28 13 0	July 19, 1854						
Pill (Benevolent) S. -	5 0 0	Sept. 19, 1851	10 8 7	29 5 0	- -	323 6 4	33 1 0	
" " - "	650 0 0	Feb. 3, 1855						
Pill - - - B.S.	- - -		- - -	- - -	- - -	123 0 0	2 15 0	
Pilton - - - N.S.	40 0 0	Jan. 7, 1847						
Pitminster - - N.S.	75 0 0	Dec. 5, 1843	2 15 6½	16 5 0	- -	175 0 0	7 14 0	
" - - "	45 0 0	Mar. 14, 1845						
" - - "	25 0 0	July 8, 1856						
Portishead - - N.S.	2 15 0	Oct. 21, 1845	1 18 10¾	32 6 8	- -	397 0 0		
" - - "	83 0 0	Feb. 4, 1847						
" - - "	50 0 0	May 21, 1847						
" - - "	16 10 0	Feb. 15, 1855						
Publow, Pyne's - N.S.	- - -		- - -	- - -	- - -	- - -	3 18 0	
Radstock - - N.S.	- - -		2 18 0	66 2 6	- -	257 1 8	13 4 0	
Redcliff, St. Mary's N.S.	1,326 0 0	Sept. 18, 1856	14 10 0	9 3 4	- -	56 0 0	21 0 0	
Rimpton - - N.S.	32 0 0	Dec. 13, 1845	1 3 4½					
Rockwell Green - N.S.	- - -		3 17 5	19 10 0	- -	196 5 0	28 4 0	
Seavington - - N.S.	45 0 0	Aug. 28, 1844						
Shepton Beauchamp - - N.S.	*60 0 0	Mar. 31, 1838						
Shipham - - N.S.	*40 0 0	Apr. 11, 1840						
Stoke Trister - N.S.	22 0 0	Apr. 5, 1842						
Stowey, Nether Ch. S.	114 0 0	Feb. 25, 1836	3 9 2	7 10 0	- -	28 1 3		
Street and Walton - B.S.	*100 0 0	June 21, 1837	1 19 1½	20 11 8	- -	54 0 0	14 17 0	
" " - "	4 3 8	Sept. 14, 1847						
Sutton, Bishop's - N.S.	70 0 0	Feb. 7, 1844						
Taunton, Central - N.S.	*185 0 0	July 18, 1838	13 11 10½	46 5 0	- -	418 18 4		
" " - "	2 7 6	June 22, 1848						
" " - "	20 0 0	Jan. 14, 1851						
" " - "	35 0 0	Aug. 3, 1852						
" " - "	48 0 0	Mar. 1, 1856						
Taunton, Trinity - N.S.	- - -		6 0 3½	115 10 0	- -	569 8 4		
Taunton - - B.S.	*200 0 0	Feb. 1, 1840	4 0 0½	109 4 2	- -	366 13 4	24 0 0	
" - - "	29 15 8	May 21, 1853						
" - - "	4 12 8	Sept. 1, 1854						
" - - "	44 0 0	Oct. 24, 1856						
Taunton, Original Infant S. - - -	27 0 0	June 5, 1855	- -	20 10 0	- -	68 0 0		
Taunton, St. George's R.C.	- - -		1 9 11½					
Temple Combe - N.S.	60 0 0	Sept. 23, 1845						
Thorn Falcon - N.S.	- - -		1 0 0	12 0 0	- -	- -	7 10 0	
Tickenham - - N.S.	98 0 0	Apr. 2, 1852						
Timberscombe, Endowed - - N.S.	- - -		2 1 4¾					
Treborough - - N.S.	- - -		1 6 8					
Twerton - Ch. S.	636 6 0	Jan. 30, 1855	5 0 0	34 10 0	- -	102 2 6	16 4 0	
Wanstrow - - N.S.	72 0 0	Oct. 18, 1856						
Wellington - - N.S.	- - -		2 4 9	52 5 0	- -	217 0 0	23 9 0	
Wellington (Fox's) B.S.	- - -		3 16 4¾	28 10 0	- -	15 0 0	12 6 0	
Wellow - - - N.S.	128 0 0	Aug. 17, 1852	1 12 7½	- -	- -	- -	12 14 0	
Weston (near Bath) N.S.	266 0 0	Dec. 27, 1847	6 5 9	52 10 0	- -	309 0 10	66 11 0	
Weston-super-Mare N.S.	270 0 0	Oct. 25, 1845	6 7 5½	- -	- -	623 12 6	27 10 0	
" " - "	50 0 0	Oct. 15, 1852						
Weston-super-Mare B.S.	123 13 4	Sept. 12, 1855	- -	- -	- -	- -	4 6 0	
Weston Zoyland - N.S.	60 0 0	Mar. 30, 1842	1 10 0					
" " - "	6 4 0	Apr. 1, 1847						
Widcombe, Infts. - Par.	- - -		- - -	8 6 8				
Wincanton - - N.S.	*130 0 0	Oct. 6, 1838	- -	- -	- -	32 10 0	6 15 0	
" - - "	6 15 0	Dec. 17, 1856						
Winford - - N.S.	96 0 0	Sept. 27, 1847	- -	- -	- -	- -	6 17 0	
Winscombe - - B.S.	*50 0 0	Dec. 26, 1835						
Wiveliscombe - N.S.	176 0 0	June 17, 1842						

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ERSETSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ey - - - N.S.	100 0 0	Feb. 21, 1845	3 14 3	8 6 8	- -	5 0 0	4 15 0	
- - - „	69 0 0	Oct. 17, 1855						
ton, North - N.S.	- -	- - -	- - -	- -	- -	- -	2 11 0	
all - - - N.S.	4 8 0	Sept. 26, 1848	2 4 0	49 11 8	- -	235 17 6		
rton - - N.S.	*35 0 0	Oct. 20, 1842	- -	4 3 4	- -	6 5 0		
hlington - - N.S.	30 0 0	Feb. 22, 1847						
rn - - - N.S.	*72 0 0	June 24, 1835						
- - - „	105 0 0	Apr. 9, 1844						
- - - „	4 15 0	Dec. 28, 1853						
ll - - - N.S.	250 0 0	Sept. 11, 1846	7 6 3	43 15 0	- -	301 10 0		
- - - „	18 8 8	Oct. 22, 1852						
STAFFORDSHIRE.								
ston - - N.S.	45 0 0	Nov. 13, 1844						
- - - „	16 0 0	Nov. 7, 1848						
ras - - - N.S.	460 0 0	Feb. 26, 1856	3 7 4½	38 15 0	- -	37 18 4	17 16 0	
- - - N.S.	108 0 0	Dec. 31, 1845	- - -	- - -	- -	- -	2 10 0	
., St. John's - R.C.	- - -	- - -	2 10 0½	134 7 6	- -	112 18 4		
ecote - - N.S.	206 0 0	Apr. 1, 1847 -	2 14 3½	36 13 4	- -	- -	16 3 0	
y, Upper - N.S.	- -	- - -	1 0 0½	47 10 0	- -	- -	13 18 0	
a, St. Saviour's N.S.	80 0 0	Nov 8, 1848						
a-in-Stone,								
Michael's - R.C.	- -	- - -	1 5 4½	21 1 8				
ey, Boys - N.S.	313 10 0	Sept. 5, 1855	2 15 10½	- -	- -	- -	- -	13 10 0
ey, Village, Girls N.S.	*a130 0 0	Feb. 11, 1834	3 11 6½					
„ - - „	6 10 0	Oct. 10, 1845						
„ - - „	40 0 0	Feb. 11, 1848						
„ - - „	40 0 0	Aug. 6, 1850						
„ - - „	36 0 0	Feb. 15, 1856						
ey - - - Wes.	- - -	- - -	3 6 2½	48 0 0	- -	312 12 6	44 1 0	
y - - - N.S.	256 0 0	Oct. 17, 1855	6 9 2½	16 13 4	- -	215 16 8	15 9 0	
lph Moor - N.S.	155 6 8	Mar. 12, 1853	1 11 11					
on, St. Leo-								
d's - - - N.S.	265 0 0	Mar. 23, 1849	4 14 11½	47 10 0	- -	127 17 6		
on, St. Luke's,								
ants - - N.S.	175 10 0	Jan. 10, 1852						
on, St. Mary's N.S.	350 0 0	Dec. 23, 1840	5 2 10	103 10 0	- -	326 0 0		
„ - „	108 0 0	Jan. 5, 1843						
„ - „	120 0 0	Oct. 11, 1845						
„ - „	21 0 0	June 26, 1848						
„ - „	40 0 0	Oct. 16, 1851						
on - - - B.S.	*150 0 0	June 1, 1839						
on - - - Wes.	- - -	- - -	3 6 8½	33 0 0	- -	39 7 6		
on, St. Joseph's R.C.	- - -	- - -	9 2 8½	60 16 8	- -	368 0 0	10 8 0	
op's Wood - N.S.	273 0 0	Jan. 30, 1856						
enall Heath,								
ants - - N.S.	75 0 0	July 5, 1843						
- - „	40 0 0	June 16, 1846						
wich „ - N.S.	81 0 0	Dec. 11, 1845	1 8 4⅔					
- - - „	22 0 0	Dec. 3, 1849						
- - - „	16 13 4	July 26, 1853						
- - - „	12 0 0	Dec. 17, 1856						
hill - - Par.	- - -	- - -	1 16 8	3 6 8	- -	- -	4 19 0	
eton - - N.S.	75 0 0	Jan. 12, 1846	1 10 0¾	33 0 0	- -	35 0 0	7 10 0	
- - - „	20 0 0	Nov. 26, 1850						
- - - „	30 0 0	Dec. 28, 1855						
rood, St. Mary's R.C.	- -	- - -	- -	- -	- -	145 12 6	10 1 0	
ley Hill - - N.S.	*270 0 0	Feb. 25, 1835	- -	25 0 0	- -	203 13 4	18 18 0	
„ - - „	150 0 0	Nov. 3, 1843						
„ - - „	15 0 0	Sept. 5, 1845						
ley Hill - - Wes.	- - -	- - -	6 13 3½	58 10 0	- -	44 14 2	32 4 0	
kmoor - - N.S.	300 0 0	May 4, 1846						
ley, Abbot's - N.S.	90 0 0	Jan. 15, 1844						
ley, King's - N.S.	30 0 0	July 8, 1853						
wich, West,								
Saints' - - N.S.	- -	- - -	4 16 3½	65 16 8	- -	82 6 8	32 10 0	

a 30*l.* is one-third of the grant given towards erecting this school, in conjunction with two others, in the same district, viz., "Talk-o'-the-Hill," and "Alsagers' Bank" (now called "Chesterton").

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	Amount.	Date of Payment.						
STAFFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bromwich, West, Ch. Ch. - - N.S.	- - -	- - -	5 4 1	7 10 0	- -	2 10 0	2 5 0	
Bromwich, West, Gold's Hill - Ch. S.	- - -	- - -	- - -	35 12 6	- -	1 5 0		
Bromwich, West, Holy Trinity - N.S.	155 0 0	Jan. 20, 1843	5 5 6½	141 8 4	- -	489 16 8	59 8 0	
" " - "	22 0 0	Nov. 9, 1846						
" " - "	120 10 0	May 29, 1855						
Bromwich, West, St. James', Hill Top N.S.	400 0 0	Aug. 18, 1845	7 9 11	165 0 0	- -	661 14 8	56 3 0	
Bromwich, West, Ebenezer Independent Sch.	100 0 0	May 23, 1840						
Bromwich, West, Summit - - B.S.	- - -	- - -	- - -	44 18 4	- -	348 0 0		
Bromwich West - Wes.	- - -	- - -	4 9 11½	116 17 6	- -	450 1 8	36 10 0	
Bromwich, West. Hill Top - - Wes.	- - -	- - -	15 7 10½	11 5 0	- -	316 8 4	26 5 0	
Bromwich, West. - R.C.	- - -	- - -	1 17 1					
Brown Edge - - N.S.	131 11 0	Nov. 4, 1846	2 6 6½	- -	- -	- -	2 12 0	
Burslem, Dale Hall N.S.	*150 0 0	Mar. 16, 1836						
" " - "	100 0 0	Dec. 5, 1843						
Burslem, St. John's N.S.	27 16 8	Aug. 12, 1853	8 5 9½	121 13 4	- -	346 2 6		
" " - "	15 0 0	July 3, 1855						
Burslem, St. Paul's (Sytch) - - N.S.	111 10 0	May 18, 1841						
" " - "	23 0 0	Mar. 19, 1847						
Burslem - - Wes.	441 0 0	Nov. 25, 1851	9 12 5½	47 15 0	- -	430 7 6	14 19 0	
Burton-on-Trent, Ch. Ch. - - N.S.	310 0 0	July 27, 1844	7 13 5	135 0 0	67 10 0	593 6 8		
" " - "	118 0 0	Oct. 2, 1855						
Burton-on-Trent, Trinity - - N.S.	100 0 0	Aug. 12, 1846						
Burton-on-Trent - B.S.	237 10 0	Mar. 15, 1845	5 0 7½	- -	- -	348 11 8		
" - - "	10 9 6	Feb. 8, 1847						
" - - "	26 13 4	Dec. 18, 1854						
Bushbury - - N.S.	- - -	- - -	3 6 5½	55 0 0	- -	197 2 6	17 7 0	
" Indust. Dep.	- - -	- - -	- - -	- - -	- -	- - -	- - -	6 17
Butt Lane - - N.S.	159 0 0	Sept. 28, 1847						
" - - "	36 0 0	Aug. 2, 1856						
Cannock, Endowed N.S.	- - -	- - -	2 5 4½	45 7 6	22 18 4	79 0 0	5 15 0	
" Indust. Dep.	- - -	- - -	- - -	- - -	- -	- - -	- - -	1 17
Capponfield Iron Works Ch. S.	- - -	- - -	- - -	- - -	- -	1 5 0		
Cauldon, Low - N.S.	100 0 0	Sept. 1, 1848	1 17 11½	- -	- -	6 5 0	2 9 0	
Caverswall - - N.S.	- - -	- - -	- - -	- - -	- -	- - -	5 15 0	
Cheadle - - N.S.	150 0 0	Jan. 25, 1840	9 16 6½	73 16 8	- -	556 18 4	44 16 0	
" - "	412 8 0	Oct. 27, 1845						
" - "	53 6 8	Oct. 6, 1855						
Cheadle, St. Giles' - R.C.	- - -	- - -	2 14 10¾	132 1 8	37 10 0	333 15 0		
Cheadle, St. Wilfred's R.C.	- - -	- - -	1 0 0	38 6 8				
Cheddleton - - N.S.	221 4 6	April 26, 1855	5 0 0½	- -	- -	- -	8 15 0	
Cheslyn Hay - - B.S.	100 0 0	June 24, 1840						
Chesterton (late Alsager's Bank) - N.S.	*a130 0 0	Feb. 11, 1834	- - -	57 15 0	- -	148 10 0	36 15 0	
" - "	20 0 0	Oct. 10, 1845						
Chorlton - - N.S.	68 0 0	Jan. 6, 1849						
Client - - - N.S.	- - -	- - -	1 17 2					
Cobridge, St. Peter's R.C.	- - -	- - -	3 19 10¾	97 16 8	- -	135 10 0	40 7 0	
Coseley, Ch. Ch. - N.S.	193 0 0	May 5, 1845	11 5 5½	7 5 0	- -	484 17 6	28 14 0	
" " - "	9 14 6	Feb. 1, 1848						
Coseley (Prince's End) N.S.	318 0 0	Mar. 1, 1845	3 7 7					
Coseley, West - N.S.	252 0 0	Mar. 1, 1845						
Coseley (Darkhouse Lane) - - - B.S.	*150 0 0	Oct. 21, 1837						
Cranberry Alley - N.S.	*25 0 0	Feb. 26, 1840						

a 130*l.* is one-third of the grant given towards erecting this school, in conjunction with two others, in Aud parish, viz., "Talk-o'-the-Hill," and "Audley Village" girls' school.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
FFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
well, St. Mary's R.C.	- - -	- - -	2 0 1¾	66 13 4	- -	102 18 4	36 10 0	
kton - - - N.S.	163 0 0	May 9, 1855						
aston Green,								
- George's - N.S.	364 0 0	Nov. 29, 1844	3 0 0½	66 0 0	- -	64 3 4	41 6 0	
„ - „	4 10 0	Nov. 23, 1853						
„ - „	5 0 0	June 4, 1856						
aston Green - B.S.	*300 0 0	Dec. 23, 1837						
orne, Endowed								
ree - - - N.S.	- - -	- - -	2 9 5½					
rcot - - - N.S.	70 0 0	Apr. 2, 1846	2 16 10	16 0 0	- -	25 16 8		
rcot-le-Moors - N.S.	- - -	- - -	2 0 10	- -	- -	5 0 0		
stone - - N.S.	- - -	- - -	3 11 0	51 1 8	- -	127 10 0	15 14 0	
ington - - N.S.	110 0 0	June 12, 1847	4 9 10	3 15 0	- -	134 3 4	20 13 0	
„ Indust. Dep.	5 3 6	Nov. 23, 1853	- - -	- - -	- -	- - -	- - -	11 11 0
uria - - - N.S.	245 0 0	June 13, 1846	2 10 0½	- - -	- -	- - -	4 12 0	
uria - - B.S.	- - -	- - -	3 3 11½	55 0 0	- -	- - -	9 14 0	
ngshall - - N.S.	- - -	- - -	4 17 4½	11 13 4	- -	7 6 8	10 11 0	
ngshall - - Wes.	- - -	- - -	7 4 8	61 17 6	- -	177 10 0	27 1 0	
ton - - - N.S.	- - -	- - -	- - -	11 0 0				
ebridge - - N.S.	100 0 0	Mar. 28, 1845	- - -	- - -	- -	- - -	11 0 0	
ehay, St. Chad's N.S.	160 0 0	Nov. 30, 1847	4 19 0¼	123 15 0	63 6 8	247 10 0	30 6 0	
scote - - N.S.	291 12 0	Mar. 15, 1855						
ftenhill - - N.S.	150 0 0	Nov. 26, 1840	4 15 10⅔	57 15 0	- -	171 0 0	7 8 0	
„ - - - „	4 13 4	April 27, 1853						
„ - - - „	50 0 0	Sept. 22, 1855						
nal, Lower - N.S.	300 0 0	Jan. 8, 1846	- - -	- - -	- -	- - -	15 0 0	
nal, Upper - N.S.	100 0 0	Feb. 16, 1846	1 18 6½					
„ - „	36 0 0	May 4, 1846						
„ - „	82 0 0	Dec. 2, 1856						
nal - - - B.S.	*150 0 0	Dec. 30, 1835						
mer End - - N.S.	54 0 0	Feb. 8, 1850	- - -	- - -	- -	- - -	4 7 0	
nstall-Ridware N.S.	- - -	- - -	- - -	- - -	- -	- - -	12 15 0	
ibury, Endowed N.S.	150 0 0	Feb. 20, 1849	2 12 0					
idsworth, - N.S.	- - -	- - -	- - -	12 10 0				
idsworth, St.								
mes' - - N.S.	65 0 0	Feb. 27, 1843	2 10 0	11 0 0				
ford - - - N.S.	- - -	- - -	1 4 0⅔	- -	- -	- - -	10 0 0	
rborne, Endowed N.S.	*140 0 0	May 9, 1838	- - -	76 10 0	- -	75 0 0	12 8 0	
„ „ - „	22 12 0	May 8, 1848						
„ „ - „	48 0 0	Nov. 2, 1848						
„ „ - „	38 10 0	June 24, 1852						
rtshill - - N.S.	- - -	- - -	- - -	67 1 8	- -	32 10 0	7 2 0	
rwood, St. John								
e Baptist's - R.C.	270 0 0	Oct. 18, 1856	1 14 2½	- - -	- -	13 15 0	14 0 0	
th, Short - Wes.	- - -	- - -	1 12 8					
lington - - N.S.	- - -	- - -	1 0 0					
ninglow - - N.S.	40 0 0	Aug. 12, 1846						
ton Lee - - N.S.	100 0 0	May 15, 1848						
ones - - Par.	- - -	- - -	a10 0 0					
ones, Agricultural,								
Ch. S.	302 2 0	July 26, 1854	1 6 8	147 5 0	61 5 0	29 0	25 11 0	
„ Indust. Dep.	- - -	- - -	a10 0 0	- - -	- -	- - -	- - -	19 4 9
sgrove - - N.S.	- - -	- - -	9 3 3½	166 16 8	45 16 8	359 10 0	61 17 0	
gswinford, St.								
lary's - - N.S.	300 0 0	Dec. 21, 1846	- - -	149 8 4	- -	184 0 0	26 12 0	
„ „ - „	40 0 0	Nov. 27, 1855						
gswinford (Oak								
rmIron Works) N.S.	800 0 0	Jan. 29. 1845						
ver - - - N.S.	*55 0 0	Jan. 9, 1836	3 0 7⅓					
- - - „	204 15 0	Nov. 6, 1851						
ghtley - - N.S.	124 0 0	Jan. 6, 1846						
- - - „	5 6 8	Apr. 29, 1847						
ley and Wheaton								
ston - - - N.S.	324 0 0	Aug. 22, 1854	1 8 8⅔	51 5 0	- -	15 0 0	12 13 0	
sowe (Shaw's) - N.S.	- - -	- - -	2 16 8					
k - - - N.S.	*350 0 0	May 21, 1835	- - -	9 0 0				
- - - „	85 0 0	Feb. 4, 1847						
k, St. Luke's - N.S.	178 0 0	Sept. 16, 1847	1 11 4⅔	56 5 0	- -	- -	2 14 0	
- - - „	65 0 0	Dec. 4, 1855						
k - - - Wes.	- - -	- - -	3 0 0⅔	11 5 0				

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
STAFFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Leigh, Endowed Free School	- - -	- - -	1 6 8	- - -	- - -	- - -	1 0 0	
Lichfield, St. Mary's N.S.	114 0 0	Mar. 18, 1842	1 7 8½	126 0 0	- -	268 14 4		
" - - - "	99 15 0	Dec. 19, 1849						
Longdon - - N.S.	116 14 0	April 7, 1854						
Longton - - N.S.	*125 0 0	June 20, 1838						
Longton - - R.C.	- - -	- - -	2 0 0	17 10 0	- -	15 0 0	4 16 0	
Madeley, Endowed N.S.	- - -	- - -	3 0 0	147 10 0	- -	219 7 6		
Maryvale Indust. - R.C.	- - -	- - -	- - -	- - -	- - -	- - -	- - -	88 16
Mayfield - - N.S.	90 0 0	Aug. 15, 1849	2 6 11	43 8 4	- -	168 10 10	20 9 0	
" - - - "	265 4 0	July 1, 1854						
Milford-in-Baswick N.S.	*50 0 0	Feb. 13, 1839						
Milwich - - - N.S.	- - -	- - -	- - -	36 5 0	29 3 4	- -	10 0 0	
Moddershall - - N.S.	60 0 0	Dec. 24, 1844						
" - - - "	45 0 0	June 25, 1850						
Moreton - - - N.S.	84 0 0	May 27, 1847						
Mowcop - - - N.S.	135 0 0	May 10, 1843						
" - - - "	20 0 0	Feb. 17, 1847						
Moxley - - - N.S.	*200 0 0	May 2, 1838	1 10 5	- -	- -	- -	2 0 0	
" - - - "	15 0 0	Oct. 11, 1844						
" - - - "	13 14 6	Feb. 17, 1846						
" - - - "	30 0 0	Nov. 20, 1846						
" - - - "	15 0 0	Feb. 8, 1856						
Newcastle-under-Lyne N.S.	*75 0 0	May 6, 1835	5 9 2⅔	68 15 0	- -	311 0 0	14 2 0	
" - - "	63 6 8	Apr. 22, 1856						
" - - "	27 10 0	Apr. 22, 1856						
Newcastle-under-Lyne, St. George's - N.S.	- - -	- - -	4 3 10½					
Newcastle-under-Lyne - - B.S.	*350 0 0	Apr. 29, 1835	- -	9 3 4	- -	213 0 0	10 17 0	
Newchapel - - N.S.	152 0 0	Nov. 17, 1848						
Norbury - - N.S.	47 0 0	Jan. 6, 1846	- -	- -	- -	- -	1 14 0	
" - - "	5 6 8	Apr. 29, 1847						
Norton Canes - N.S.	- - -	- - -	- -	17 6 8	- -	- -	14 7 0	
Norton in the Moors N.S.	- - -	- - -	6 1 3½	51 6 8	- -	323 13 4	9 5 0	
" Indust. Dep.	- - -	- - -	- -	- -	- -	- -	- -	5
Oakamoor - - N.S.	- - -	- - -	- -	11 13 4	- -	25 16 8	5 17 0	
Ocker Hill - - N.S.	- - -	- - -	3 0 5½					
Pelsall - - - N.S.	152 0 0	Dec. 13, 1848	1 1 1					
Pelsall - - - B.S.	*100 0 0	Dec. 30, 1837						
Penkhull - - N.S.	350 0 0	Nov. 18, 1845	2 11 0	- -	- -	10 0 0		
" - - "	35 10 10	Dec. 29, 1856						
Penkridge - - N.S.	- - -	- - -	9 6 11½	63 10 0	6 5 0	201 13 4	27 11 0	
Pensnett - - N.S.	70 1 6	Jan. 14, 1846	- -	- -	- -	5 0 0		
Pleck and Bescott - N.S.	396 4 4	Mar. 14, 1856						
Quarry Bank - N.S.	300 0 0	Jan. 2, 1845	2 0 0					
Ranton - - - N.S.	32 0 0	Jan. 6, 1846						
" - - - "	5 6 8	Apr. 29, 1847						
Rocester - - N.S.	122 0 0	July 26, 1853	4 6 9¾	67 7 6	- -	122 10 0	29 5 0	
Rollestone - Ch. S.	- - -	- - -	- -	30 5 0	- -	32 10 0	12 16 0	
Rowley Regis - N.S.	213 0 0	Mar. 9, 1849	2 6 5¾	- -	- -	31 15 0	12 5 0	
" - - "	5 0 0	Oct. 20, 1856						
Rugeley (Prince of Wales') - - N.S.	220 0 0	May 3, 1845	3 1 3¾	45 0 0	- -	98 6 8		
" - "	54 15 0	Mar. 7, 1855						
Rugeley, St. Ethelreda's - - R.C.	- - -	- - -	- - -	- - -	- - -	80 0 0	2 5 0	
Rushall - - - N.S.	160 0 0	Apr. 7, 1848	2 7 4					
Sedgley (Catchem's Corner) - - N.S.	*175 0 0	June 20, 1835						
Sedgley (Straits and Cam Lane) - - N.S.	*130 0 0	Oct. 24, 1835						
Shelton, St. Mark's N.S.	*195 0 0	May 26, 1838	5 8 4½	79 3 4	- -	676 0 0	5 0 0	
" " - "	75 0 0	Jan. 18, 1844						
" " - "	3 13 0	Sept. 26, 1848						
" " - "	30 0 0	April 1, 1853						
Shelton, Granville Sch.	- - -	- - -	- - -	112 13 4	- -	97 10 0	15 5 0	
Shenstone - - N.S.	*97 0 0	Sept. 8, 1838						
" - -	445 0 0	Aug. 13, 1856						

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'ORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
dale - - N.S.	252 0 0	Jan. 19, 1848	- -	22 10 0	- -	- -	13 16 0	
- - „	43 0 0	Sept. 22, 1856						
- - „	21 0 0	Sept. 22, 1856						
ıwick - - N.S.	200 0 0	Dec. 2, 1840	4 3 10½	- -	- -	241 8 4		
- - „	82 0 0	Nov. 27, 1856						
ıwick (Chance's) N.S.	- -	- - -	11 10 6	124 0 0	- -	527 10 0	68 13 0	
rd - - - N.S.	- -	- - -	3 7 5	43 6 8	- -	30 0 0	8 3 0	
rd - - - B.S.	*150 0 0	Mar. 19, 1836						
rdshire (North), rch Schoolmasters' ciation - - -	- -	- - -	5 0 0¾					
-upon-Trent - N.S.	- -	- - -	10 19 3¾	74 1 8	43 15 0	- -	28 14 0	
- - - Par.	- -	- - -	- -	- -	- -	- -	2 8 0	
, Ch. Ch. - N.S.	147 0 0	Mar. 18, 1842	8 2 5¾	69 10 0	- -	493 18 4	48 11 0	
„ - - - „	70 0 0	Feb. 11, 1845						
„ - - - „	2 7 0	July 20, 1847						
„ - - - „	15 0 0	July 31, 1855						
St. Ann's - R.C.	- -	- - -	2 0 0¾	11 0 0				
, Lichfield, owed - Ch. S.	40 0 0	May 5, 1855	1 14 9¾	23 18 4	- -	81 16 8		
ıerton - Ch. S	- -	- - -	- -	5 16 8				
?-the-Hill - N.S.	*a*130 0 0	Feb. 11, 1834						
orth - - N.S.	90 0 0	Feb. 17, 1847	19 4 3¾	98 8 4	- -	779 18 4		
- - „	15 0 0	May 1, 1847						
- - „	27 5 0	June 19, 1848						
- - „	14 5 4	Mar. 28, 1851						
- - „	60 0 0	June 27, 1856						
orth (Sir R. Peel's), lowed School -	- -	- - -	4 18 8¾	52 10 0	- -	185 0 0		
- - B.S.	- -	- - -	3 15 0	96 5 0	25 0 0	339 6 8	68 18 0	
ı - - Wes.	- -	- - -	12 7 9¾	45 17 6	- -	231 15 0	31 7 0	
ı, Great Bridge Wes.	- -	- - -	3 12 2½					
Vale - - N.S.	85 0 0	Mar. 25, 1846	2 4 6½	12 10 0	- -	159 19 2	10 5 0	
- - „	40 0 0	Dec. 13, 1852						
all - - N.S.	*300 0 0	Oct. 19, 1839	5 10 6½	48 15 0	- -	308 1 8	7 9 0	
- - „	30 0 0	May 18, 1846						
- - „	40 0 0	Jan. 20, 1854						
all - - Wes.	- -	- - -	10 6 4½	18 0 0	- -	316 0 0		
ıry - Ch. S.	- -	- - -	- -	5 16 8				
eter - - N.S.	12 0 0	Apr. 14, 1848	- -	58 15 0	- -	289 1 8	26 18 0	
- - „	8 12 0	Nov. 23, 1853						
- - „	250 0 0	Nov. 21, 1855						
ll, Blue Coat N.S.	- -	- - -	9 13 5	76 16 0	- -	443 3 4		
ll, St. Mat- w's - - - N.S.	173 0 0	Sept. 8, 1853						
ll, St. Peter's N.S.	81 0 0	Dec. 26, 1849	4 17 1¼					
„ - „	20 0 0	Sept. 1, 1854						
ll, St. Peter's, ch Hill - - N.S.	344 0 0	Nov. 3, 1855	3 6 5½					
ll, St. Mary's R.C.	- -	- - -	5 7 9	52 13 4	- -	273 11 3	11 7 0	
ll Wood - N.S.	60 0 0	May 6, 1846	1 9 11	- -	- -	- -	9 5 0	
„ - - „	10 0 0	Nov. 2, 1854						
esbury, St. tholomew's - N.S.	180 0 0	June 13, 1843	9 10 2	98 11 8	- -	723 10 0		
„ - „	30 0 0	Dec. 21, 1844						
„ - „	20 0 0	Aug. 18, 1845						
„ - „	13 0 0	Sept. 1, 1845						
esbury, St. ıes' - - N.S.	359 0 0	May 28, 1845	4 4 1	110 1 8	- -	356 0 10		
„ - „	7 6 0	July 30, 1846						
esbury, St. n's - - N.S.	321 0 0	Apr. 2, 1849	10 3 3¾	107 3 4	- -	340 1 8		
„ - „	10 0 0	Oct. 6, 1851						
„ - „	5 5 0	May 3, 1852						
„ - „	2 15 0	Dec. 28, 1853						
„ - „	46 0 0	June 5, 1855						

b. is one-third of the grant given towards erecting this school, in conjunction with two others, in the of Audley, viz., "Audley Village" girls' school, and "Alsager's Bank" (now called "Chesterton").

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools
STAFFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Wednesbury - - Wes.	- - -	- - -	5 16 8½	62 0 10	- -	197 0 0		
Wednesfield - - B.S.	*75 0 0	Mar. 29, 1837						
Wetley Rocks - N.S.	120 0 0	Aug. 9, 1843	1 0 2					
„ - „	8 8 0	Sept. 9, 1846						
Wiggington - N.S.	- - -	- - -	1 16 0					
Willenhall, Holy Trinity - - N.S.	- - -	- - -	3 3 4½	28 5 0	- -	52 10 0	28 10 0	
Willenhall, St. Giles' N.S.	351 0 0	Feb. 28, 1855	3 4 2	29 15 0	- -	114 9 2	16 2 0	
Willenhall, Little London - - B.S.	150 0 0	Jan. 4, 1840						
Willenhall - - Wes.	- - -	- - -	2 13 4½	- -	- -	33 6 8		
Willenhall, Primitive Methodist School -	*125 0 0	Jan. 31, 1838						
Winshill, Holy Trinity - - - N.S.	60 0 0	Aug. 12, 1846						
Wolstanton - - N.S.	150 0 0	June 5, 1841	4 1 8	13 15 0	- -	129 17 6	39 4 0	
„ - - „	51 15 0	Dec. 4, 1855						
Wolverhampton, St. George's - - N.S.	554 0 0	Jan. 17, 1845	12 12 3	42 13 4	22 18 4	76 0 0		
Wolverhampton, St. James' - - N.S.	300 0 0	May 31, 1845	5 3 8½					
Wolverhampton, St. John's - - N.S.	*260 0 0	Dec. 24, 1834	6 18 10½	93 8 4	- -	309 13 4		
Wolverhampton, St. Mark's - - N.S.	325 0 0	Mar. 12, 1850	6 8 6					
Wolverhampton, St. Mary's - - N.S.	401 0 0	May 13, 1847	3 13 4½					
Wolverhampton, St. Matthew's - - N.S.	200 0 0	Jan. 10, 1852	6 17 0½	22 3 4	- -	32 6 8		
Wolverhampton, St. Paul's - - N.S.	150 0 0	Sept. 13, 1842	22 0 5½	217 0 0	- -	765 5 10		
„ „ - „	243 10 0	Mar. 15, 1850						
Wolverhampton, St. Peter's, Collegiate Church - - N.S.	547 0 0	Apr. 19, 1847	1 11 9½	92 1 8	- -	501 16 8		
„ „ - „	11 12 0	Apr. 14, 1848						
Wolverhampton - B.S.	*500 0 0	Oct. 18, 1837						
Wolverhampton, Snow Hill, Congregational School - - -	- - -	- - -	6 0 10½	51 19 2	- -	109 0 0		
Wolverhampton, St. Mary's - - R.C.	- - -	- - -	4 3 4½	37 0 0	- -	15 0 0	5 8 0	
Wolverhampton, St. Patrick's and St. George's, Girls - R.C.	160 0 0	Sept. 10, 1856	15 9 8½	104 13 4	16 13 4	588 6 8	6 5 0	
Wolverhampton, St. Peter's and St. Paul's R.C.	- - -	- - -	- -	68 0 0	- -	212 15 0	1 16 0	
Wolverhampton, Ragged School - -	462 15 0	Sept. 7, 1852	5 11 4½					
Wordsley - - N.S.	52 0 0	July 2, 1844	1 17 2	8 15 0	12 10 0	9 10 0	57 10 0	
„ - - „	19 7 0	Nov. 18, 1847						
„ - - „	50 0 0	Dec. 22, 1848						
„ - - „	54 0 0	Jan. 9, 1856						
Yoxall - - - N.S.	- - -	- - -	2 1 5	- -	- -	17 10 0		
SUFFOLK.								
Aldeburgh - - N.S.	- - -	- - -	1 1 7	110 8 4	- -	821 18 4	40 16 0	
Aldringham - - N.S.	40 0 0	Jan. 19, 1846						
Barrow - - - N.S.	114 0 0	Nov. 10, 1848						
Bawdsey - - N.S.	105 15 0	Jan. 31, 1853						
Beccles - - - N.S.	*125 0 0	Jan. 26, 1839	2 2 5½	38 10 0	- -	11 5 0	9 0 0	
„ - - - „	35 0 0	Jan. 8, 1856						
Beccles - - - B.S.	*150 0 0	Feb. 7, 1838						
Benhall - - - N.S.	- - -	- - -	2 3 4½	55 0 0	- -	94 3 4	12 17 0	
Bentley - - - N.S.	295 4 0	Mar. 28, 1854	- -	51 13 4	- -	- -	5 0 0	
Bildeston - Ch. S.	200 0 0	Dec. 7, 1853	3 6 8½	15 0 0	- -	32 10 0	16 7 0	
„ - - „	44 6 11	Aug. 9, 1856						

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	Amount.	Date of Payment.						
FOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ston - - N.S.	66 10 0	May 21, 1851	2 0 1					
l - - N.S.	46 10 0	Oct. 29, 1849	- -	- -	- -	14 11 8		
" - - "	64 16 0	Nov. 14, 1855						
n - - N.S.	53 0 0	Aug. 6, 1844						
am - - Par.	122 0 0	Nov. 3, 1855						
ld - - N.S.	80 0 0	Aug. 3, 1854						
swell - - N.S.	50 0 0	Aug. 1, 1847						
sham - - N.S.	25 0 0	Feb. 24, 1846	1 0 0					
" - - N.S.	*181 7 0	Apr. 18, 1835	3 17 0	65 0 0	- -	200 17 6	11 2 0	
" - - "	10 0 0	Apr. 6, 1846						
" - - B.S.	*150 0 0	Mar. 18, 1835						
St. Mary's - N.S.	*58 0 0	July 17, 1839	4 6 6½	47 10 0	44 11 8	211 10 0	67 6 0	
" - "	40 0 0	May 5, 1843						
" - "	50 0 0	Apr. 9, 1845						
" - "	14 5 4	Aug. 5, 1852						
" - "	5 6 8	Feb. 14, 1853						
" - "	4 10 0	Feb. 14, 1853						
" - "	40 0 0	June 28, 1855						
Castle - N.S.	24 0 0	Apr. 21, 1853	1 2 8					
t. Edmund's,								
ames' - - N.S.	500 0 0	Mar. 16, 1855	5 19 11½	51 0 0	- -	49 0 0	21 2 0	
- - N.S.	80 0 0	Jan. 18, 1843	1 12 7					
St. Mary's - N.S.	225 0 0	Jan. 9, 1856						
n Colville - N.S.	60 0 0	May 10, 1844						
" - "	4 10 0	Nov. 20, 1847						
gton - - N.S.	144 0 0	Dec. 19, 1848						
k and Wash-								
- - - N.S.	50 0 0	Jan. 13, 1842						
ord - - N.S.	97 4 0	July 11, 1855						
hoe and								
sfield - - N.S.	146 0 0	Feb. 8, 1849	1 3 5	- -	- -	15 0 0		
nam - - N.S.	*70 0 0	Apr. 11, 1835						
on - - N.S.	*27 0 0	Dec. 4, 1839	1 13 1¾					
nham - - N.S.	30 5 0	June 18, 1856	- -	31 10 0	- -	- -	2 13 0	
gfield - - N.S.	113 0 0	Apr. 13, 1847	2 6 8½	22 10 0	- -	- -	10 15 0	
- - "	10 0 0	Apr. 24, 1856						
- - - N.S.	45 0 0	Dec. 23, 1848						
y - - N.S.	34 0 0	Feb. 22, 1844						
on - - N.S.	228 0 0	Apr. 14, 1841	4 1 4¾					
- - "	50 0 0	July 4, 1854						
gh - - N.S.	174 0 0	Apr. 5, 1854	4 2 5	105 1 8	- -	142 5 0	10 16 0	
gh - - B.S.	*200 0 0	June 21, 1837	5 6 0	18 15 0	- -	86 13 4	49 6 0	
- - "	31 3 4	Nov. 6. 1855						
orth - - N.S.	9 0 0	June 3, 1850	7 5 2¼	204 8 4	- -	657 4 2		
- - "	120 0 0	Feb. 17, 1855						
ead - - N.S.	60 0 0	May 6, 1848						
don - - N.S.	80 0 0	Aug. 23, 1848						
ngham Ch. S.	- -	- - - -	3 1 5½	46 13 4	- -	78 5 0	24 12 0	
- - - N.S.	*42 0 0	Nov. 1838						
rth - - N.S.	36 6 8	Mar. 29, 1853						
t - - N.S.	80 0 0	June 20, 1848	1 9 4					
- - - "	19 0 0	Oct. 20, 1856						
sham - - N.S.	23 0 0	Feb. 11, 1841						
m - - N.S.	- -	- - - -	5 0 0	- -	- -	- -	4 0 0	
d Lethering-								
- - - N.S.	40 0 0	Apr. 12, 1844	0 17 2½					
n - - N.S.	258 18 0	Apr. 9, 1856						
ngsheath - N.S.	- -	- - - -	- -	42 9 0				
all, St. Mar-								
's - - N.S.	30 0 0	Aug. 21, 1848						
h, Holy Tri-								
- - - N.S.	46 17 4	Nov. 10, 1854	8 14 8¾	73 16 8	- -	348 14 2	20 9 0	
" - "	2 0 0	Oct. 20, 1856						
h, Nottidge,								
nts - - N.S.	- -	- - - -	- -	- -	- -	102 0 0		
h, St. Clement's								
St. Helen's - N.S.	145 0 0	Sept. 21, 1843	14 16 3½	161 8 4	- -	1,329 5 0	29 15 0	
" - "	174 0 0	Apr. 29, 1848						
" - "	54 8 6	Apr. 13, 1852						
" - "	35 19 0	Dec. 6, 1852						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools
	Amount.	Date of Payment.						
SUFFOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ipswich, St. Margaret's - - N.S.	172 0 0	Jan. 24, 1852	3 6 8½	16 6 8	- -	134 10 0	12 0 0	
Ipswich, St. Matthew's (District) N.S.	454 0 0	Mar. 9, 1848	5 1 2	190 15 0	- -	1,033 6 8	19 10 0	
" " - "	38 0 0	Aug. 11, 1852						
" " - "	36 0 0	Oct. 29, 1853						
Ipswich, St. Peter's N.S.	- - -		16 0 3½	74 11 8	75 0 0	1,231 5 0		
Ipswich - - B.S.	406 7 3	Nov. 15, 1855	- -	25 15 10	- -	14 5 0		
Ipswich - - Wcs.	- -		12 5 11¼	111 10 0	- -	443 1 8		
Ipswich - - P.U.	- -		- -	20 0 0				
Ixworth - - - N.S.	50 0 0	July 28, 1841						
Kesgrave, District N.S.	- - -		7 14 4¼	155 0 0	- -	594 8 4		
Kettlebaston - - N.S.	*37 0 0	Feb. 18, 1839						
Lavenham - - N.S.	*100 0 0	Nov. 9, 1839						
" - - "	100 0 0	Feb. 1, 1855						
Laxfield - - - N.S.	80 0 0	July 18, 1845						
Leiston - - - N.S.	202 0 0	May 19, 1848	3 6 8	61 5 0	- -	99 11 8	23 6 0	
" - - - "	12 3 6	Aug. 6, 1856						
Lowestoft, Girls - N.S.	4 10 0	Feb. 21, 1846	3 2 0	19 10 0	- -	232 6 8		
" " - "	250 0 0	Feb. 1, 1854						
Lowestoft (Annot's) N.S.	6 13 4	Feb. 14, 1850	2 5 10¾	70 2 6	- -	251 10 0	2 8 0	
Lowestoft, St. John's, N.S.	- -		6 6 0	42 0 0	- -	15 0 0	9 16 0	
Lowestoft (Wylde's) N.S.	- - -		2 1 8	- -	- -	136 13 4		
Melton - - - N.S.	75 0 0	Dec. 18, 1846						
" - - - "	4 11 6	Nov. 18, 1847						
Mildenhall, West Row N.S.	45 2 4	Feb. 21, 1856						
Mildenhall (Sir H. Bunbury's) - - B.S.	- -		- - -	94 10 0	- -	334 5 10	23 8 0	
Nayland - - - N.S.	- - -		3 0 6½	- -	- -	3 15 0	8 16 3	
Newton - - - N.S.	*50 0 0	July 1, 1837						
Norton, St. Andrew's N.S.	*50 0 0	Apr. 19, 1837						
Pakenham - Ch. S.	- - -		- -	10 0 0				
Parham - - - N.S.	37 0 0	Mar. 24, 1841						
Poslingford - - N.S.	32 0 0	Aug. 5, 1844						
Preston, St. Mary's N.S.	47 16 0	Mar. 6, 1844						
Redgrave and Botesdale - - - N.S.	120 0 0	Sept. 23, 1845	1 18 8½					
Rendlesham - - N.S.	- -		2 9 7½	35 0 0	- -	29 0 0	2 13 0	
Rickinghall (Inferior) - - - N.S.	237 10 0	July 19, 1854	1 14 6					
Rushmere - - N.S.	80 0 0	Oct. 23, 1846	- -	-	- -	- -	3 15 0	
Saxmundham - N.S.	- -		2 10 7¼	11 5 0	35 0 0	- -	9 9 0	
Shotley - - - N.S.	75 0 0	Jan. 24, 1850						
Snape - - - N.S.	- - -		- -	- -	- -	- -	3 6 8	
Southwold - - N.S.	66 0 0	May 21, 1841	4 12 0¼	26 5 0	- -	29 0 0	12 6 0	
" - - "	10 0 0	Nov. 21, 1845						
" - - "	35 13 0	May 8, 1848						
" - - "	65 0 0	May 24, 1855						
" - - "	172 8 0	Nov. 24, 1856						
Stoke by Clare - N.S.	141 4 0	Oct. 4, 1856	1 0 0					
Stoke by Nayland - N.S.	- - -		3 13 2¼	- -	- -	75 0 0		
Stonham Aspal - N.S.	71 0 0	June 11, 1847	- -	- -	- -	41 17 6		
Stowmarket - - N.S.	*75 0 0	Nov. 2, 1836	1 15 4					
Stratford, St. Mary's N.S.	75 0 0	Nov. 9, 1843	1 0 0⅓	- -	- -	- -	9 3 0	
Sudbury, All Saints' N.S.	333 0 0	Aug. 9, 1848	4 1 4½	14 11 8	- -	499 10 0	12 6 0	
" " - "	24 0 0	Aug. 28, 1851						
" " - "	40 0 0	Apr. 26, 1853						
Sudbury - - B.S.	487 0 0	Sept. 15, 1847	17 17 1	34 10 0	- -	1,134 15 8		
" - - - "	40 0 0	Apr. 15, 1851						
Tattingstone - - N.S.	54 0 0	Nov. 8, 1841						
Theberton - - N.S.	*33 0 0	Jan. 12, 1839						
Thrandeston - - N.S.	65 5 0	June 7, 1851	1 11 4¾	- -	- -	32 10 0		
Tuddenham - - N.S.	30 0 0	Feb. 24, 1841						
Uggeshall - - N.S.	70 0 0	May 5, 1844						
Walsham-le-Willows, N.S.	68 0 0	Jan. 18, 1849						
Walton-cum-Felixtow - - - N.S.	51 0 0	Mar. 3, 1852	1 8 9					

Name and denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
SUFFOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ilford and Hen-								
ham - - - N.S.	70 0 0	July 18, 1844						
" - "	5 10 0	Feb. 8, 1847						
sham - - N.S.	*20 0 0	Aug. 1837						
etham, Great N.S.	48 15 0	July 25, 1849						
" - "	18 1 8	Nov. 21, 1856						
etham, Little N.S.	27 0 0	Mar. 9, 1845						
hall - - N.S.	273 12 0	Oct. 17, 1855	2 4 0					
eton - - N.S.	125 0 0	Feb. 16, 1843	1 0 0					
- - "	5 10 0	May 22, 1846						
- - "	46 0 0	July 29, 1847						
bread - - N.S.	75 0 0	Dec. 7, 1843						
hambrook - N.S.	*40 8 0	Nov. 18, 1835						
ham Market - N.S.	77 0 0	Nov. 29, 1842						
ham Market - B.S.	*55 0 0	Jan. 17, 1835						
ham Skeith - N.S.	45 0 0	June 5, 1845						
tt - - - N.S.	50 0 0	Aug. 7, 1845						
bridge - - B.S.	175 0 0	Apr. 15, 1841						
bit - - - N.S.	*60 0 0	Nov. 7, 1838						
ing, Little - N.S.	30 0 0	Feb. 26, 1851						
tham - - N.S.	*131 0 0	Jan. 17, 1835	0 14 2½					
tham - - B.S.	*65 0 0	Jan. 5, 1838	1 6 8					
rd - - - N.S.	*100 0 0	Dec. 13, 1837						
SURREY.								
y - - - - N.S.	*60 0 0	Oct. 4, 1834						
side, Boys - R.C.	- -	- - -	3 0 0	- -	- -	16 5 0		
side, Great								
ldford Street R.C.	- -	- - -	3 18 4	- -	- -	35 11 8		
es - - - - N.S.	- -	- - -	2 13 3¾	- -	- -	67 10 0		
rsea, Boys,								
ctising - - Par.	200 0 0	Dec. 18, 1843	- -	- -	- -	196 1 8		
rsea, Girls and								
ants - - N.S.	351 0 0	Oct. 28, 1851	9 17 10½	22 18 4	- -	519 16 4		
rsea, Fields,								
George's - N.S.	- -	- - -	2 10 10	30 6 8	- -	33 15 0		
ington and								
llington - - N.S.	120 0 0	Mar. 20, 1844	3 1 9½	- -	- -	348 10 0		
" - "	40 0 0	July 29, 1844						
ondsey, Ch. Ch. N.S.	300 0 0	Oct. 12, 1850	6 6 9	36 5 0	- -	57 1 8		
ondsey, St. James'								
a Road) - N.S.	400 0 0	Feb. 16, 1842	6 11 2¾	133 13 4	- -	377 5 0		
ondsey, St. Mary's,								
ange Walk) - N.S.	156 15 0	Oct. 19, 1854						
ondsey, St. Paul's,								
N.S.	300 0 0	Feb. 5, 1850	2 10 0½	19 3 4	- -	32 10 0	9 0 0	
ondsey (Star								
ner) - - N.S.	- -	- - -	7 9 10¾	108 6 8	59 3 4	324 0 0		
ondsey (Great								
rge St.) - - B.S.	*225 0 0	Jan. 7, 1835	- -	- -	- -	352 0 0		
y - - - - N.S.	70 0 0	Sept. 29, 1847						
friars, Ch. Ch.								
een Walk) - N.S.	*228 0 0	Nov. 4, 1837						
ley Heath - N.S.	82 10 0	July 8, 1851	1 13 4¾	62 5 0	- -	51 13 4		
am, Great - N.S.	- -	- - -	- -	- -	- -	10 0 0		
gh Road, Model								
B.S.	500 0 0	Dec. 16, 1852	- -	172 5 0	- -	2,876 11 8		
ley - - Ch. S.	- -	- - -	- -	31 5 0	- -	82 10 0	9 15 0	
on, North, St.								
n's (Angel								
rn) - - - N.S.	741 15 0	Oct. 18, 1852	2 15 4½	25 10 0	- -	6 5 0		
ley, Hill - B.S.	*90 0 0	Feb. 9, 1839						
ley, Grove House								
formatory Industrial								
ool - - - -	- -	- - -	- -	- -	- -	- -	- -	155 0 0
lwall - - N.S.	50 0 0	Apr. 17, 1848						

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	Amount.	Date of Payment.						
SURREY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Camberwell, Camden District - N.S.	571 0 0	Oct. 6, 1847	7 18 3¾	236 14 2	- -	883 15 0		
" " - "	78 0 0	Oct. 31, 1851	*a* 6 13 4					
" " - "	87 0 0	Jan. 2, 1852						
Camberwell, Ch. Ch. N.S.	200 0 0	Feb. 14, 1842	13 15 3¾	175 16 8	- -	783 0 10		
" " - "	11 10 0	Sept. 14, 1847	*a* 6 13 4					
" " - "	60 0 0	Dec. 1, 1852						
Camberwell, Green Coat - - - N.S.	-	- - - -	9 5 9¾	147 10 0	80 0 0	473 19 2	24 6 0	
Camberwell, (Crawford Street, Cold Harbour Lane) B.S.	200 0 0	June 26, 1841	18 19 0½	84 0 0	- -	1,054 9 2		
" " - "	60 0 0	Dec. 10, 1845						
" " - "	159 0 0	Oct. 19, 1849						
" " - "	85 0 0	April 11, 1854						
Camberwell (Leipsic Road) - - B.S.	*100 0 0	Jan. 11, 1837	4 9 3½	119 12 6	- -	424 12 6		
Camberwell, Ch. Ch., Ragged and Industrial School - - - -	361 0 0	Oct. 22, 1856						
Cheam and Cuddington - - N.S.	- -	- - - -	2 10 0	- -	-	115 0 0		
Chertsey - - N.S.	140 0 0	Oct. 27, 1846						
Chertsey - - P.U.	- -	- - - -	- -	22 10 0	-	32 10 0		
Chessington and Hook - - - N.S.	21 0 0	May 14, 1849						
Chiddingfold - "	*30 0 0	April 8, 1837						
Clapham, Boys - Par.	*180 0 0	Jan. 5, 1839 -	12 3 9½	118 6 8	- -	558 13 4		
Clapham (Bowyer's) N.S.	224 0 0	Mar. 4, 1847	2 13 4½	124 13 4	- -	514 6 8		
Clapham, St. James' N.S.	60 0 0	Mar. 1, 1845	12 10 0	- -	- -	7 5 0		
Clapham, Wandsworth Road, Commercial, Ch. S.	- -	- - - -	- -	9 3 4	- -	4 18 0		
Clapham, Wirtemburg Place - - B.S.	*300 0 0	Nov. 11, 1840	5 2 6¾	33 6 8	- -	94 13 4		
" " - "	24 0 0	June 14, 1856						
Clapham - - R.C.	- -	- - - -	2 18 8	75 0 0	- -	32 10 0		
Claygate - - N.S.	*30 0 0	March 2, 1839						
Compton - - - N.S.	32 0 0	Feb. 13, 1841						
Cranley - - - N.S.	112 0 0	Jan. 11, 1849	5 8 7½	139 6 8	59 3 4	190 8 4	19 9 0	
Croydon (Archbishop Tenison's) -	- -	- - - -	- -	20 0 0	- -	146 0 0		
Croydon, Girls - N.S.	- -	- - - -	4 3 1¼	11 0 0	- -	326 10 10		
Croydon, St. George's, Boys - - - N.S.	- -	- - - -	- -	98 10 0	- -	368 7 6		
Croydon, St. James' N.S.	477 0 0	July 19, 1853						
" " - "	119 5 0	Jan. 4, 1854						
Croydon - - B.S.	340 0 0	May 1, 1848	9 5 7	27 0 0	- -	304 0 0		
" - - - "	27 14 0	Nov. 11, 1853						
" - - - "	24 0 0	Aug. 25, 1854						
Ditton, Thames - N.S.	86 0 0	Feb. 10, 1847	3 6 8¾	7 10 0	- -	18 10 0		
Dorking - - - B.S.	130 0 0	Apr. 1, 1843	1 19 3					
Dulwich (East) and Peckham Rye - N.S.	- -	- - - -	- -	7 10 0	- -	15 0 0		
Effingham - - N.S.	- -	- - - -	3 12 11	53 15 0	- -	280 0 0	11 9 0	
Elstead - - - N.S.	92 0 0	Feb. 15, 1850	1 0 4					
Englefield Green - N.S.	- -	- - - -	4 1 7	154 6 8				
Epsom - - - N.S.	10 13 4	Oct. 29, 1849	6 6 3⅓	161 13 4	- -	287 18 4		
Ewell - - - N.S.	- -	- - - -	5 7 2¾	50 18 4	- -	277 10 0	25 3 3	
" - - - "	- -	- - - -	- -	*b* 50 0 0				
Ewhurst - - N.S.	125 0 0	June 26, 1847	1 6 7½	- -	- -	24 15 10		
Farnham - - N.S.	- -	- - - -	7 7 6½	124 18 4	- -	427 8 4		
Farnham - - B.S.	*100 0 0	Sept. 12, 1835						
Fetcham - - Ch. S.	- -	- - - -	- -	18 6 8				
Godalming - - N.S.	265 0 0	May 27, 1843	2 13 4	60 12 6	- -	502 10 0		
" - - "	31 0 0	Mar. 7, 1856						
Godalming - - B.S.	- -	- - - -	- -	- -	- -	9 4 0		
Godstone - - N.S.	558 0 0	Nov. 24, 1855	5 0 0½	19 5 0	- -	75 13 4	18 8 0	
" Indust. Dep. -	- -	- - - -	- -	- -	- -	- -	- -	6 5

a Scientific apparatus. *b* Retiring pension.

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	Amount.	Date of Payment.						
SURREY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Ford, St. Mary's Trinity - N.S.	47 0 0	Sept. 10, 1852	4 0 2	48 15 0	- -	125 15 0		
Ford, St. Nicholas' N.S.	13 15 0	Mar. 7, 1855	4 17 7	2 10 0	- -	112 14 2		
Ford - - B.S.	*100 0 0	Sept. 27, 1852	1 0 3	20 0 0	- -	35 16 8		
Ford, Church Schoolmasters' Association - - -	- - -	- - -	1 13 6½					
- - - N.S.	*90 0 0	Feb. 16, 1839	3 12 10	- -	- -	100 0 0		
- - - „	100 0 0	July 6, 1846						
Fulham, St. James', N.S.	500 0 0	July 5, 1852	3 2 10					
Fulham - - N.S.	45 0 0	May 12, 1842	- -	6 13 4				
Gatwood - - N.S.	90 0 0	Sept. 26, 1845						
- - - „	95 0 0	Dec. 19, 1854						
Derby Row - - N.S.	*115 0 0	June 13, 1835						
Hill - - - N.S.	134 0 0	Feb. 4, 1852	1 0 0	- -	- -	3 15 0	19 4 0	
Kington, East Ilton Street) - N.S.	303 0 0	Feb. 10, 1848	- -	48 6 8	- -	69 8 4		
Kington, The Hill - - - N.S.	- - -	- - -	14 10 5½	103 13 4	128 15 0	998 8 4		
Kington, Regency Place - - - N.S.	143 3 4	Nov. 10, 1852	4 3 4					
Kingston, Queen's School -	- - -	- - -	- - -	32 18 4				
Kingston-on-Thames, Public Free School -	- - -	- - -	7 8 0¾	- -	- -	590 13 4		
Leatherwood - - Ch. S.	- - -	- - -	- - -	5 0 0				
Lambeth, All Saints', Ch. S.	200 0 0	Mar. 26, 1854						
Lambeth (Archbishop Tenison's), Girls N.S.	- - -	- - -	3 6 7					
Lambeth, Free Even- S. - - - - -	42 14 0	Feb. 20, 1850						
Lambeth, Holy Trinity, N.S.	450 0 0	Mar. 19, 1852						
Lambeth (South), Ching Grove - N.S.	130 0 0	Jan. 3, 1844	2 1 7¾	50 6 8	- -	151 10 0	9 12 0	
Lambeth, St. Bar- nabas' - - - N.S.	300 0 0	Sept. 4, 1850	7 12 0	110 0 4	- -	308 10 0		
„ - - „	- - -	- - -	a10 0 0					
Lambeth, St. John's (Waterloo Road) - N.S.	- - -	- - -	6 6 10					
Lambeth, St. Mary's, Lochial - - N.S.	*b200 0 0	Sept. 16, 1837	6 13 2½	22 5 0	10 13 4	- -	15 15 0	
„ - - „	43 0 0	June 9, 1856						
Lambeth, St. Mary's Strict Chapel - N.S.	- - -	- - -	9 7 7¾	42 5 0	- -	31 13 4		
Lambeth St. Thomas' N.S.	- - -	- - -	6 4 0½	22 18 4	- -	- -	7 10 0	
Lambeth (George Street) B.S.	- - -	- - -	6 11 9	- -	- -	94 0 0		
Lambeth Chapel (China Grace) - - Wes.	- - -	- - -	16 5 9	193 8 4	- -	1,252 6 8		
Lambeth, Norwood P.U.	- - -	- - -	- - -	- -	- -	4 10 0		
Limerhead - - N.S.	*80 0 0	Sept. 28, 1839	3 14 2¾	53 15 0	- -	252 10 0		
, - - „	60 0 0	Nov. 9, 1847						
, - - „	20 0 0	Dec. 13, 1848						
- - - N.S.	82 0 0	Jan. 12, 1850	- - -	- - -	- -	1 14 0		
Mield - - N.S.	- - -	- - -	- - -	22 10 0	- -	23 19 2	5 8 0	
Mon Road - N.S.	*53 0 0	Feb. 13, 1839						
Metropolitan (South) District Union School	- - -	- - -	- - -	- -	- -	18 0 0		
Meham - - N.S.	90 0 0	July 4, 1844	2 0 0					
Mam - - N.S.	*120 0 0	Dec. 8, 1838	4 8 8¼	175 16 8	- -	733 15 0	48 10 0	
Mey (West) - N.S.	*25 0 0	Feb. 2, 1839	1 6 8	49 3 4	- -	- -	13 16 0	
Men - - N.S.	- - -	- - -	- - -	58 15 0	- -	87 10 0		
Make - - N.S.	- - -	- - -	6 2 6½	69 13 4	- -	187 5 0	46 14 0	

a Scientific apparatus.

This school pulled down, and new one built in Hercules Buildings, adjoining South-western Railway.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools
SURREY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Mortlake - - B.S.	60 0 0	Aug. 16, 1843	- - -	- - -	- - -	5 0 0		
" - - - "	56 0 0	Apr. 20, 1844						
" - - - "	75 0 0	Apr. 20, 1844						
" - - - "	50 0 0	Mar. 11, 1846						
Mortlake, St. Mary's R.C.	- -	- - -	2 4 2	37 0 0	- -	15 0 0	13 13 0	
Newington, St. Mary's N.S.	200 0 0	Jan. 26, 1853	10 6 8	89 10 0	45 16 8	640 10 10		
Newington, Trinity N.S.	300 0 0	June 20, 1843	7 12 0½	135 10 0	- -	527 0 0		
" - - "	91 10 0	Dec. 8, 1849						
Norbiton - - N.S.	178 6 8	July 26, 1853	1 0 10	21 13 4	- -	31 10 0		
Norwood, Central London District School -	- -	- - -	2 5 4½	- -	- -	571 10 0		
Norwood, St. Luke's N.S.	- -	- - -	3 6 8½	15 9 2				
Nutfield - - N.S.	75 0 0	July 28, 1849						
Ockham, Industrial B.S.	- -	- - -	4 3 4	61 0 0	- -	121 1 8	18 17 0	
" Indust. Dep. -	- -	- - -	- - -	- - -	- -	- -	- -	63 3 0
Peckham - - N.S.	- -	- - -	5 0 10½	22 10 0	- -	409 10 0		
Petersham - - B.S.	- -	- - -	*a*6 13 4	34 7 6	- -	1 5 0	6 9 0	
Putney - - - N.S.	222 10 0	Apr. 29, 1854	8 2 10½	96 17 6	- -	157 6 8	38 19 4	
" - - - "	120 0 0	Sept. 22, 1855						
Redhill, St. John's N.S.	200 0 0	July 16, 1846	6 1 7½	122 10 0	- -	201 5 0	12 6 0	
" - - "	23 0 0	Sept. 30, 1856						
Reigate - - - N.S.	1,176 0 0	Apr. 18, 1855	1 13 3½	35 16 8	- -	32 10 0	10 13 0	
Richmond - - Par.	- -	- - -	- -	11 0 0				
Richmond, St. John's N.S.	107 0 0	Sept. 11, 1844	2 10 5½	- -	- -	56 13 4	5 16 8	
" - "	40 0 0	Aug. 26, 1852						
Richmond, St. Elizabeth's - - - R.C.	- -	- - -	- -	48 6 8				
Ripley - - - N.S.	120 0 0	Aug. 14, 1847	4 17 6	96 13 4	- -	- -	20 11 0	
Rotherhithe, Amicable Society's School -	- -	- - -	5 15 0	61 13 4	- -	303 1 8		
Rotherhithe, Ch. Ch. N.S.	324 0 0	Aug. 19, 1842						
Rotherhithe, Green S. -	246 0 0	Dec. 2, 1846	5 16 4	87 0 0	- -	363 10 0		
"	8 0 0	Nov. 29, 1848						
Rotherhithe, Holy Trinity - - N.S	12 0 0	Oct. 2, 1846	11 18 4	40 8 4	25 16 8	160 11 8	40 15 6	
" " - "	28 0 0	Mar. 15, 1847						
Rotherhithe, St. Mary's (Deptford Road) N.S.	*600 0 0	Feb. 20, 1837	17 16 4	40 16 8	- -	1,219 11 8		
" " - "	*88 0 0	Nov. 1, 1837						
" - "	24 0 0	Nov. 29, 1848						
Rotherhithe, St. Paul's (Surrey Canal) - N.S.	132 0 0	Oct. 28, 1847	3 6 8	- -	- -	184 10 0	10 7 0	
Rotherhithe (Silver Street) - - B.S.	160 0 0	Dec. 2, 1837						
Seal and Tongham N.S.	105 0 0	July 13, 1850						
Send - - - N.S.	225 10 6	Jan. 9, 1855						
Shalford - - - N.S.	481 4 0	Oct. 24, 1856						
Shere - - - N.S.	100 0 0	May 13, 1843						
Southwark, St. George the Martyr's - N.S.	*225 0 0	Jan. 22, 1839	14 12 7¼	173 15 0	- -	626 17 6		
" " - "	86 0 0	Dec. 11, 1848	*a*19 12 8					
" " - "	26 13 4	June 21, 1850						
Southwark, St. Jude's N.S.	- -	- - -	9 7 0	30 0 0	- -	348 0 0		
Southwark, St. Mary's N.S.	405 0 0	Mar. 14, 1846	28 8 10½	197 16 8	- -	1,443 1 8	20 16 0	
" - "	182 0 0	Aug. 2, 1846	*a*6 13 4					
Southwark, St. Paul's, Ch. of E.	400 0 0	July 18, 1855	8 0 0	13 15 0	- -	- -	7 9 0	
Southwark, St. Peter's N.S.	312 0 0	Nov. 28, 1848						
Southwark, St. Stephen's, N.S.	306 0 0	Aug. 30, 1850	9 19 7	123 3 4	- -	291 0 0		
Southwark Chapel Wes.	- -	- - -						
Southwark, House of Occupation School -	- -	- - -	- -	25 0 0				
Stockwell - - N.S.	- -	- - -	10 0 10½	33 0 0	- -	376 0 0		

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ame and mination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
REY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ll, St. Michael's N.S.	400 0 0	Apr. 5, 1848	16 12 10¾	120 3 4	- -	945 0 0		
- ,,	50 0 0	Jan. 14, 1854						
m ,, - N.S.	- -	- - -	3 3 8	139 8 4	- -	300 16 8		
m, Ch. Ch. N.S.	- -	- - -	6 19 9½	6 5 0	- -	3 15 0		
- N.S.	271 0 0	Mar. 1, 1849	4 0 0	97 10 0	- -	100 0 0		
North), Dis- chool - P.U.	- -	- - -	- -	- -	- -	69 0 0		
- N.S.	400 0 0	June 5, 1855						
ge, Oxted, odstone - N.S.	- -	- - -	- -	12 0 0	- -	162 0 0		
- N.S.	84 0 0	Jan. 28, 1847	1 13 4½	68 15 0	- -	- -	3 1 0	
(Drouett's r School) -	- -	- - -	- -	3 2 6				
Parochial, s - Ch. of E.	492 0 0	June 15, 1855	- -	10 0 0	- -	8 15 0		
Lower, Paro- - Ch. of E.	- -	- - -	4 4 6¼	85 0 0	- -	229 6 8		
l Walk - Wes.	- -	- - -	9 11 6	26 15 0	- -	477 10 0		
Water - N.S.	108 0 0	Feb. 27, 1844	- -	12 10 0				
th, Beresford pal Chapel S. -	- -	- - -	4 12 8¾	5 15 0	- -	80 15 0		
th, St. Peter's, N.S.	403 10 0	July 12, 1852	7 14 11	51 0 0	- -	540 0 0		
th (Mount) - B.S.	*30 0 0	Jan. 12, 1839						
orth - N.S.	*50 0 0	April 13, 1836						
orth (Summer's), Infants - N.S.	43 10 0	Jan. 26, 1852	3 1 8¾	- -	- -	15 0 0		
t - N.S.	500 0 0	July 26, 1854	3 6 8	44 15 10	- -	46 10 0	24 15 0	
lge - N.S.	- -	- - -	2 9 8¼	- -	- -	118 15 0	17 13 0	
don - N.S.	*50 0 0	Jan. 2, 1836	4 10 11¼	90 12 6	- -	264 6 8		
- N.S.	- -	- - -	- -	- -	- -	15 0 0		
- N.S.	200 0 0	Aug. 2, 1849	- -	- -	- -	- -	23 7 0	
St. John's, Ch. of E.	189 0 0	Mar. 18, 1856						
h - N.S.	80 0 0	Nov. 24, 1842	2 14 3					
sham - N.S.	45 0 0	Feb. 19, 1841	2 14 6¼	- -	- -	37 10 0		
- -	30 0 0	Nov. 1, 1849						
- - ,,	189 0 0	July 4, 1856						
wn - N.S.	- -	- - -	1 10 8½					
SUSSEX.								
e - N.S.	52 0 0	June 6, 1844						
n - N.S.	58 10 0	Apr. 29, 1845						
Free School -	- -	- - -	10 12 9½	34 15 0	- -	420 5 0		
be (Church ow) - N.S.	*48 0 0	Feb. 12, 1842						
nd Langdon N.S.	204 0 0	Dec. 23, 1847						
gham - N.S.	53 0 0	Apr. 26, 1846						
- - N.S.	108 0 0	Sept. 30, 1854						
tone - N.S.	127 0 0	Jan. 31, 1850						
- - N.S.	*35 0 0	Jan. 26, 1839						
- - N.S.	*90 0 0	Jan. 14, 1835						
- - N.S.	85 0 0	May 25, 1843						
- - - ,,	46 0 0	Jan. 8, 1845						
n (Central) N.S.	110 0 0	Jan. 3, 1849	5 16 3¾	105 7 6	- -	1,631 10 0		
n, Ch. Ch. - N.S.	- -	- - -	7 17 1¼	115 0 0	- -	135 10 0		
n (Chichester san) Female sing School -	300 0 0	Dec. 5, 1855	5 0 0	111 3 4	- -	236 0 0		
n (Kemp Town) rk's - - N.S.	- -	- - -	3 0 0½	30 5 0	- -	6 18 5		
n (Kent's Court), s - Ch. S.	*75 0 0	Nov. 15, 1837						
n (Spa and ont Street) N.S.	- -	- - -	4 7 2	57 5 0	- -	206 10 0		

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	Amount.	Date of Payment.						
SUSSEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Brighton, St. John's N.S.	560 0 0	Sept. 13, 1847	13 15 0½	152 1 8	- -	919 5 0		
" " - "	51 10 0	Feb. 27, 1854						
" " - "	110 6 8	June 10 1854						
Brighton, St. Nicholas' Ch. S.	- -	-	- - -	22 0 0	- -	75 0 0	3 0 0	
Brighton, St. Paul's N.S.	- -	-	- - -	12 10 10				
Brighton, St. Stephen's N.S.	151 0 0	May 3, 1856	3 6 8	5 0 0				
Brighton (Warwick Street) - - N.S.	50 0 0	June 3, 1842	10 15 6¾	82 10 0	- -	654 10 0		
Brighton (North Lane) B.S.	*300 0 0	Oct. 9, 1837	- -	14 3 4				
Brighton, Royal (Eastern Road) - - B.S.	- -	-	- - -	5 12 8¼	124 13 4	- -	265 9 2	
Brighton (Middle St.) Union Charity - B.S.	*250 0 0	May 9, 1838						
Brighton, St. John's R.C.	- -	-	- - -	2 15 0½				
Brighton, St. Mary's R.C.	- -	-	- - -	2 10 4½	39 15 0	- -	78 3 4	
Broadwater - - N.S.	80 0 0	Feb. 20, 1840						
Burpham - - N.S.	25 0 0	Apr. 1, 1840						
Burwash - - N.S.	218 0 0	May 11, 1847	11 15 0½	100 0 0	- -	547 15 0	56 17 0	
" - - "	7 1 8	July 3, 1850						
Bury - - - N.S.	90 0 0	Feb. 16, 1848						
Catsfield - - N.S.	125 0 0	Nov. 3, 1845	- -	8 15 0				
Chailey - - - N.S.	350 0 0	April 3, 1855						
Chichester (Central) N.S.	- -	- - -	8 10 1	202 1 8	- -	1,090 0 0		
" - "	- -	- - -	a10 0 0					
Chichester, St. Pancras', Infants - N.S.	100 0 0	Sept. 12, 1843						
Chichester (Little London) - - B.S.	198 0 0	Dec. 27, 1848						
Chichester (Tower Street) - - B.S.	84 3 4	Nov. 5, 1853	6 6 10½	95 3 4	- -	1,055 11 8		
Chiddingley - - N.S.	80 0 0	Jan. 5, 1850	0 13 11					
Clayton and Keymer N.S.	*50 0 0	Jan. 19, 1839						
Compton and Upmarden - - N.S.	90 0 0	Oct. 30, 1848	2 5 8¼					
Crowborough - N.S.	60 0 0	Mar. 3, 1840						
Cuckfield and Balcombe - - - N.S.	160 0 0	Aug. 12, 1846						
Dallington - - N.S.	35 0 0	Jan. 26, 1854						
Ditchling - - N.S.	*75 0 0	Dec. 29, 1838						
Eastbourne - - N.S.	64 0 0	Sept. 21, 1855	10 14 6	156 12 6	- -	304 15 0	50 8 0	
Eastergate - - N.S.	*50 0 0	July 7, 1838						
Elsted - - N.S.	34 0 0	Dec. 19, 1838						
Falmer - - N.S.	- - -	-	- - -	52 10 0	- -	- -	48 0 0	
Firle, West - - N.S.	140 0 0	Apr. 26, 1846	2 2 8¾	36 0 0	- -	98 15 0		
Fletching - - N.S.	- - -	-	- - -	2 10 0	- -	3 15 0		
Flimwell - - N.S.	84 0 0	May 13, 1848	1 2 7					
Forest Row - - N.S.	160 10 0	Jan. 31, 1852	2 10 1	118 5 0	- -	136 6 8	55 17 0	
" - - "	67 0 0	Oct. 27, 1854						
Framfield " - - N.S.	*65 0 0	June 28, 1837						
Frant (Free) - - N.S.	- -	-	5 1 5½	66 0 0	- -	254 0 0		
Glynde - - - N.S.	- -	-	- - -	17 6 8	- -	- -	12 1 0	
Hadlow Down - N.S.	*75 0 0	Feb. 24, 1838	1 14 7½	3 15 0	- -	304 5 0	15 0 0	
" " - "	60 0 0	Apr. 25, 1850						
Hailsham - - -	- -	-	1 13 4	5 0 0				
Halton, St. Clement's N.S.	- -	-	5 7 3½	- -	- -	- -	159 17 6	
Hampnett, West - P.U.	- -	-	- - -	- -	- -	10 0 0		
Hartfield - - N.S.	100 0 0	Nov. 8, 1842	1 17 1½	18 15 0	- -	129 3 4	8 16 0	
" - - "	8 10 0	Oct. 20, 1854						
Hastings - - Par.	*220 0 0	May 21, 1836						
Hastings, All Saints' and St. Clement's N.S.	213 3 4	Apr. 23, 1853	21 5 7½	88 8 4	35 0 0	868 7 6	27 0 0	
" " - "	200 0 0	Apr. 3. 1855						
" " - "	185 0 0	Nov. 11, 1856						
Hastings, St. Mary's N.S.	166 0 0	June 19, 1841	7 5 0	66 0 0	- -	638 15 4	16 18 0	

a Scientific apparatus.

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SSEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
s - - B.S.	*250 0 0	Nov. 26, 1836						
ibury - Ch.S.	- - -	- - -	- - -	2 10 0				
ey - - N.S.	170 0 0	Feb. 22, 1845	2 19 11½	- - -	- -	181 0 0	7 5 0	
l - - N.S.	53 0 0	Aug. 23, 1845	- - -	15 16 8	- -	15 0 0		
onceaux - N.S.	- - -	- - -	2 3 11½	37 10 0	- -	97 18 4		
y, West - N.S.	45 0 0	Mar. 26, 1844						
" - "	15 0 0	Mar. 11, 1854						
- - - N.S.	22 0 0	Oct. 13, 1846						
n - - N.S.	- - -	- - -	2 0 0	- - -	- -	29 0 0		
- - - N.S.	58 0 0	Nov. 15, 1844						
Pierrepoint N.S.	- - -	- - -	- - -	110 3 4	- -	160 16 8	17 18 0	
am - - N.S.	110 0 0	May 30, 1846						
- - - B.S.	- - -	- - -	- - -	16 5 0				
- - - N.S.	*50 0 0	Feb. 15, 1840						
t's, Saint,								
t - - - N.S.	*60 0 0	June, 1836	7 0 0	94 10 0	- -	359 10 0		
" - "	396 0 0	May 18, 1848						
's, Saint,								
s, All Souls' R.C.	- - -	- - -	8 13 3	- - -	- -	305 3 4		
- - - N.S.	- - -	- - -	10 17 9½	154 11 8	- -	385 15 0	12 5 0	
- - - B.S.	79 0 0	Nov. 1, 1856						
d - - N.S.	95 0 0	Apr. 6, 1852	4 0 7					
mpton - N.S.	105 0 0	July 24, 1846	1 8 7½					
rth - - N.S.	80 0 0	Jan. 26, 1846	- - -	3 15 0	- -	3 15 0	10 14 0	
- - -	8 0 0	Nov. 21, 1856						
all - - N.S.	80 0 0	July 7, 1845	2 12 0					
- - -	10 0 0	Oct. 4, 1845						
l, Boys - N.S.	- - -	- - -	10 16 6½	42 10 0	- -	191 16 8	8 8 0	
l, Girls - N.S.	- - -	- - -	- - -	- - -	- -	22 1 8	6 0 0	
- - - N.S.	37 0 0	May 10, 1842						
st - - N.S.	170 0 0	Feb. 6, 1855						
eld and								
dington - N.S.	52 0 0	Feb. 23, 1850						
en - - N.S.	130 0 0	June 25, 1844	3 15 0½	15 0 0	- -	66 10 0	23 18 0	
- - - N.S.	100 0 0	Dec. 21, 1854	1 10 0					
- - - N.S.	55 10 0	Nov. 20, 1850						
n - - N.S.	107 0 0	Oct. 31, 1854						
rsh - - N.S.	140 0 0	Dec. 13, 1844						
- - -	29 0 0	Nov. 5, 1856						
- - - N.S.	75 0 0	Oct. 19, 1848						
on - - N.S.	*23 0 0	Nov. 7, 1838						
e - - N.S.	54 0 0	May 16, 1849	2 8 0					
- - - N.S.	87 4 0	Mar. 5, 1856	1 0 0					
le and Han-								
- - - N.S.	66 10 0	Aug. 26, 1843						
" - "	60 0 0	Aug. 29, 1853						
be - - N.S.	22 5 0	Jan. 20, 1845						
- - - N.S.	35 0 0	Mar. 10, 1843						
- - - "	35 0 0	Oct. 8, 1849						
ield - - N.S.	- - -	- - -	1 12 11½	- - -	- -	129 10 0		
- - - Wes.	- - -	- - -	4 5 9	27 12 6	- -	148 7 6	4 16 0	
st - - N.S.	*75 0 0	Mar. 13, 1841	3 17 0¾					
Common - N.S.	65 0 0	Aug. 18, 1843	- - -	- - -	- -	- - -	4 16 0	
on - - N.S.	- - -	- - -	- - -	31 13 4	- -	51 5 0		
m - - N.S.	60 0 0	Dec. 4, 1841						
- - - N.S.	80 0 0	Dec. 21, 1845	- - -	33 1 8	- -	50 16 8		
g - - N.S.	*64 0 0	April 27, 1839						
urne and								
e - - N.S.	150 0 0	May 5, 1852	3 0 6¾	82 1 8	- -	84 5 0	55 0 0	
" - "	27 10 0	Aug. 7, 1856						
ck - - N.S.	70 0 0	Feb. 16, 1844	1 17 1¾	10 0 0				
oss - - Wes.	- - -	- - -	3 6 8	141 0 0	- -	306 13 4	10 5 0	
g - - N.S.	70 0 0	Sept. 22, 1841	3 0 5¾	8 15 0				
ton - - N.S.	*20 0 0	Nov. 9, 1836						
on and Rac-								
- - - N.S.	62 10 0	Aug. 11, 1843	2 5 11½	13 0 0	- -	148 15 0		
st - - N.S.	350 0 0	Sept. 7, 1847	8 4 11½	134 15 0	- -	449 2 6	23 10 0	
on - - N.S.	- - -	- - -	1 2 4¾	58 10 0	- -	5 0 0	29 1 0	
- - - N.S.	- - -	- - -	2 2 6¾	- - -	- -	52 10 0		
- - - N.S.	256 10 0	Mar. 5, 1851	3 6 8	54 15 0	- -	137 9 0	29 14 0	

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	Amount.	Date of Payment.						
SUSSEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Wadhurst - - N.S.	*100 0 0	June 17, 1837	3 15 4½					
„ - - „	280 0 0	Jan. 27, 1855						
Wadhurst, Best Beech Hill District - Ch.S.	- - -	- - -	- - -	16 10 0				
Waltham, Cold - N.S.	82 0 0	Sept. 19, 1848	- -	37 10 0	- -	67 10 0	18 8 0	
Warbleton - - N.S.	*50 0 0	Feb. 24, 1838						
Warnham - - N.S.	*74 0 0	Feb. 6, 1851	- -	27 0 0	- -	28 15 0		
Wartling - - N.S.	- - -	- - -	1 17 6¼	10 16 8	- -	17 10 0	14 16 0	
Westbourne - N.S.	*90 0 0	June 10, 1837	5 0 0	82 10 0	- -	488 10 5	17 8 0	
Westmeston - N.S.	- -	- - -	- -	28 0 0	- -	- -	7 10 0	
Withyham, St. John's N.S.	- -	- - -	1 16 7¾	- -	- -	35 0 0		
Withyham, St. Michael's - - N.S.	- -	- - -	3 4 6	99 1 8	- -	71 13 4	9 3 0	
Worthing - - N.S.	*100 0 0	Mar. 7, 1835						
Worthing - - Wes.	- -	- - -	1 4 8¾	11 0 0	- -	37 10 0		
WARWICKSHIRE.								
Alcester - - - N.S.	100 0 0	Feb. 9, 1844	4 2 8¼	- -	- -	268 18 9	61 16 0	
„ - - - - „	6 18 6	Dec. 29, 1850						
„ - - - - „	17 0 0	Jan. 18, 1854						
Aston, Infants - N.S.	351 0 0	July 24, 1856						
Atherstone, Boys, Free School - -	150 0 0	Sept. 3, 1842	- -	- -	- -	65 16 8		
„ - - -	140 0 0	Oct. 11, 1855						
„ - - -	51 0 0	Mar. 7, 1856						
Atherstone - - N.S.	31 1 10	Oct. 13, 1856						
Attleborough - N.S.	236 0 0	May 4, 1849	4 12 8¼	47 10 0	- -	210 0 0	19 3 0	
„ - - „	6 13 4	Sept. 11, 1855						
Bentley - - - N.S.	- - -	- - -	- - -	48 7 6	- -	153 7 6	31 18 0	
Bidford - - - N.S.	50 0 0	Apr. 14, 1846	6 2 3½	- -	- -	136 15 0	10 6 0	
„ - - - - „	19 10 0	Mar. 11, 1854						
Birmingham, All Saints' - - N.S.	616 0 0	July 11, 1844	3 6 8	32 5 0	- -	15 0 0		
Birmingham (Bishop Ryder's) - - N.S.	450 0 0	Feb. 8, 1842	2 14 3½	- -	- -	14 0 0		
„ „ - - „	13 18 3	May 31, 1845						
Birmingham, Ch. Ch. (Pinfold Street) N.S.	*400 0 0	Dec. 23, 1837						
Birmingham, Ch. Ch. (Ryland Street North) - - N.S.	196 0 0	Jan. 23, 1849						
Birmingham, St. Bartholomew's - N.S.	*150 0 0	Dec. 3, 1834	4 0 1½					
„ „ - „	115 0 0	Jan. 4, 1840						
„ „ - „	257 10 0	May 29, 1851						
Birmingham, St. George's (Russell Street) - - N.S.	*300 0 0	Dec. 31, 1834	10 18 11½	134 18 4	33 6 8	626 10 10	31 6 0	
„ „ - „	230 0 0	Jan. 16, 1843						
„ „ - „	200 0 0	Apr. 2, 1845						
„ „ - „	100 0 0	Oct. 22, 1847						
„ „ - „	8 11 8	July 13, 1852						
„ „ - „	45 0 0	Jan. 8, 1855						
Birmingham, St. Luke's (Edgbaston) - N.S.	370 0 0	Oct. 30, 1843	13 8 8	77 19 2	70 0 0	736 0 10	12 10 0	
„ „ - „	133 0 0	Apr. 19, 1845						
„ „ - „	46 1 6	Jan. 12, 1846						
„ „ - „	12 16 0	July 22, 1848						
„ „ - „	13 6 8	July 16, 1850						
Birmingham, St. Luke's (Macdonald Street), N.S.	177 0 0	Jan. 24, 1850	6 5 0½	5 16 8	- -	72 18 4		
Birmingham, St. Mark's (Helena Street) - N.S.	89 10 0	June 5, 1850	1 10 6					

Name and Nomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
CKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
gham, St. Mark's (Mark's Street), N.S.	492 0 0	July 11, 1844	11 6 1½	18 15 0	- -	693 3 4	16 19 0	
" - "	12 16 4	Oct. 29, 1849						
gham, St. Mary's N.S.	750 0 0	July 24, 1846	11 1 7¼	80 0 0	- -	296 0 10	14 11 0	
gham, St. Mat- s - - N.S.	691 0 0	Dec. 17, 1841	3 5 8	5 0 0	- -	- -	2 9 0	
" - "	56 10 0	Jan. 8, 1846						
" - "	5 19 0	Apr. 6, 1846						
gham, St. Mat- (Farm Street), its - - N.S.	150 0 0	Nov. 24, 1849	3 8 4	10 0 0	- -	130 10 0	4 3 0	
gham, St. Paul's N.S.	788 0 0	Jan. 8, 1846	3 10 10½	106 6 8	- -	802 3 4		
" - "	20 0 0	Oct. 26, 1847						
gham, St. Peter's r Street) - N.S.	531 0 0	Nov. 26, 1844	4 6 8	- -	- -	103 15 10		
" - "	10 0 0	Nov. 21, 1845						
gham, St. Peter's lon Prentice t), Infants - N.S.	73 10 0	Sept. 4, 1849						
gham, St. Philip's N.S.	500 0 0	Mar. 17, 1843	9 1 7¾	204 3 4	- -	365 11 8	9 11 0	
gham, St. Ste- 's - - N.S.	828 0 0	Jan. 12, 1845	4 8 2½	- -	- -	118 10 0	10 16 0	
gham, St. Tho- (Holloway l Street) - N.S.	235 0 0	Jan. 31, 1842	6 2 8¼	253 8 4	- -	649 16 8	12 8 0	
" - "	5 12 0	Oct. 21, 1845	*a*7 5 4					
" - "	80 0 0	May 4, 1854						
gham, St. Tho- (Holliday t), Infants - N.S.	171 0 0	Aug. 19, 1850						
gham, Church of aviour - - B.S.	- -	- - -	7 13 5¼	45 0 0	- -	187 3 4		
Night School	- -	- - -	- -	- -	- -	20 0 0		
gham, New Jeru- l - - - B.S.	- -	- - -	6 8 6¼	41 5 0	- -	111 8 4		
gham - - Wes.	- -	- - -	- -	18 0 0				
gham, Unitarian estic Mission S.	- -	- - -	19 8 4	55 0 0	- -	488 0 0		
gham, St. Anne's ester Street) R.C.	- -	- - -	- -	50 0 0	- -	127 13 4		
gham, St. Chad's R.C.	- -	- - -	5 11 10½	138 11 8	- -	797 15 0		
gham, St. John's R.C.	- -	- - -	1 2 0	7 10 0	- -	135 5 0		
gham, St. Mary's R.C.	- -	- - -	6 1 4½	105 15 0	- -	177 0 0		
gham, St. Nicho- - - - R.C.	- -	- - -	1 3 4	22 0 0	- -	89 18 4		
gham, St. Peter's R.C.	- -	- - -	3 15 11	142 15 0	- -	568 10 0		
gham - - P.U.	- -	- - -	- -	- -	- -	133 3 4		
gham, Day School, hers' Association	- -	- - -	0 13 4½					
gham, Indust. S. - - - -	495 0 0	July 19, 1850	3 11 2	7 10 0				
" Indust. Dep.	300 0 0	Oct. 9, 1855						
gham, Reforma- Girls' School -	- -	- - -	- -	- -	- -	- -	- -	259 13 4
gham and Edgbas- Tennant Street),	- -	- - -	0 13 4½					
strial - - B.S.	41 0 0	Oct. 2, 1855	6 3 7	45 16 8	- -	150 5 10		
ley, St. An- 's (Small- n), Infants - N.S.	99 0 0	Dec. 17, 1850						
ow - - N.S.	377 10 0	Jan. 8, 1856	1 14 4					

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grant to Reformatory and Industrial Schools
	Amount.	Date of Payment.						
WARWICKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Chilvers Coton - N.S.	104 0 0	Apr. 2, 1846						
Claverdon - - N.S.	100 0 0	Mar. 15, 1849	2 5 8½	- - -	- -	32 10 0		
Clifton on Dunsmoor - - - N.S.	10 0 0	Aug. 8, 1849	4 9 7	37 6 0	- -	267 10 0		
„ „ - „	186 0 0	Apr. 29, 1851						
Compton, Fenny - N.S.	*54 0 0	Aug. 20, 1834						
Corley Moor - - N.S.	- - -	- - -	0 12 4½					
Coventry, Holy Trinity - - - N.S.	1,337 0 0	Sept. 26, 1854	3 10 0½	62 12 6	- -	- -	5 11 0	
Coventry, St. John's N.S.	*120 0 0	Jan. 1, 1840	2 9 8½	22 10 0	- -	81 0 0		
Coventry, St. Michael's N.S.	1,200 0 0	Mar. 17, 1855	1 13 4	76 1 8	75 8 4	61 10 0	9 0 0	
Coventry, St. Peter's N.S.	180 0 0	Dec. 16, 1844	4 2 3	63 15 0	- -	362 6 8	3 6 0	
„ „ - „	12 2 6	Feb. 11, 1847						
„ „ - „	75 0 0	June 15, 1852						
Coventry, St. Nicholas' Place, Boys B.S.	*125 0 0	Jan. 19, 1842						
Coventry (Vicar Lane) B.S.	*200 0 0	Feb. 14, 1835						
Cubington - - N.S.	220 0 0	Aug. 14, 1846	2 3 1	108 16 8	- -	602 5 0	12 1 0	
„ Indust. Dep. -	- - -	- - -	- - -	- - -	- -	- - -	- - -	32 15
„ „ - „	95 5 0	Oct. 14, 1853						
Dunchurch - - N.S.	*106 0 0	Dec. 22, 1838	1 9 7¾	- -	- -	295 0 0	4 8 0	
„ - - „	8 0 0	Nov. 15, 1845						
„ - - „	42 0 0	May 10, 1847						
„ - - „	8 5 0	May 22, 1852						
Eatington - - N.S.	- - -	- - -	1 9 6	57 15 0	- -	- -	17 19 0	
Edgbaston - - Par.	- - -	- - -	- -	30 8 4	- -	504 3 4		
Edgbaston, St. George's N.S.	182 0 0	June 13, 1854	2 2 8½					
Erdington, Infants B.S.	100 0 0	Sept. 2, 1840						
Erdington - - R.C.	- - -	- - -	3 0 0½	17 10 0	- -	- -	15 0 0	
Grandborough - N.S.	54 10 0	June 18, 1841						
Halford - - - N.S.	- - -	- - -	1 0 7½					
Hampton-on-the-Hill R.C.	- - -	- - -	1 2 3	16 13 4	- -	15 0 0		
Harborough, Magna N.S.	88 0 0	Sept. 1, 1846	1 3 11					
Harbury - - N.S.	306 0 6	Aug. 5, 1856						
Hartshill - - N.S.	148 10 0	Feb. 5, 1853	1 9 4½					
Itchington, Bishop's N.S.	*37 0 0	June 16, 1838	1 0 0					
Itchington, Long - N.S.	- - -	- - -	1 0 1	81 5 0	- -	52 10 0	19 16 0	
Kenilworth - - N.S.	*57 0 0	Sept. 7, 1836						
Kenilworth, St. John's N.S.	212 0 0	Sept. 19, 1855	1 3 5½	5 10 0	- -	- -	8 6 0	
Kenilworth, St. Austin's R.C.	- - -	- - -	- -	11 0 0				
Keresley and Coundon - - - N.S.	112 10 0	Oct. 14, 1852	2 14 8	22 10 0	- -	24 7 6	22 11 0	
Kingsbury Endowed - - - N.S.	6 5 10	June 15, 1849	5 2 2½	52 5 0	- -	209 5 0	9 19 0	
„ „ - „	21 8 0	Dec. 27, 1854						
Kinwarton and Great Alne - N.S.	*30 0 0	Feb. 17, 1836	3 6 5½	10 0 0	- -	214 14 2	15 2 0	
„ „ - „	50 0 0	Jan. 25, 1841						
„ „ - „	7 0 0	Jan. 25, 1841						
„ „ - „	11 10 0	Nov. 23, 1853						
Lea Marston, Ch. of E. -	- - -	- - -	- - -	- - -	- - -	- - -	5 5 0	
Leamington Priors R.C.	- - -	- - -	2 10 5½	112 0 0	- -	67 10 0		
Loxley - - - N.S.	10 10 0	June 4, 1856						
Lozells, St. Silas' - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	16 8 0	
Mount Carmel - R.C.	- - -	- - -	1 0 0					
Napton on the Hill N.S.	40 0 0	July 10, 1844	1 7 0					
„ „ - „	24 0 0	Jan. 6, 1851						
Nuneaton (Abbey End) Infants - N.S.	241 0 0	Nov. 30, 1849						
Nuneaton (Church Lane) - - N.S.	618 0 0	Mar. 12, 1850	5 11 1	120 8 4	63 8 4	527 3 4	20 19 0	
„ „ - „	- - -	- - -	- - -	*a*40 0 0				
„ Indust. Dep. -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	9 14

a Retiring pension.

ame and mination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
'KSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
- - - N.S.	121 0 0	Sept. 27, 1848	1 0 6					
- - - „	252 0 0	Dec. 8, 1854						
- - Ch. S.	117 0 0	July 10, 1850	1 0 5¼	- - -	- -	30 0 0		
Elborow's) N.S.	29 19 0	Jan. 17, 1851	9 3 4	69 3 4	- -	538 13 4		
New Parochial (in St. Matt- District) -	275 0 0	July 1, 1853	6 10 2¾	83 17 6	- -	296 10 0	8 18 0	
Indust. Dep. -	- - -	- - -	- - -	- - -	- -	- - -	- - -	14 3 10
t. Matthew's, s - - N.S.	100 0 0	Jan. 29, 1846	- -	76 16 8	- -	191 10 0	13 17 0	
„ - „	9 10 0	Nov. 23, 1853						
„ - „	65 0 0	Nov. 21, 1854						
- - - Wes.	- - -	- - -	6 15 1	106 8 4	- -	395 6 6		
Worcester an) Practising S.	200 0 0	Aug. 29, 1853	4 5 0½	89 11 8	41 13 4	102 0 0	37 4 0	
„ - -	- - -	- - -	a20 0 0					
Reformatory -	- - -	- - -	- - -	- - -	- -	- - -	- - -	163 10 0
Endowed Ch. S.	*65 0 0	June 29, 1836	5 16 3¾	75 19 2	- -	280 0 0	32 1 0	
„ - „	187 0 0	Oct. 23, 1852						
„ - „	15 2 6	Nov. 30, 1855						
„ - „	19 0 0	Mar. 19, 1856						
eld - - N.S.	*100 0 0	Nov. 24, 1838	4 3 11	- -	- -	127 10 0		
Lower, Free N.S.	- - -	- - -	- -	- -	- -	49 11 8		
Independent S.	46 0 0	Aug. 12, 1840						
ford - - N.S.	64 0 0	Apr. 20, 1848	3 5 0½	30 6 8	- -	206 10 0	26 10 0	
- - „	2 5 0	July 16, 1850						
- - „	538 0 0	Nov. 1, 1855						
- - - N.S.	100 0 0	Mar. 6, 1841						
- - - „	30 0 0	Mar. 14, 1844						
- - - N.S.	63 10 0	Apr. 14, 1841						
l-on-Avon N.S.	230 0 0	Feb. 26, 1846	2 3 11	12 0 0				
- - - N.S.	*35 0 0	Oct. 7, 1837	- -	- -	- -	- -	10 17 0	
- - - „	17 12 4	June 19, 1856						
oldfield - R.C.	- - -	- - -	2 6 8	29 5 0	- -	208 10 0	3 4 0	
on - - N.S.	138 15 0	July 4, 1850						
- - -	- - -	- - -	- -	35 0 0	- -	- - -	6 4 0	
, St. Mary's,	N.S. *150 0 0	May 18, 1836	11 4 5	51 1 8	- -	753 5 0	22 15 0	
„ - „	55 0 0	Apr. 12, 1847						
„ - „	20 0 0	July 16, 1849						
„ - „	30 0 0	Nov. 10, 1853						
„ - „	62 0 0	Dec. 12, 1855						
, St. Mary's Paul's, In- - - N.S.	162 0 0	Dec. 11, 1849						
and Leaming- urch School- s' Association -	- - -	- - -	0 13 4				5 2 0	
e - - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	2 5 0	
- - - N.S.	- - -	- - -	- - -	- - -	- -	- - -		
- - - N.S.	*53 0 0	Nov. 21, 1838						
MORELAND.								
St. Lau- - - - B.S.	126 15 0	Dec. 26, 1849	1 15 2	21 5 0	- -	6 5 0		
- - - N.S.	65 0 0	July 31, 1845						
- - - Ch. S.	- - -	- - -	2 1 8½	10 10 0	- -	45 8 4		
- - N.S.	42 0 0	June 30, 1841	1 0 1½	- -	- -	129 19 2		
- - N.S.	32 0 0	May 17, 1847						
on - - N.S.	- - -	- - -	0 17 4				6 18 0	
- - - N.S.	82 10 0	Apr. 14, 1842	- -	- -	- -	- - -	15 0 0	
Boys - N.S.	14 11 0	Oct. 29, 1849	2 4 4¾	91 10 0	- -	628 18 4		
„ - „	14 0 0	Nov. 26, 1852						
„ - „	65 0 0	Aug. 3, 1854						
St. George's, - - - N.S.	243 10 0	Oct. 25, 1854	2 14 4	20 0 0	- -	32 10 0	6 17 0	
St. Thomas', - - - N.S.	- - -	- - -	- -	18 6 8				

a Scientific apparatus.

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WESTMORELAND—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Kendal - - - B.S.	*125 0 0	Dec. 30, 1835	20 17 9¾	164 16 8	- -	732 6 8		
„ - - - „	69 5 4	Dec. 18, 1855						
Kendal - - - Wes.	173 0 0	Aug. 2, 1848	3 13 4¼	- -	- -	129 11 8		
Kendal - - - P.U.	- -	- -	- -	- -	- -	5 0 0		
Kirkby Stephen - N.S.	*45 0 0	June 28, 1834						
Martindale - - N.S.	*27 0 0	Dec. 19, 1835						
Ormside - - - N.S.	35 0 0	Dec. 6, 1854						
Strickland, Great - N.S.	- -	- - -	1 17 6¼	78 6 8	- -	74 3 4	11 7 0	
Windermere, St. Mary's - - - N.S.	- -	- - -	- -	10 0 0	- -	91 5 0	3 12 0	
WILTSHIRE.								
Alderbury - - N.S.	- -	- - -	3 10 4½	79 10 0	- -	105 10 0	14 9 0	
Amesbury - - N.S.	- -	- - -	1 18 4¾	30 0 0	- -	82 10 0		
Ashton, - - Ch.S.	- -	- - -	- -	14 13 4	- -	1 5 0	7 15 0	
Ashton, West - - N.S.	70 0 0	Oct. 26, 1847	6 2 0¼	36 2 6	15 12 6	508 10 10	36 2 0	
„ „ - - - „	9 10 0	Sept. 26, 1848						
„ „ - - - „	62 5 0	Dec. 6, 1850						
„ „ - - - „	37 10 0	June 6, 1854						
„ „ Indust. Dep.	- -	- - -	- -	- -	- -	- -	- -	55 10
Avebury - - - N.S.	40 0 0	Nov. 29, 1844						
Barford, St. Martin's - - - N.S.	478 0 0	Dec. 8, 1854	3 16 7¾	- -	- -	29 0 0	20 0 0	
Bedwin, Little - N.S.	328 0 0	Nov. 8, 1855	1 6 8½					
Berwick Bassett - N.S.	66 0 0	July 18, 1848						
Biddeston - - N.S.	50 0 0	Sept. 10, 1844	2 0 0					
Bishopstone (near Faringdon) - - N.S.	126 0 0	Aug. 2, 1850	2 7 9	- -	- -	66 5 0		
Bishopstone (near Salisbury) - - N.S.	120 0 0	Mar. 31, 1855	2 1 8¼	- -	- -	28 6 8	11 15 0	
Bower Chalke - N.S.	40 0 0	Oct. 14, 1844						
Bowood School - - -	- - -	- - -	5 2 11¼	- -	- -	184 3 4		
Bradford, Ch. Ch. - N.S.	- - -	- - -	10 0 2¼	51 5 0	- -	355 1 8	43 19 0	
Bradford, Par. Ch. - N.S.	*190 0 0	Oct. 26, 1836	6 13 4	43 1 8	- -	309 3 4	22 18 0	
„ „ - - „	28 8 6	Jan. 31, 1852						
„ „ - - „	31 14 8	Oct. 23, 1852						
Bradley (Maiden) - N.S.	65 0 0	June 30, 1847						
Bradley, North, Ch. Ch. (at Road Hill) N.S.	*60 0 0	Nov. 21, 1835	1 0 3	- -	- -	1 5 0		
Bramshaw, Boys - N.S.	- -	- - -	- -	17 10 0	- -	- -	1 16 0	
Bramshaw, Girls - N.S.	- -	- - -	- -	10 0 0	- -	2 10 0	2 12 0	
Bratton - - - N.S.	50 0 0	Dec. 22, 1846	- -	- -	- -	- -	11 8 0	
Bratton - - - B.S.	95 19 6	Apr. 1846	1 17 7½					
Bremhill - - N.S.	150 0 0	Dec. 13, 1847	1 13 4					
Brixton Deverell - N.S.	*40 0 0	Dec. 17, 1836						
Bromham - - N.S.	- - -	- - -	1 12 8½	- -	- -	61 16 8		
Broughton, Gifford N.S.	90 13 4	June 3, 1853	1 1 0¾	- -	- -	- -	3 2 0	
Burbage - - - N.S.	276 0 0	Apr. 22, 1856						
Calne, Boys - - N.S.	6 0 6	July 19, 1848	8 15 1	96 2 6	- -	382 5 0		
„ „ „ - „	45 0 0	Dec. 13, 1856						
Calne, Girls - - N.S.	4 5 6	July 19, 1848	6 16 9¾	24 18 4	- -	451 3 4		
Calne, Middle, Endowed, Free Grammar School	10 0 0	July 19, 1848	2 16 7	13 15 0	- -	269 0 0		
Castle Combe - N.S.	- -	- - -	4 6 4¾	68 0 0	- -	422 16 8	3 0 0	
Charlton - - N.S.	70 0 0	Apr. 23, 1842						
Charlton Park - N.S.	- -	- - -	- -	- -	- -	34 3 4		
Cheverell, Great - N.S.	50 0 0	Nov. 8, 1845						
Chippenham - - N.S.	*170 0 0	Oct. 10, 1837	- -	12 0 0				
Chippenham - - P.U.	- -	- - -	- -	- -	- -	56 5 0		
Chirton - - - N.S.	40 0 0	Aug. 25, 1846						
Chiseldon - - N.S.	70 0 0	July 21, 1841						
Chittoe - - - N.S.	- -	- - -	- -	3 6 8				
Cholderton - - Par.	- -	- - -	1 17 8¾	11 0 0	- -	37 10 0	3 12 0	
Christian-Malford - N.S.	- -	- - -	2 16 8¾	9 12 6	- -	57 1 8	13 19 0	
Combe Bissett - N.S.	40 0 0	Jan. 26, 1846	1 2 7	51 18 4	- -	135 16 8	8 0 0	
„ „ - - „	7 10 0	July 18, 1854						

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	Amount.	Date of Payment.						
HIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bassett - N.S.	53 0 0	Feb. 4, 1843	1 14 5					
- - - B.S.	*100 0 0	Jan. 29, 1840	3 18 8	3 15 0	- -	216 10 0	28 16 0	
- - - ,,	19 3 0	Feb. 15, 1855						
- - N.S.	108 0 0	July 10, 1843	- -	41 5 0				
m - - N.S.	- -	- - -	- -	9 3 4				
ll - - N.S.	90 0 0	Jan. 29, 1841	2 1 4½					
- - - ,,	42 0 0	Feb. 8, 1848						
Long-								
- - - N.S.	- -	- - -	- -	30 0 0	- -	34 3 4	11 1 0	
Town (Sheep								
Boys - N.S.	- -	- - -	2 7 2¼	15 0 0	- -	45 16 8		
Town (Bride-								
reet), Girls N.S.	- -	- - -	2 10 8	28 0 0	- -	77 19 2		
Town - B.S.	*140 0 0	Oct. 20, 1834						
Marsh - N.S.	200 0 0	Mar. 16, 1848	2 15 5	16 10 0	- -	181 1 8		
- - - ,,	6 3 0	Apr. 14, 1848						
St. Mary's N.S.	*29 0 0	April 5, 1837						
- - N.S.	162 0 0	Sept. 17, 1847	13 7 3½	51 6 8	- -	155 1 8		
- - B.S.	150 0 0	Dec. 11, 1841	3 6 8	136 10 0	60 0 0	397 3 4	49 17 0	
- - - ,,	11 6 8	July 20, 1847						
- - - ,,	33 0 0	Nov. 12, 1850						
- - - ,,	50 0 0	Oct. 27, 1856						
on - - Par.	- -	- - -	2 12 3	23 16 8	- -	269 17 6	14 15 0	
- - N.S.	- -	- - -	4 1 3½	- -	- -	452 5 0	36 14 0	
- - N.S.	70 0 0	Aug. 23, 1845	1 9 10					
Anger - N.S.	180 0 0	Sept. 26, 1843	1 10 9¾	34 7 6	- -	64 13 4		
Bishop - N.S.	37 10 0	July 28, 1841						
Gifford - N.S.	41 0 0	July 6, 1846						
- - - N.S.	105 0 0	Dec. 23, 1848						
- - - -	- -	- - -	- -	- -	- -	66 10 0		
East - N.S.	- -	- - -	- -	25 0 0	- -	32 10 0	5 19 0	
t, West - N.S.	101 0 0	Nov. 21, 1856						
on - - N.S.	52 0 0	Dec. 10, 1852						
ry - - N.S.	*150 0 0	Dec. 1, 1838	- -	- -	- -	6 13 4		
- - - ,,	6 11 0	Aug. 12, 1848						
h - - N.S.	*100 0 0	June 3, 1837	1 2 0					
h and Swin-								
on - - P.U.	- -	- - -	- -	- -	- -	119 19 2		
on - - N.S.	- -	- - -	1 0 5½					
t - - N.S.	70 0 0	Dec. 29, 1846	1 18 10½	- -	- -	87 10 0	17 9 0	
- - - N.S.	- -	- - -	- -	31 12 6	- -	17 10 0		
Broad, En-								
- - N.S.	80 0 0	June 3, 1846						
,, - ,,	80 0 0	July 3, 1848						
Little - N.S.	65 0 0	Apr. 4, 1850	1 15 4	- -	- -	33 15 0		
- - N.S.	*40 0 0	Dec. 16, 1835						
- - N.S.	*34 0 0	May 17, 1837						
od - - N.S.	*75 0 0	Dec. 23, 1835						
East - N.S.	*31 0 0	Jan. 19, 1839	4 10 8¾	- -	- -	83 0 0	26 8 0	
- - - N.S.	- -	- - -	- -	81 5 0	- -	155 10 0		
- - - N.S.	45 0 0	Mar. 17, 1843	1 3 5					
- - - Par.	- -	- - -	- -	42 0 0	- -	- -	14 1 0	
n, Market - N.S.	140 0 0	July 17, 1846	2 15 11½					
Stoke - N.S.	75 0 0	July 29, 1845						
Millicent - N.S.	38 0 0	Jan. 14, 1843						
,, - ,,	25 0 0	Dec. 8, 1846						
on - - N.S.	- -	- - -	1 4 11½	20 16 8	- -	- -	10 0 0	
ury, Juve-								
- - Ch. S.	- -	- - -	5 8 4	12 0 0	- -	79 15 0	64 2 0	
- - N.S.	25 0 0	Dec. 16, 1844						
ugh, St.								
- - N.S.	210 0 0	Dec. 12, 1850	2 9 1¼	80 5 10	- -	345 18 4		
ugh, St.								
- - N.S.	500 0 0	Oct. 3, 1854	4 9 0	177 0 0	- -	413 5 10		
n - - N.S.	154 0 0	Aug. 17, 1840	10 5 2¾	48 16 8	- -	225 15 10	17 11 0	
- - - ,,	27 4 4	Dec. 31, 1852						
n - - B.S.	64 6 8	Nov. 12, 1856	3 10 3¾	78 15 0	- -	451 11 8	20 12 0	
- - - ,,	- -	- - -	- -	a40 0 0				
- - N.S.	207 0 0	July 16, 1841	2 15 1½	21 15 0	- -	166 10 0	10 0 0	
- - - ,,	40 0 0	Feb. 6, 1846						

a Retiring pension.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
WILTSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Minety, St. Leonard's, N.S.	116 0 0	Nov. 2, 1847						
Monkton Farleigh N.S.	25 0 0	July 22, 1845						
Netheravon - - N.S.	- - -	- - -	1 6 8	62 6 8	- -	- - -	8 7 0	
Nettleton and Burton - - - N.S.	69 0 0	Dec. 2, 1850	1 11 3	- -	- -	105 10 0	6 0 0	
Newton, South - N.S.	- -	- - -	1 0 4	63 1 8	- -	15 0 0		
Nunton - - - N.S.	- -	- - -	- -	24 0 0				
Patney - - - N.S.	*25 0 0	June 27, 1835						
Pewsey - - - N.S.	*75 0 0	Sept. 30, 1840						
Plaitford - - N.S.	84 0 0	Oct. 25, 1855	1 7 2					
Pool Keynes - - N.S.	86 0 0	Dec. 27, 1847	9 5 0					
Purton - - - N.S.	- - -	- - -	3 6 8½	- -	- -	105 0 0	8 15 0	
Redlynch - - N.S.	- - -	- - -	0 18 6	26 0 0	- -	28 15 0		
Salisbury, Model - N.S.	- - -	- - -	- -	40 16 8	- -	47 10 0		
Salisbury St. Edmund's - - N.S.	*40 0 0	Mar. 14, 1835						
Salisbury, St. Martin's - - - N.S.	21 0 0	Aug. 14, 1851	15 13 4½	163 10 0	27 1 8	830 7 6		
" - - - "	- - -	- - -	- - -	*a* 5 13 4				
Salisbury - - Wes.	- -	- - -	5 10 11	79 10 0	- -	373 3 4		
Salisbury - - P.U.	- - -	- - -	- -	- -	- -	5 0 0		
Seagry - - - N.S.	50 0 0	Feb. 15, 1851						
Semley - - - N.S.	50 0 0	Sept. 11, 1841						
Shaw and Witley N.S.	- - -	- - -	1 3 4					
Sherston Magna - N.S.	130 0 0	June 19, 1846	4 16 4					
Sherston, Infants - B.S.	- - -	- - -	11 17 3	98 6 8	- -	369 3 4	62 16 0	
Shrewton - - N.S.	- - -	- - -	1 13 4					
Southbroom - - N.S.	*50 0 0	July 19, 1834						
Staverton - - N.S.	- - -	- - -	2 14 2	- -	- -	115 17 6		
Steeple Ashton - N.S.	- - -	- - -	- -	17 10 0	- -	28 10 0		
Stert - - - N.S.	20 0 0	Jan. 23, 1841						
Stockley - - N.S.	117 0 0	Mar. 12, 1856	2 0 0					
Stratford-sub-Castle N.S.	37 10 0	July 7, 1842						
Stratton, St. Margaret's - - N.S.	*35 0 0	Mar. 11, 1837						
Studley, St. John's N.S.	381 0 0	Oct. 25, 1855						
Sutton Benger - N.S.	42 0 0	Aug. 22, 1850						
Swallowcliffe - N.S.	45 0 0	Jan. 29, 1844						
Swindon, New (Gt. Western Railway) N.S.	300 0 0	Apr. 28, 1846	7 16 7¾	117 10 0	- -	390 13 4	38 15 0	
Swindon, Old - - N.S.	*85 0 0	May 20, 1837	4 11 7	23 6 8	- -	28 12 6	4 10 0	
" - - - "	- - -	- - -	- -	*b* 46 13 4				
Swindon, Old, Infts. N.S.	- - -	- - -	- -	31 13 4	- -	120 12 6	24 19 0	
Tisbury - - - N.S.	175 0 0	July 1, 1843	2 16 2¾	- -	- -	- -	4 0 0	
" - - - "	124 0 0	Feb. 26, 1855						
Tollard, Royal - N.S.	- - -	- - -	- -	- -	- -	32 10 0	4 0 0	
Trowbridge - - N.S.	726 0 0	May 6, 1846	11 10 5	131 9 2	- -	1,269 3 9	47 8 0	
Trowbridge, Holy Trinity - - N.S.	*105 0 0	Dec. 2, 1837	2 11 2¼	- -	- -	492 17 1		
" " - "	8 0 0	July 12, 1851						
Trowbridge - - B.S.	- - -	- - -	1 18 9	18 15 0	- -	102 5 0		
Upton Scudamore - N.S.	*30 0 0	Dec. 18, 1839						
Warminster - - N.S.	*460 0 0	Sept. 30, 1835	10 17 9¾	192 11 8	25 0 0	987 10 10		
" - - - "	5 4 8	Dec. 5, 1845						
" - - - "	291 0 0	May 19, 1846						
Warminster - - B.S.	*155 0 0	Oct. 18, 1837	1 2 7¾	3 15 0	- -	7 5 0	9 1 0	
Westbury - - N.S.	150 0 0	Apr. 1, 1847	3 6 8	69 18 4	- -	638 14 2		
" - - "	8 2 0	Sept. 26, 1848						
Westbury, Heywood House - - N.S.	- - -	- - -	4 1 1¾	- -	- -	343 10 0		
Westwood - - N.S.	53 0 0	May 7, 1842	1 1 0					
" - - "	20 0 0	Nov. 23, 1853						
Whiteparish - - N.S.	100 0 0	Oct. 6, 1842	2 0 0					
Wilton - - N.S.	- - -	- - -	- -	194 14 2	- -	498 12 6	26 18 0	
Wiltshire, North, Schoolmasters' Association -	- - -	- - -	3 18 9½					
Winterbourne, Earl's N.S.	- - -	- - -	1 17 5					

a Scientific apparatus. *b* Retiring pension.

Name and Nomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.						
—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
bourne, Stoke N.S.	- - -	- - -	-	-	-	-	-	-
Bassett - N.S.	40 0 0	Dec. 21, 1842		56 13 4	-	51 13 4	7 15 0	
, South - N.S.	37 10 0	Apr. 22, 1842						
- - - N.S.	*45 0 0	Feb. 13, 1836						
- - - N.S.	42 0 0	Oct. 12, 1846	1 0 0½					
CESTERSHIRE.								
rch - - N.S.	- - -	- - -	1 3 11½					
Kings - N.S.	55 0 0	Jan. 27, 1846	1 5 0½					
and Wickham-								
- - - N.S.	125 16 0	Feb. 21, 1855	2 0 0					
Green - N.S.	*50 0 0	Oct. 21, 1840						
orth - - N.S.	150 0 0	Aug. 7, 1847	3 8 3½	40 0 0	- -	159 0 0		
- - „	50 0 0	Dec. 6, 1848						
- - - N.S.	*45 0 0	Apr. 11, 1835						
, Far Forest								
N.S.	60 0 0	Apr. 30, 1849	1 8 11½					
- - N.S.	100 0 0	Aug. 19, 1845	2 8 5					
- - „	30 6 6	Oct. 21, 1848						
- - „	12 10 0	June 4, 1856						
on - - N.S.	75 0 0	Nov. 29, 1848						
ath - N.S.	*18 0 0	Oct. 22, 1836						
y, St. Mary's								
R.C.	- - -	- - -	-	15 11 8	- -	17 10 0		
ove - - N.S.	*200 0 0	June 28, 1834	5 0 0½	127 10 0	- -	180 16 8		
ove, The								
- - - N.S.	295 0 0	Mar. 29, 1855	-	13 10 6				
ove Park								
- - - R.C.	- - -	- - -	-	33 0 0				
orton - N.S.	102 0 0	Nov. 12, 1849						
- - - N.S.	*100 0 0	Aug. 14, 1841	2 0 0½					
St. George's N.S.	*123 0 0	Dec. 23, 1835	3 6 8					
on-Teme - N.S.	100 0 0	Dec. 5, 1844	1 5 8	- -	- -	- -	4 8 0	
Indust. Dep.	- - -	- - -	-	- -	- -	- -	- -	7 6 6
- - - N.S.	1,092 0 0	Apr. 4, 1856	5 14 7½	12 10 0	12 10 0	17 10 0	9 8 0	
ill - - N.S.	100 0 0	Oct. 8, 1846	1 11 1¼					
- - „	46 0 0	Mar. 26, 1847						
h, Coventry								
y - - N.S.	- - -	- - -	-	12 0 0				
h, St. Peter's N.S.	- -	- - -	3 13 5½	73 0 0	- -	144 5 6	12 6 0	
St. Edmund's								
N.S.	450 0 0	Sept. 17, 1847	6 4 4¾	123 15 0	22 18 4	117 10 0		
St. James' N.S.	150 0 0	June 21, 1844						
St. John's N.S.	395 0 0	Feb. 25, 1848	3 2 4¾					
St. Thomas' N.S.	520 0 0	Jan. 4, 1848	12 6 11¼	43 9 2	- -	95 5 0		
- - - B.S.	*400 0 0	Mar. 18, 1835						
ld - - N.S.	- - -	- - -	1 16 8¾					
l - - N.S.	28 0 0	Aug. 20, 1844						
- - N.S.	275 0 0	June 1, 1844	5 12 2¾	38 13 4	- -	112 14 2		
- - B.S.	160 0 0	June 12, 1846	- -	122 10 0	- -	429 10 0		
- - - N.S.	65 0 0	Dec. 19, 1848						
- - - N.S.	- - -	- - -	5 10 2½	96 0 0	- -	254 12 6	29 12 0	
ndust. Dep.	- - -	- - -	-	- -	- -	- -	- -	10 5 0
nfants - N.S.	85 0 0	July 10, 1856						
ven - - N.S.	*285 0 0	Dec. 19, 1838	4 16 1½	16 10 0	- -	207 16 8	18 18 6	
- - „	42 0 0	Mar. 11, 1845						
- - „	4 0 0	Mar. 11, 1845						
- - „	3 6 3	Mar. 19, 1856						
ven, Ch. Ch. N.S.	54 0 0	Aug. 1, 1842						
„ - „	10 0 0	Nov. 23, 1844						
„ - „	110 0 0	July 16, 1850						
„ - „	25 0 0	Mar. 9, 1852						
Endowed - N.S.	- - -	- - -	1 15 4¾					
ton - N.S.	59 0 0	June 19, 1849	2 0 0					
Cross - N.S.	- - -	- - -	-	-	- -	- -		
Witley - N.S.	*30 0 0	May 5, 1838					4 0 0	

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WORCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Inkberrow - - N.S.	112 10 0	Feb. 16, 1852	4 10 0	- -	- -	- -	1 19 0	
Kidderminster, St. George's - - N.S.	26 13 4	Aug. 19, 1850	10 18 11¾	63 0 0	- -	459 0 0		
" " - "	39 0 0	Oct. 6, 1855						
" " - "	210 0 0	Dec. 2, 1856						
Kidderminster, St. John's - - N.S.	60 0 0	Jan. 4, 1844						
" " - "	8 6 8	Jan. 18, 1853						
Kidderminster, St. Mary's, Boys and Girls - - - N.S.	50 0 0	Jan. 31, 1851	12 7 4½	120 0 0	- -	460 0 0		
Kidderminster, (Mill Street), Infants - N.S.	- -	- - -	- -	14 0 0	- -	114 18 4		
Longdon, Endowed N.S.	116 0 0	Apr. 9, 1850						
Lye - - - N.S.	160 0 0	Jan. 12, 1846	2 3 5½					
Lye (Stamber-Mill) N.S.	230 0 0	Feb. 2, 1853						
" " - "	50 0 0	Apr. 5, 1855						
Malvern Morris - Ch.S.	- -	- - -	- -	20 11 8	- -	15 0 0	2 13 0	
Malvern, The Link N.S.	75 0 0	Sept. 18, 1845	- -	12 10 0	- -	- -	3 11 0	
Malvern, Great, St. Mary's (Barnard's Green) - - N.S.	50 0 0	Dec. 19, 1843	1 0 0					
Malvern Wells, St. Peter's - - N.S.	*50 0 0	Feb. 27, 1839						
Martley - - N.S.	144 0 0	May 26, 1847	2 15 1	28 15 0	- -	- -	3 16 0	
Moreton, Abbot's - N.S.	20 0 0	Oct. 25, 1845	1 10 0					
Moseley - - - N.S.	- -	- - -	2 19 4	51 13 4	- -	63 0 0	7 3 0	
Newbold-on-Stour- N.S.	93 0 0	Sept. 28, 1849	1 10 6½	38 0 0	- -	70 0 0		
Northfield - - N.S.	*100 0 0	Nov. 24, 1838						
Offenham - - N.S.	- -	- - -	1 2 9¾	7 0 0	- -	74 3 4	3 4 0	
Pershore - - N.S.	32 0 0	Sept. 30, 1848	6 12 0	102 6 8	- -	387 0 0	16 12 4	
" - - "	180 0 0	Mar. 11, 1854						
" Indust. Dep.	- -	- - -	- -	- -	- -	- -	- -	4 6
Powick - - - N.S.	*60 0 0	Apr. 29, 1840	3 9 2¾	22 10 0	- -	96 5 10		
" - - - "	13 0 0	Feb. 18, 1847						
" - - - "	13 0 0	Oct. 4, 1853						
Redditch - - N.S.	600 0 0	Nov. 22, 1846	9 16 7½	35 15 10	- -	477 0 10	22 4 0	
" - - - "	87 0 0	Sept. 19, 1851						
Redmarley - - N.S.	64 0 0	Mar. 10, 1847	- -	13 0 0	- -	23 15 0		
Ripple - - - N.S.	120 0 0	May 26, 1846						
Romsley - - - N.S.	63 0 0	Mar. 29, 1851	1 6 8½					
Salwarpe - - N.S.	- -	- - -	0 16 8					
Sedgeberrow - - N.S.	40 0 0	Aug. 28, 1845	0 19 11¾					
Shelsley, Woodbury Hill Reformatory School - - -	- -	- - -	- -	- -	- -	- -	- -	19 0
Shipston-on-Stour N.S.	66 10 0	Feb. 9, 1842	2 18 5	47 16 8	- -	48 2 6		
Stoke Prior - - N.S.	*100 0 0	Mar. 18, 1840						
" - - - "	15 0 0	Feb. 3, 1848						
Stourbridge - - N.S.	475 0 0	Feb. 10, 1845	3 9 6¾					
Stourbridge (Wollaston Road) - B.S.	- -	- - -	3 0 1	10 0 0				
Stourbridge (New Road) - - - Wes.	- -	- - -	2 6 8	12 10 0	- -	2 12 6		
Stourport, or Lower Mitton - - N.S.	248 0 0	Nov. 22, 1845	9 8 0¾	127 10 0	- -	375 17 6	22 4 0	
" " - "	11 6 8	July 13, 1852						
Stowerton - - N.S.	40 0 0	June 30, 1841						
Tardebigge - - N.S.	- -	- - -	1 5 0	- -	- -	89 7 6		
Tenbury - - N.S.	414 0 0	Jan. 28, 1856	2 4 2⅓	26 5 0	- -	15 0 0	20 2 0	
" Indust. Dep.	- -	- - -	- -	- -	- -	- -	- -	5 6
Upton-on-Severn - N.S.	50 0 0	Jan. 20, 1841	4 18 3½					
" " - "	3 1 4	Aug. 12, 1848						
" " - "	49 0 0	Feb. 28, 1849						
" " - "	90 0 0	June 29, 1852						
Wichenford - - N.S.	67 0 0	Mar. 1, 1849	1 0 0					
Worcester, All Saints', N.S.	250 0 0	July 19, 1848	3 16 0¾	16 13 4				
Worcester, St. Andrew's - - N.S.	†200 0 0	March 7, 1835						

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	Amount.	Date of Payment.						
RCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
orcester, St. Clement's - - N.S.	276 0 0	Nov. 13, 1856						
orcester, St. John's (in Bedwardine) - N.S.	75 0 0	Apr. 28, 1843	16 12 5½	169 6 8	- -	584 1 8		
,, ,, - ,,	186 6 0	Oct. 19, 1847						
,, ,, - ,,	1 12 0	Sept. 11, 1855						
,, Indust. Dep.	- -	- - -	- - -	- - -	- - -	- - -	- - -	2 16 0
orcester, St. Martin's, N.S.	*250 0 0	July 26, 1837	13 17 4½	147 16 8	22 1 8	399 6 8		
,, ,, - ,,	21 0 0	June 15, 1848						
,, ,, - ,,	50 0 0	Oct. 25, 1853						
orcester, St. Paul's, Boys and Girls - N.S.	100 0 0	May 2, 1848	8 1 2½					
,, ,, - ,,	7 0 0	Nov. 7, 1848						
,, ,, - ,,	118 0 0	Jan. 25, 1849						
,, ,, - ,,	5 3 4	Feb. 4, 1850						
orcester, St. Paul's, Infants - - N.S.	- -	- - -	- -	8 6 8	- -	125 3 4		
orcester, St. Peter's (Diglis Street) - N.S.	300 0 0	June 2, 1845	16 9 5	103 6 8	- -	316 3 4		
,, ,, - ,,	25 0 0	June 25, 1847						
,, ,, - ,,	59 11 4	Jan. 30, 1856						
,, ,, - ,,	239 0 0	Dec. 30, 1856						
orcester, Church Schoolmasters' Association - - - -	- -	- - -	3 8 10½					
orcester, St. George's R.C.	- -	- - -	1 3 4					
YORKSHIRE.								
klam - - N.S.	- -	- - -	2 6 8½					
kworth (Lowther's Hospital), Boys - - N.S.	- -	- - -	2 10 0½	52 10 0	- -	- - -	16 14 0	
kworth, Girls - N.S.	- -	- - -	2 9 11½	26 11 8	- -	155 5 0	2 15 0	
ldingham - - N.S.	200 0 0	Mar. 17, 1845	5 6 6	17 10 0	- -	68 3 4	50 10 0	
,, - - ,,	15 14 6	May 10, 1855						
lwick-le-Street - N.S.	*60 0 0	June 13, 1835						
dborough and Borough-bridge - - N.S.	682 10 0	June 18, 1855	3 15 0¼	66 17 6	- -	237 0 0	28 1 0	
dborough and Borough-bridge - - Ch. of E.	- -	- - -	- - -	30 0 0	- -	- - -	7 0 0	
lerston - - N.S.	*20 0 0	Jan. 13, 1838	0 3 1					
lerston - - B.S.	8 1 6	May 22, 1848						
lerton - - N.S.	*73 0 0	Oct. 13, 1838						
leston - - B.S.	200 0 0	June 3, 1846	2 0 0½	- -	- -	22 10 0	42 1 0	
lerton Mauleverer R.C.	- -	- - -	3 9 5½	99 0 0	- -	107 14 2		
lerton, North - N.S.	330 0 0	Oct. 17, 1844	1 1 9½	125 10 0	- -	412 12 1	4 15 0	
nondbury Central N.S.	343 0 0	Apr. 24, 1846	9 8 11	242 15 0	- -	627 5 0	53 8 0	
,, ,, - ,,	- -	- - -	a20 0 0					
,, Indust. Dep.	- -	- - -	- - -	- - -	- - -	- - -	- - -	22 19 3
verthorpe and Hanshaw - - N.S.	150 0 0	Feb. 15, 1849	3 6 8¾	47 1 8	8 6 8	- - -	34 12 0	
,, ,, - ,,	31 11 6	Jan. 29, 1856						
rdsley - - - N.S.	60 0 0	Sept. 7, 1841	4 18 5¼	35 0 0	- -	232 10 0	16 19 0	
,, - - - ,,	15 0 0	May 3, 1845						
,, - - - ,,	50 0 0	Feb. 28, 1848						
,, - - - ,,	5 14 0	Oct. 20, 1854						
,, - - - ,,	48 0 0	July 7, 1855						
rmitage Bridge - N.S.	- -	- - -	7 16 10½	75 12 6	- -	404 0 0	30 2 0	
skern - - N.S.	- -	- - -	1 2 6	- -	- -	97 13 2	6 3 0	
ston - - N.S.	- -	- - -	1 0 2½	25 6 8	- -	- - -	3 10 0	
stercliffe - - N.S.	110 0 0	Jan. 18, 1842	18 2 8½	71 5 0	20 0 0	849 15 0	14 8 0	
,, - - - ,,	20 0 0	Dec. 5, 1845						
,, - - - ,,	150 0 0	Sept. 27, 1847						
,, - - - ,,	42 0 0	Feb. 22, 1855						
wick - - N.S.	- -	- - -	1 0 0¼					

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grant to Reformatory and Industrial Schools
	Amount.	Date of Payment.						
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Austerlands - - N.S.	60 0 0	Sept. 1, 1841						
Ayton, Great - B.S.	140 0 0	June 27, 1846	2 2 1	100 0 0				
Balby - - - N.S.	- - -	- - -	- - -	92 3 4	- -	239 8 4	3 13 0	
Baildon - - - N.S.	150 0 0	Apr. 13, 1852	1 6 8¾					
Bankfoot, St. Matthew's - - N.S.	201 13 4	Feb. 18, 1854	2 5 2¾	17 17 6	- -	30 13 4		
Bardsey - - - N.S.	- - -	- - -	1 6 8					
Barmby Moor - N.S.	108 0 0	Mar. 11, 1846	1 2 9½	88 15 0	- -	122 10 0	5 0 0	
Barmby-on-the-Marsh - - N.S.	*55 0 0	Dec. 6, 1834						
Barnburgh - - N.S.	- - -	- - -	2 6 8½					
Barnoldwick - - N.S.	*150 0 0	Nov. 4, 1837						
Barnsley - - N.S.	- - -	- - -	- - -	8 15 0	- -	425 10 0		
Barnsley, St. George's N.S.	-	- - -	9 5 7	46 11 8	- -	511 3 4		
Barnsley, St. John's N.S.	260 0 0	Mar. 29, 1848	4 4 2½	3 5 0	- -	162 3 4		
Barnsley, St. Mary's N.S.	118 0 0	Feb. 20, 1843	1 19 0	19 10 0				
Barnsley, Holyrood R.C.	- - -	- - -	8 10 10½	36 10 0	- -	231 0 0	14 18 0	
Barrow - Ch. of E.	- - -	- - -	- - -	49 16 8	- -	32 10 0		
Barwick-in-Elmet - N.S.	- - -	- - -	2 8 0¼	35 15 0	- -	51 10 0	8 5 0	
Batley - - - N.S.	140 0 0	May 29, 1848	2 0 0					
Batley - - - Wes.	616 17 6	July 13, 1854	9 19 2	25 0 0	- -	46 10 0	41 11 0	
Batley Carr - - N.S.	406 0 0	Sept. 24, 1846	2 18 4					
Battyeford, Ch. Ch. (in Mirfield) - N.S.	175 0 0	Dec. 28, 1841	7 16 1¾	113 3 4	- -	65 16 8	18 16 0	
" " - "	157 0 0	Nov. 26, 1844						
Bedale - - N.S.	188 0 0	June 3, 1846	- - -	- - -	- -	187 19 2	56 18 0	
Beeford - - N.S.	42 10 0	Jan. 26, 1847	1 16 8½	11 18 4	- -	- -	2 15 0	
Bentley - - - N.S.	57 0 0	May 6, 1843						
Beverley, Beckside N.S.	86 0 0	Aug. 24, 1852						
Beverley, Minster - N.S.	300 0 0	Feb. 24, 1849	8 18 5¼	37 18 4	- -	433 11 8		
Beverley, St. Mary's and St. Nicholas' - N.S.	219 0 0	Apr. 11, 1850	8 7 1¾	141 13 4	- -	391 0 0		
Beverley, Wood Street N.S.	100 0 0	June 9, 1841						
Beverley - - Wes.	191 0 0	Apr. 8, 1852	9 8 5½	131 0 0	- -	298 0 0	16 10 0	
Bierley - - N.S.	- - -	- - -	4 16 11¼	45 0 0	- -	57 10 0	22 1 0	
Bierley, Sticker Lane - - N.S.	- - -	- - -	2 8 11					
Bingley - - N.S.	- - -	- - -	3 9 7¾					
Bingley - - Wes.	- - -	- - -	2 1 2½					
Birkenshaw - - N.S.	*75 0 0	July 11, 1840						
" - - "	*45 0 0	Sept. 6, 1842						
" - - "	100 0 0	May 8, 1846						
" - - "	192 0 0	Mar. 19, 1852						
" - - "	36 7 6	Sept. 23, 1852						
Birstal - - - N.S.	339 0 0	Nov. 10, 1848	4 16 0	87 10 0	- -	292 10 0	42 12 0	
" - - - "	6 0 0	July 5, 1852						
Birstwith - Ch. of E.	- - -	- - -	- - -	7 5 0				
Bishopthorpe - N.S.	- - -	- - -	- - -	6 5 0	- -	- -	36 13 4	
Bolsterstone - - N.S.	200 0 0	Dec. 28, 1852	3 6 8	35 0 0	- -	32 10 0	9 8 0	
Bolton-on-Dearne - N.S.	54 0 0	Nov. 30, 1841	1 10 0	- -	- -	- -	4 9 0	
Boothbanks - - N.S.	- - -	- - -	1 3 4¾	- -	- -	- -	6 17 0	
Boston, Clifford, and Bramham - - Wes.	168 17 6	Mar. 19, 1853	3 10 0	69 0 0	- -	52 10 0	17 10 0	
Boston Spa - - N.S.	355 0 0	June 21, 1856	3 6 8	8 5 0				
Bowling, St. John's N.S.	- - -	- - -	- - -	18 10 0				
Bracewell - - N.S.	36 0 0	Mar. 13, 1845						
Bradford, Ch. Ch. - N.S.	454 10 0	Feb. 19, 1853	3 8 8½	69 4 2	- -	46 1 8		
Bradford, Daisy Hill N.S.	300 0 0	Aug. 3, 1844	1 10 1					
Bradford, Hill Top, Low Moor, Infants N.S.	65 0 0	Apr. 16, 1844						
" " " - "	30 0 0	July 18, 1844						
" " " - "	89 0 0	Sept. 14, 1849						
" " " - "	44 10 0	Mar. 18, 1850						
Bradford, Low Moor N.S.	- -	- - -	4 13 0¼	- -	- -	605 6 8		
Bradford, Manchester Road, Model Factory - - - N.S.	80 0 0	Dec. 17, 1850	16 17 10¾	238 6 8	- -	1,390 11 8		
" " " "	1,895 0 0	Apr. 22, 1856						

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YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
adford, Messrs. Walkers' Factory N.S.	- -	- - - -	14 12 8½	121 10 0	128 15 0	638 0 0		
adford, New Leeds N.S.	357 0 0	June 25, 1846	9 4 1½	34 0 0	- -	190 5 10		
adford, Richmond Terrace - - Wes.	- -	- - - -	- -	33 15 0	- -	37 5 0		
adford, St. James' N.S.	- -	- - - -	10 12 11½	29 13 4	- -	534 8 4		
adford, St. Jude's N.S.	406 0 0	Aug. 4, 1846	7 1 3½	38 13 4	- -	440 16 8		
" - "	44 10 0	Oct. 13, 1855						
adford, St. Marie's R.C.	- -	- - - -	- -	8 15 0	- -	- -	9 18 0	
adford, Stott Hill N.S.	- -	- - - -	18 8 2	166 5 10	- -	834 10 0		
adford, Boro' West B.S.	240 0 0	June 15, 1844	3 2 8¼	60 18 4	- -	198 10 0		
" " - "	160 0 0	Oct. 3, 1848						
" " - "	58 0 0	Oct. 15, 1856						
amley - - - N.S.	398 0 0	Jan. 30, 1850	2 11 8½	66 0 0	- -	115 10 0		
amley - - Wes.	- -	- - - -	3 9 10½	128 15 0	- -	230 15 0		
amley Whitecote N.S.	125 0 0	May 9, 1848						
ampton Bierlow N.S.	- -	- - - -	4 6 1½	22 15 0	- -	355 3 4	48 9 0	
antingham-cum-Ellerker - - N.S.	70 0 0	Jan. 27, 1846	2 10 9¾					
awby - - - N.S.	66 0 0	Dec. 29, 1854	0 18 4½					
etton (Monk) - N.S.	200 0 0	Nov. 28, 1846	1 10 0	- -	- -	- -	- -	10 2 0
idlington - - N.S.	94 6 8	Oct. 8, 1856	4 1 8½	74 11 8	- -	140 18 4	39 15 0	
idlington, Infants N.S.	- -	- - - -	- -	15 6 8	- -	- -	4 15 0	
idlington Quay, Ch. Ch. - - N.S.	330 0 0	July 12, 1850	1 19 11¾	16 10 0	- -	99 3 4	10 0 0	
idlington Quay Wes.	17 11 0	Nov. 23, 1853	6 8 1	63 15 0	30 0 0	211 0 0	37 11 0	
" - "	- -	- - - -	a15 16 0					
ighouse," Infants N.S.	*150 0 0	Dec. 24, 1836	2 6 8	3 15 0				
" - "	18 0 0	Oct. 21, 1845						
ockholes - " - N.S.	*64 0 0	July 27, 1839						
ompton - - B.S.	150 0 0	May 15, 1841						
ompton-on-Swale N.S.	- -	- - - -	1 0 11	17 10 0				
oughton - - R.C.	- -	- - - -	2 8 11½	114 13 4	- -	114 3 4	13 11 0	
rley in Wharfdale (near Otley) - N.S.	20 0 0	June 17, 1845	3 14 11	38 10 0	- -	280 10 0	40 16 0	
rley in Wharfdale (near Leeds) - N.S.	238 0 0	Aug. 17, 1847	5 6 11½	112 16 8	- -	347 15 0	8 10 0	
rley in Wharfdale, Townships - - B.S.	- -	- - - -	3 10 0½	- -	- -	171 0 0	18 15 0	
rlington Quay - B.S.	*100 0 0	Mar. 29, 1837						
rneston, Endowed N.S.	70 0 0	July 26, 1853	1 13 4½					
rnlee, Infants - N.S.	100 0 0	Aug. 17, 1852						
rton Agnes - N.S.	*48 0 0	Jan. 3, 1835	- -	17 0 0	- -	82 10 0	5 16 0	
rton Constable - R.C.	- -	- - - -	1 1 4½					
rythorpe - - N.S.	- -	- - - -	1 1 4½	102 0 0	- -	230 6 8	2 0 0	
slingthorpe - N.S.	95 0 0	Aug. 21, 1848	11 9 2	90 0 0	- -	613 0 0		
" - "	37 0 0	May 24, 1852						
lder Farm Reform.	- -	- - - -	- -	- -	- -	- -	- -	151 14 8
lverley - - N.S.	270 0 0	Mar. 25, 1856	3 11 3	- -	- -	321 10 0	43 12 0	
lverley - - Wes.	- -	- - - -	2 3 4½					
ntley - - - N.S.	88 0 0	Mar. 7, 1848						
rcroft (in Owston) N.S.	53 0 0	April 17, 1843	- -	- -	- -	52 10 0		
rlton - - - R.C.	- -	- - - -	2 1 8	- -	- -	32 10 0		
rlton in Coverham - - - N.S.	*55 0 0	Mar. 2, 1836						
rlton Miniott - N.S.	73 10 0	Jan. 24, 1850	1 6 8½					
stleford - - N.S.	*39 0 0	Jan. 19, 1839	3 0 0	36 5 0	- -	- -	11 0 0	
stle Howard Reform.	- -	- - - -	- -	- -	- -	- -	- -	58 7 8
twick - - - N.S.	45 0 0	Nov. 15, 1847						
ve, North, Boys N.S.	- -	- - - -	1 4 0	66 15 0	- -	- -	18 15 0	
ve, North, Girls N.S.	- -	- - - -	2 0 10	45 3 4	- -	58 15 0	11 12 0	
ve, North - - Wes.	- -	- - - -	- -	13 15 0				
oppards in Holmirth - - - N.S.	*80 0 0	Feb. 15, 1840						
yton - - - N.S.	- -	- - - -	3 2 [illegible]	0 0	- -	17 8 4	26 0 0	

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YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Cleckheaton - - N.S.	*200 0 0	Mar. 7, 1835	4 1 7¾	68 0 0	- -	276 10 0	54 10 0	
,, - - ,,	220 0 0	Sept. 4, 1847						
,, - - ,,	10 12 6	June 22, 1848						
,, - - ,,	4 10 0	Oct. 16, 1850						
,, - - ,,	20 0 0	Dec. 1, 1851						
,, - - ,,	19 8 0	Oct. 20, 1854						
,, - - ,,	6 14 0	Jan. 10, 1856						
Cleckheaton - - B.S.	*175 0 0	Mar. 14, 1835						
Clifford - - - N.S.	- -	- - -	1 17 6	31 12 6	- -	32 10 0		
Clifford, St. Edward's - - R.C.	- -	- - -	2 16 9¾	- -	- -	47 1 8		
Clifton - - - N.S.	33 0 0	Dec. 13, 1841						
Coley - - - N.S.	225 0 0	Feb. 22, 1845	8 14 11	104 19 2	- -	215 18 4	26 12 0	
,, - - - ,,	- -	- - -	a10 0 0					
,, - Indust. Dept.	- -	- - -	- -	- -	- -	- -	- -	6 7
Coley, Northowram, Infants - Ch. of E.	- -	- - -	- -	8 6 8				
Conisborough, Infts. N.S.	- -	- - -	- -	- -	- -	- -	2 0 0	
Coniston, Cold Ch. of E.	- -	- - -	- -	- -	- -	- -	8 0 0	
Cononley in Kildwick - - - N.S.	110 0 0	July 13, 1846	2 1 1¼	64 2 6	- -	130 8 4	21 6 0	
Cottingham - - N.S.	*100 0 0	Mar. 30, 1836	5 0 0¼	36 5 0	- -	140 13 4	24 17 0	
Cowcliffe and Netheroyd - - N.S.	297 0 0	May 23, 1856	1 18 5	8 15 0				
Cowling, Cross Hills N.S.	192 0 0	Sept. 16, 1847	1 9 6	15 0 0	- -	98 15 0		
Cowton, East - N.S.	50 0 0	Mar. 25, 1843	1 1 4					
Crakehill District - N.S.	- -	- - -	1 7 5					
Crayke - - - N.S.	- -	- - -	- - -	68 1 8	- -	- -	6 12 0	
Croft - - - N.S.	100 0 0	Dec. 18, 1845	5 10 2¾	138 17 6	- -	149 7 6	19 16 0	
,, - - - ,,	65 2 6	Mar. 29, 1851						
,, - - - ,,	19 0 0	Oct. 25, 1855						
Crossland, South - N.S.	*115 0 0	Jan. 27, 1836	2 14 8¾					
Cross Pool - - N.S.	- -	- - -	1 18 11¼	- -	- -	25 16 8	3 0 0	
Cross Stone - - N.S.	250 0 0	Jan. 20, 1847	1 6 10½	- -	- -	90 13 4		
Cullingworth - - N.S.	152 0 0	Oct. 6, 1848						
Cullingworth - Wes.	- -	- - -	7 0 8½	- -	- -	193 13 4	18 8 0	
Dalton - - - N.S.	*37 0 0	Jan. 29, 1840	1 1 2					
,, - - - ,,	45 0 0	Mar. 11, 1846						
Dallowgill - - N.S.	- -	- - -	1 10 0	13 15 0	- -	- -	3 5 0	
Danby - - - N.S.	- -	- - -	1 10 0	- -	- -	- -	4 10 0	
Darfield - - - N.S.	103 0 0	Nov. 15, 1842	7 18 2	- -	- -	100 0 0	22 19 0	
Darnall - - - N.S.	*144 0 0	Apr. 7, 1840						
,, - - - ,,	9 15 6	Oct. 28, 1845						
Denby Grange - N.S.	- -	- - -	3 10 2¾	27 10 0	- -	384 0 0	47 7 0	
Denholme Gate - N.S.	208 0 0	Dec. 2, 1847	2 13 8	- -	- -	31 10 0	56 15 0	
Dent - - - N.S.	180 0 0	Dec. 31, 1845						
Dewsbury (Middle Parish) - - N.S.	430 0 0	Sept. 13, 1843	13 3 1	135 18 4	- -	590 10 0	3 6 0	
,, - - - ,,	20 0 0	Mar. 29, 1845						
Dewsbury Moor, Sunday School - - -	*110 0 0	Feb. 2, 1839						
Dewsbury, West Town N.S.	670 18 6	Sept. 15, 1855						
Dodworth, Town, Boys - - N.S.	- -	- - -	2 13 11¾	- -	- -	195 3 4		
Dodworth, G. & I. - N.S.	250 0 0	July 17, 1850	1 12 4¼	- -	- -	163 10 0	10 11 0	
,, ,, - ,,	3 9 4	Feb. 15, 1855						
Doncaster - - N.S.	170 0 0	Mar. 25, 1844	6 3 6	258 5 0	- -	1,339 1 8	23 19 0	
,, - - - ,,	10 0 0	Apr. 4, 1848						
,, - - - ,,	10 0 0	Mar. 23, 1849						
,, - - - ,,	90 0 0	Dec. 8, 1855						
Doncaster, Ch. Ch. N.S.	424 10 0	Apr. 30, 1852	4 19 5½	142 7 6	37 10 0	357 10 0	41 8 0	
,, ,, - ,,	76 0 0	Nov. 17, 1856						
Doncaster (Great Northern Railway Company's) - N.S.	- -	- - -	9 4 3	38 5 0	- -	88 3 4		
Doncaster - - B.S.	*300 0 0	Feb. 14, 1835	17 13 0	172 10 0	- -	1,127 0 0		
,, - - - ,,	175 0 0	Mar. 23, 1848						
,, - - - ,,	19 10 0	Feb. 15, 1855						
Doncaster - - R.C.	- -	- - -	1 13 4					

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	Amount.	Date of Payment.						
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Draughton - - N.S.	100 0 0	Dec. 2, 1851						
Driffield, Great - N.S.	516 0 0	Sept. 6, 1855	4 4 11½	32 15 4	4 3 4	12 10 0	9 12 0	
Dringhouses, St. Edward's - - N.S.	- - -	- - -	2 12 8½	133 10 0	- -	21 5 0	12 13 0	
Easington - - N.S.	*28 0 0	Dec. 6, 1834						
Eastoft - - - N.S.	82 10 0	Jan. 6, 1849	- -	- -	- -	52 10 0		
" - - - "	5 1 0	Jan. 25, 1849						
Eastrington - - N.S.	89 0 0	Apr. 25, 1845						
Eccup - - - N.S.	76 0 0	July 17, 1847						
Eccles all - - N.S.	*100 0 0	Aug. 20, 1834	2 17 11	132 0 0	- -	194 10 10		
Eccleshall, Greystones N.S.	- -	- - -	- -	48 6 8	- -	197 16 8		
Eccleshall, Parsonage Ch. S.	- -	- - -	2 5 3¾	- -	- -	183 16 8		
Ecclesfield, Feoffees N.S.	- -	- - -	- -	- -	- -	- -	14 2 0	
Ecclesfield, High Green B.S.	101 0 0	Apr. 23, 1845	8 5 0¾	123 4 2	- -	290 10 0	33 14 0	
" " - "	100 0 0	Aug. 10, 1848						
" " - "	17 0 0	June 4, 1856						
Eccleshill - - N.S.	150 0 0	Apr. 9, 1844	5 8 4½					
Elland - - - N.S.	500 0 0	Feb. 3, 1847	10 8 6	224 8 4	- -	568 15 4	33 10 0	
" - - - "	10 0 0	Feb. 25, 1851						
" - - - "	13 6 8	July 26, 1853						
Elmsall, South - Wes.	323 10 9	Apr. 14, 1856	4 13 4					
Elsecar - - - N.S.	222 0 0	Aug. 30, 1852	4 19 1¼	92 16 8	47 10 0	262 3 4	65 11 0	
" - Indust. Dep.	- - -	- - -	- -	- -	- -	- -	-	15 15 0
Embsay-cum-Eastby, St. Mary's - - N.S.	126 0 0	May 3, 1849	4 3 11½	49 10 0	- -	253 5 10	21 16 0	
" " - "	57 0 0	Dec. 27, 1850						
Escrick - - - N.S.	- - -	- - -	- -	86 10 0	- -	448 11 6		
Etton - - - N.S.	292 0 0	May 23, 1856	2 0 10½	- -	- -	6 5 0		
Farnley - - - N.S.	336 0 0	Apr. 13, 1848						
Farnley Tyas - - N.S.	- - -	- - -	1 13 4					
Farsley, St. John's N.S.	236 0 0	Sept. 20, 1848	2 17 7¾	- -	- -	44 0 0	35 4 0	
Fenton (Church) - N.S.	*40 0 0	Sept. 23, 1840						
Filey - - Ch. of E.	- - -	- - -	- -	6 5 0				
Filey - - - Wes.	- - -	- - -	- -	46 0 0				
Flamborough - N.S.	100 0 0	Nov. 5, 1846	3 0 0½	6 5 0				
Flockton (Manor House) - - B.S.	- - -	- - -	3 2 8½	12 0 0	- -	192 9 2	2 15 0	
Foston - - - N.S.	25 0 0	Oct. 9, 1844						
Friday Thorpe - N.S.	26 0 0	Nov. 27, 1841						
Frodingham, North, N.S.	85 0 0	Nov. 25, 1845	- -	- -	- -	15 0 0	3 19 0	
Fulford - - - N.S.	35 0 0	Feb. 12, 1845						
Fulwood - - N.S.	45 0 0	Oct. 16, 1841	1 8 8					
Garforth - - Wes.	- - -	- - -	2 10 0½	59 2 6	- -	19 0 0	16 3 0	
Gargrave - - N.S.	248 7 8	April 3, 1848	5 0 11½	182 0 0	- -	270 13 4	36 6 8	
" - - - "	12 12 0	Sept. 25, 1856						
Gargrave, St. Mary's R.C.	- - -	- - -	0 18 8½					
Garsdale - - N.S.	54 0 0	Dec. 22, 1841						
Garthorpe - - N.S.	- - -	- - -	- -	- -	- -	73 6 8		
Garton-on-the-Wolds, Ch. of E.	- - -	- - -	- -	3 15 0				
Gawthorpe - - N.S.	123 10 0	Dec. 15, 1841						
Giggleswick - - N.S.	- - -	- - -	- -	- -	- -	2 8 4	17 10 0	
Gildersome - - N.S.	*73 0 0	May 20, 1840						
" - - "	16 10 0	Sept. 28, 1840						
" - - "	10 0 0	Apr. 6, 1846						
" - - "	6 10 0	Nov. 18, 1847						
Gilling - - - N.S.	208 0 0	Dec. 23, 1848	1 11 0¼	108 0 0	- -	409 17 6	76 3 0	
Goldsborough - N.S.	- - -	- - -	- -	3 15 0				
Gomersall, Little - N.S.	170 0 0	Apr. 9, 1844	- -	15 0 0	- -	171 0 0	28 2 0	
Goole, St. John's - N.S.	288 0 0	June 15, 1847	5 4 2¾	72 10 0	- -	415 5 0	14 2 0	
Goole - - - Wes.	- - -	- - -	8 17 6	92 10 0	- -	384 10 0	30 8 0	
Grassington - - N.S.	110 0 0	July 31, 1846	4 3 3½	16 13 4	- -	281 7 6	29 12 0	
" - - "	50 0 0	May 19, 1852						
Greetland - - Wes.	- - -	- - -	8 11 4	28 0 0	- -	481 6 8	77 15 0	
Grewelthorpe - N.S.	*36 0 0	Oct. 21, 1837	1 2 0¾					
Grimstone (Lady Londesborough's) - -	- - -	- - -	- -	15 11 8				

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grant to Reformatory and Industrial Schools.
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Grindleton - - N.S.	*30 0 0	June 3, 1838						
Grosmont - - N.S.	54 0 0	Apr. 2, 1846	1 6 8½					
Guisborough (Providence) - - - N.S.	- - -	- - -	- - -	- - -	- - -	18 16 3	7 9 3	
Guisley - - - N.S.	*160 0 0	Dec. 15, 1841	10 19 11	66 0 0	- -	242 5 0	30 0 0	
Hainsworth - - B.S.	*40 0 0	Dec. 3, 1836						
Halifax (Copley Factory) - Ch. S.	- -	- - -	23 13 1½	112 9 2	- -	469 18 4		
" " - "	- -	- - -	*a*10 0 0					
Halifax, Haley Hill Shed - - Ch. S.	- -	- - -	32 12 5½	99 5 0	- -	719 13 4		
" " - "	- -	- - -	*a*18 0 8					
" " Night Sch.	- -	- - -	- -	14 5 0				
Halifax, Holy Trinity N.S.	- -	- - -	7 3 9½	29 3 4	- -	576 15 10	4 6 0	
Halifax (Queen's Head) - - - N.S.	400 0 0	Nov. 2, 1848	16 2 3¾	71 15 0	39 11 8	427 0 0		
" " - "	- -	- - -	*a*11 11 4					
Halifax, St. James', Cross Hills - - N.S.	432 0 0	Feb. 25, 1845	10 12 1½	183 15 0	36 13 4	1,129 0 0		
Halifax, St. James', Victoria - - N.S.	*300 0 0	Jan. 18, 1840	5 8 7¾	144 5 0	20 0 0	984 10 0		
Halifax, South-east Parish - - N.S.	513 0 0	July 16, 1845	11 10 1¾	186 6 8	- -	844 1 8		
Halifax, Great Albion Street - - B.S.	350 0 0	May 5, 1845	7 19 8¼					
Hallam, Upper - B.S.	*30 0 0	Nov. 8, 1834						
Halton - - N.S.	35 0 0	Aug. 30, 1851	4 17 4¼					
Hanging-Heaton - N.S.	130 0 0	Dec. 13, 1845	2 10 8¾					
" " - "	74 0 0	May 9, 1851						
Harewood - - N.S.	- - -	- - -	- -	75 0 0	86 5 0	15 0 0		
Harrogate, High - N.S.	*100 0 0	July 22, 1837	4 5 3	- -	- -	127 10 0	6 7 0	
" " - "	100 0 0	Aug. 3, 1841						
Harrogate, Low, St. Mary's - - N.S.	*50 0 0	June 7, 1837	4 2 7	78 7 6	- -	72 18 4	7 0 0	
Hawes - - - N.S.	135 0 0	Mar. 17, 1847	2 5 11¾	- -	- -	52 10 0	7 8 0	
" - - - "	16 0 0	Nov. 18, 1847						
Haworth - - N.S.	27 0 0	Oct. 25, 1851	4 16 3½	30 0 0	- -	569 5 0	78 13 0	
" - - - "	95 0 0	Nov. 8, 1856						
" - - - "	12 13 4	Dec. 17, 1856						
Haworth - - B.S.	*125 0 0	Oct. 14, 1837						
Haworth - - Wes.	- - -	- - -	7 12 6½	49 10 0	- -	330 15 10	78 10 0	
Headingley, Glebe, Girls - - - N.S.	45 0 0	Feb. 15, 1848	2 14 10¼	48 13 4	- -	117 10 0		
Headingley, Town, Boys - - - N.S.	187 0 0	Apr. 7, 1848	5 0 1	75 12 6	- -	236 18 4	14 3 0	
" " - "	46 0 0	June 28, 1855	- - -					
Heath - - - Par.	- - -	- - -	2 6 8¾	55 0 0	- -	15 0 0	14 17 0	
Heaton, Earl's - N.S.	290 0 0	Jan. 22, 1847	4 2 5¾	125 2 6	- -	238 13 4	10 17 0	
Hedon - - - N.S.	*90 0 0	Dec. 23, 1837						
Heeley - - - N.S.	- - -	- - -	1 11 6½	48 15 0	- -	110 8 4	7 12 0	
Helmsley - - Wes.	- - -	- - -	2 0 0	5 0 0	- -	22 10 0	17 7 0	
Hessay - - - N.S.	45 0 0	Jan. 31, 1852	0 9 4					
Hessle - - - N.S.	283 0 0	June 2, 1856	5 0 0	3 15 0				
Holbeck and Wortley B.S.	150 0 0	Aug. 19, 1843						
Holme (Lane End) B.S.	*30 0 0	Oct. 14, 1837						
Holme - - - Wes.	- - -	- - -	2 6 9	3 15 0	- -	11 5 0	15 10 0	
Holme - - - R.C.	- - -	- - -	1 6 8¾					
Holme Bridge - N.S.	180 0 0	Nov. 22, 1842	1 19 11	- -	- -	- -	5 18 0	
" " - "	30 0 0	July 11, 1845						
Holme on Spalding Moor - - - N.S.	- - -	- - -	2 2 3¾					
Holmfirth - - Wes.	- - -	- - -	5 9 1½	94 17 6	- -	226 0 0	16 13 0	
Honley - - - N.S.	500 0 0	Aug. 12, 1846	1 5 6					
Horbury - - N.S.	- - -	- - -	5 1 8	208 13 4	- -	454 8 4	56 17 0	
Hornsea - - - N.S.	200 0 0	Mar. 31, 1845	2 0 0¾	87 0 0	- -	31 13 4	13 11 0	
Horseforth Town - N.S.	- -	- - -	2 13 4	18 0 0	- -	- -	9 6 0	
Horton, Great (Richmond Terrace) - Wes.	394 2 6	Oct. 18, 1853	11 19 8¾	33 15 0	- -	71 5 0		
Howden - - - Wes.	238 0 0	May 11, 1850	8 11 8¼	68 15 0	42 10 0	324 0 0	41 15 0	
Hoyland, High - -	- - -	- - -	7 7 10	112 10 0	- -	519 8 4	23 5 0	

a Scientific apparatus.

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	Amount.	Date of Payment.						
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ylandswaine - N.S.	135 0 0	Dec. 13, 1850	1 14 0½	63 15 0	- -	32 10 0	21 7 0	
yle-Mill, Infants N.S.	193 0 0	Nov. 14, 1854	2 0 0	- -	- -	- -	5 0 0	
ddersfield, Long-royd Bridge - N.S.	- -	- - -	10 1 7¼	199 6 8	- -	604 11 8	36 3 0	
ddersfield, Lower Houses - - N.S.	100 0 0	June 16, 1847	2 10 8					
ddersfield, St. Paul's N.S.	600 0 0	Sept. 1, 1848	9 5 6½	206 3 4	- -	764 5 10		
ddersfield (Seed Hill), St. Peter's N.S.	*170 0 0	Jan. 22, 1840	12 10 3½	218 4 2	- -	1,135 16 3	5 0 0	
" " - "	204 0 0	Aug. 22, 1846						
ddersfield, Trinity N.S.	82 10 0	Jan. 5, 1844	7 1 2½	196 8 4	- -	887 13 4	12 16 0	
ddersfield - - B.S.	*250 0 0	Sept. 28, 1839						
ll, Holy Trinity (Vicar Lane) - N.S.	- -	- - -	4 13 11½	45 0 0	- -	206 3 4		
ll, Nautical - -	- -	- - -	- -	31 13 4	- -	20 0 0		
ll (Salthouse Lane) - - - N.S.	450 0 0	Dec. 22, 1852	19 2 11½	80 19 2	- -	738 9 7		
" - "	20 0 0	Oct. 4, 1853						
ll, St. James' - N.S.	600 0 0	Feb. 26, 1845	17 17 10	59 9 0	- -	1,075 10 0		
" - "	218 10 0	Sept. 11, 1849						
ll, St. John's (late Savings Bank B.S.), N.S.	359 0 0	Jan. 25, 1854	20 11 5	86 13 4	109 11 8	402 18 4		
" - "	170 0 0	Sept. 15, 1855						
ll, St. Mark's - N.S.	183 0 0	Oct. 7, 1853	2 19 9½	82 9 2	- -	693 3 4		
ll, St. Mary's - N.S.	*187 0 0	Dec. 29, 1838						
ll, St. Stephen's (Collier Street) - N.S.	221 0 0	Feb. 26, 1842	26 15 2¼	140 11 8	- -	1,357 0 0		
" - "	22 10 0	Oct. 3, 1848						
" - "	541 0 0	Mar. 17, 1856						
ll, Edward Street (Dock Green Head), B.S.	*305 0 0	July 31, 1834						
ll (Holderness Vard) - - B.S.	*200 0 0	Feb. 1, 1840	13 15 3½	136 5 0	- -	919 8 4	20 15 0	
ll (South Myton) Wes.	420 0 0	Feb. 19, 1851	25 0 2¼	138 8 4	23 15 0	702 15 0		
ll (Canning Street) R.C.	- -	- - -	8 2 6	55 12 6	- -	584 15 0	16 8 0	
nmanby - - N.S.	- -	- - -	3 3 6½	22 10 0	- -	27 1 8	9 11 0	
nsingore - - N.S.	- -	- - -	2 6 2½					
ntington - - Par.	- -	- - -	- -	- -	- -	- -	8 11 0	
sthwaite - - N.S.	*40 0 0	Jan. 30, 1839						
tton Cranswick N.S.	75 0 0	Feb. 26, 1845						
" - "	33 10 0	Dec. 30, 1850						
tton, Sheriff - Wes.	20 10 0	Dec. 12, 1856	6 2 9½	65 0 0	- -	198 16 8	12 6 0	
tton's Ambo - N.S.	20 0 0	Aug. 4, 1842						
tton-in-Ruddy - N.S.	*80 0 0	Dec. 14, 1836						
e - - - N.S.	300 0 0	Dec. 7, 1847	5 11 7	- -	- -	222 6 8	28 5 0	
leton - - N.S.	159 0 0	Sept. 13, 1848	2 13 4½					
row - - N.S.	200 0 0	Aug. 26, 1845	11 6 9½	29 3 4	- -	645 10 0	72 15 0	
ghley - - N.S.	*650 0 0	Mar. 4, 1835	25 6 10½	161 10 0	90 0 0	891 5 0		
ghley - - B.S.	*81 0 0	Apr. 15, 1835						
ghley - - Wes.	- -	- - -	- -	5 0 0	- -	85 3 4		
brooke - - N.S.	50 0 0	Feb. 27, 1841						
yingham - - N.S.	*35 0 0	Aug. 29, 1835	2 1 8	- -	- -	81 18 4		
dwick - - N.S.	- -	- - -	2 19 6½	112 10 0	20 10 0	129 0 0	39 16 0	
ham - - N.S.	150 0 0	Apr. 2, 1849	- -	15 0 0				
nhurst - - N.S.	*50 0 0	Apr. 20, 1836	2 14 3	- -	- -	- -	7 3 0	
ngcross, St. Paul's N.S.	396 0 0	May 24, 1849	16 4 0½	265 11 8	- -	918 10 0	12 17 0	
" - "	200 0 0	July 14, 1852						
rkburton, Boys - N.S.	29 0 0	Nov. 29, 1856	- -	- -	- -	291 0 0	7 4 0	
rkburton, Girls - N.S.	80 0 0	Feb. 5, 1845	9 5 8½	62 10 0	- -	361 15 0		
- - "	7 19 6	Nov. 18, 1847						
rkby Fleetham - N.S.	- -	- - -	- -	17 10 0	- -	2 10 0	3 19 0	
rkby Malzeard - N.S.	- -	- - -	1 13 4	16 5 0	- -	- -	2 5 0	
rkby Misperton - N.S.	*50 0 0	Mar. 4, 1835	- -	- -	- -	6 5 0		
"	112 0 0	May 21, 1856						
rkby Ravensworth N.S.	40 0 0	Jan. 1, 1842						
rkheaton - N.S.	337 0 0	Dec. 3, 1846	2 13 4½					

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YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Kirklington - - Par.	- - -	- - -	3 6 8	11 5 0	- -	- -	5 6 0	
Kirksmeaton - - N.S.	75 0 0	Feb. 11, 1852	3 7 2	- -	- -	52 10 0	7 15 0	
Kirkstall, Ch. Ch., Infants - - N.S.	- -	- - -	3 2 11½	101 18 4	- -	378 5 0	13 13 0	
Kirkstall, St. Stephen's - - N.S.	400 0 0	Mar. 17, 1846	15 11 0½	275 6 8	- -	1,145 0 0	24 17 0	
Knaresborough - N.S.	*135 0 0	April 5, 1838						
Knaresborough, St. Mary's - - - R.C.	- - -	- - -	- -	- -	- -	15 0 0		
Knottingley - - N.S.	290 0 0	Mar. 31, 1843						
„ - - „	50 0 0	July 2, 1845						
„ - - „	15 0 0	July 20, 1847						
Langtoft - - N.S.	53 0 0	May 30, 1846						
Laughton-en-le-Morthen, Endowed - N.S.	60 0 0	Sept. 25, 1850	1 3 4					
Laugbaurgh, West - Par.	116 7 6	Mar. 17, 1855	3 0 10	59 12 6	- -	21 0 0	23 18 0	
Leathley - - N.S.	- - -	- - -	- -	43 10 0	- -	- -	5 16 0	
Leavening - - N.S.	- - -	- - -	1 13 4½					
Leeds, All Saints' (York Road) - N.S.	490 0 0	Apr. 7, 1848	2 9 11½	100 10 0	60 0 0	166 7 6		
Leeds, Ch. Ch. - N.S.	370 0 0	May 26, 1842	9 1 7	54 13 4	- -	1,149 16 8	22 2 0	
Leeds, Holbeck, St. Matthew's - - N.S.	*250 0 0	Oct. 13, 1840	4 9 7½	50 0 0	- -	186 15 0		
„ „ - „	392 0 0	Feb. 15, 1850						
Leeds, Hunslet - N.S.	512 0 0	Oct. 17, 1843	2 9 1½	78 0 0	- -	280 9 2	9 12 0	
„ „ - „	130 0 0	July 27, 1844						
Leeds, Little Holbeck (Marshall's Factory) - - N.S.	- - -	- - -	33 8 9½	260 3 4	285 8 4	992 12 6	42 12 0	
„ - - „	- - -	- - -	- -	*a*60 8 4				
Leeds (Little London), St. Matthew's - N.S.	*75 0 0	Aug. 26, 1837	4 5 1¼	150 0 0	- -	380 16 8	17 15 0	
„ „ - „	165 0 0	June 19, 1850						
Leeds, Newtown, St. Mary's - - N.S.	500 0 0	Dec. 13, 1847	9 18 10½	133 18 4	- -	837 1 8	5 17 0	
„ „ - „	50 0 0	July 17, 1848						
„ „ - „	11 6 8	Aug. 6, 1850						
Leeds, St. Andrew's N.S.	15 0 0	Feb. 11, 1847	7 4 6½	339 6 8	- -	987 11 8	12 16 0	
„ „ - „	502 0 0	Mar. 9, 1847						
Leeds, St. George's N.S.	350 0 0	Dec. 6, 1841	17 12 9	272 0 10	53 6 8	1,290 16 8	43 4 0	
Leeds, St. James' - N.S.	500 0 0	Apr. 7, 1845	12 9 10½	166 12 6	- -	533 7 6	13 13 0	
Leeds, St. Luke's - N.S.	50 0 0	June 28, 1842						
Leeds, St. Mary's, Quarry Hill - N.S.	*120 0 0	Jan. 22, 1840	12 4 10¼	79 11 8	- -	752 15 0	4 11 0	
„ „ - „	160 0 0	Mar. 15, 1849						
Leeds, St. Mary's, (Carver Street), Infants - - N.S.	101 0 0	Feb. 6, 1847						
Leeds, St. Paul's, - N.S.	398 5 0	Sept. 6, 1851	6 13 4¾	133 15 0	- -	320 3 4	13 4 0	
Leeds, St. Peter's - N.S.	- - -	- - -	6 15 9¾	94 1 8	- -	846 1 8	1 0 0	
Leeds, St. Philip's - N.S.	257 0 0	Dec. 21, 1840	12 6 8½	141 16 8	60 0 0	657 16 8		
„ „ - „	256 0 0	Mar. 19, 1849						
„ „ - „	261 6 8	Sept. 3, 1853						
Leeds, St. Saviour's N.S.	*408 0 0	May 20, 1840	6 14 10	151 0 0	- -	144 0 0	7 11 0	
Leeds, St. Thomas' N.S.	- - -	- - -	- -	7 10 0				
Leeds (Basinghall Street) - - B.S.	- - -	- - -	2 5 9	21 13 4	- -	108 11 8		
Leeds (Edgar Street) B.S.	510 0 0	Dec. 13, 1845						
Leeds (Darley Street) Wes.	550 0 0	Apr. 20, 1849	19 9 2½	132 16 8	20 16 8	656 13 4		
„ „ - „	182 0 0	Dec. 27, 1850						
Leeds (Meadow Lane), Wes.	- - -	- - -	3 10 0¼					
Leeds, School Street, Wes.	- - -	- - -	6 2 6	53 10 0	- -	251 13 4		
Leeds, St. Patrick's R.C.	- - -	- - -	6 14 5½	- -	- -	355 6 8		
Leeming - - N.S.	81 0 0	Feb. 26, 1847						
Lees - - - Wes.	480 0 0	July 18, 1856	3 8 2½	- -	- -	9 13 4	19 8 0	
Lidgett Green - N.S.	*101 0 0	Sept. 26, 1838						

a Retiring pension.

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	Amount.		Date of Payment.																		
YORKSHIRE—*cont.*	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d
Idgett Green - B.S.	*100	0	0	Apr. 10, 1839																	
" - - "	12	16	7½	Nov. 7, 1848																	
ndley - - N.S.	22	0	0	May 25, 1844																	
ngards - - N.S.	-	-	-	- - -	2	16	8	-	-	-	-	-	-	-	-	8	10	0			
" Indust. Dep. -	-	-	-	- - -	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	10	0
nthwaite - - N.S.	-	-	-	- - -	1	0	0½														
versedge, High Town - - - N.S.	42	0	0	Aug. 1, 1855	1	12	7														
ckington - - N.S.	54	0	0	May 29, 1845	1	18	4¾														
" - - "	27	0	0	May 3, 1848																	
ckwood - - N.S.	*69	0	0	Feb. 13, 1839	9	1	6½	119	6	8	-	-	-	940	9	2	21	15	0		
" - - "	650	0	0	Apr. 24, 1854																	
fthouse - - N.S.	200	0	0	Dec. 8, 1845																	
fthouse - - Wes.	-	-	-	- - -	1	6	8½														
ngwood, Infants N.S.	150	0	0	Oct. 24, 1849																	
thersdale - N.S.	40	0	0	Aug. 25, 1842	1	0	0¾														
und, or Lound-side - - - N.S.	276	0	0	Sept. 22, 1846	2	5	11	-	-	-	-	-	215	0	0	28	8	0			
" - - "	5	0	0	July 20, 1847																	
altby, Infants - N.S.	29	0	0	July 27, 1842	-	-	-	-	-	-	-	-	-	-	-	6	13	0			
alton, New - - B.S.	*150	0	0	Jan. 30, 1841	3	6	8	-	-	-	-	-	31	13	4						
alton, Old - - N.S.	-	-	-	- - -	3	11	0	95	0	0	-	-	156	7	6	21	5	0			
anningham - N.S.	300	0	0	Dec. 30, 1844	7	9	5	22	7	6	-	-	392	18	4						
arsden - - N.S.	-	-	-	- - -	6	3	4	52	10	0	-	-	591	0	0	47	18	0			
arsk - - N.S.	-	-	-	- - -	3	0	6¾	27	10	0	-	-	178	10	0						
asham (Charity) N.S.	-	-	-	- - -	3	19	11½	75	1	0	-	-	136	0	0						
eanwood - - N.S.	-	-	-	- - -	3	5	1	139	9	2	10	8	4	235	16	8	6	12	0		
eanwood - - Wes.	-	-	-	- - -	4	0	0														
elbecks - - N.S.	216	0	0	April 1, 1856	3	6	8¼														
elsonby - - Wes.	-	-	-	- - -	-	-	-	5	0	0	-	-	-	-	-	6	13	0			
elthan - - N.S.	*52	0	0	April 23, 1836	3	8	10	168	6	8	80	16	8	-	-	30	0	0			
" - - "	110	0	0	Jan. 14, 1847																	
elthan Mills - N.S.	315	0	0	Sept. 7, 1844	5	10	10½	96	13	4	56	17	6	667	4	2	72	10	0		
ethley, Boys - N.S.	-	-	-	- - -	1	8	8½	64	10	0	-	-	-	38	6	8	10	4	0		
ethley, Girls - N.S.	152	0	0	Dec. 8, 1849	1	8	8½	-	-	-	-	-	-	-	-	-	11	10	0		
exborough - N.S.	25	0	0	Sept. 30, 1842																	
ddlesborough-on-Tees - - - B.S.	*150	0	0	June 28, 1837	13	0	0	45	0	0	60	0	0	374	0	0					
" - - "	42	13	4	Dec. 21, 1855																	
" - - "	50	0	0	June 6, 1856																	
" - - "	406	0	0	Oct. 27, 1856																	
ddlesborough-on-Tees, Infants - B.S.	-	-	-	- - -	-	-	-	-	-	-	3	2	6	15	0	0	19	3	0		
														17	0	0	25	4	0		
llbridge - - N.S.	270	0	0	May 29, 1854	4	0	0¼	35	0	0	-	-	-	198	10	0					
lnsbridge - - N.S.	*100	0	0	Feb. 10, 1838	-	-	-	72	0	0											
" - - "	692	0	0	Dec. 31, 1856																	
rfield - - Par.	-	-	-	- - -	-	-	-	20	0	0											
rfield - - Wes.	-	-	-	- - -	3	6	8														
nkton, Bishop's, N.S.	72	0	0	Aug. 3, 1841																	
rley (Town End) N.S.	*75	0	0	Sept. 20, 1837																	
rley - - - Wes.	-	-	-	- - -	6	11	4	50	0	0	-	-	-	171	0	0	10	13	0		
rton, East - - N.S.	115	0	0	Sept. 20, 1845																	
ston - - Ch. S.	199	0	0	Aug. 1, 1855																	
fferton - - N.S.	122	0	0	May 22, 1846	1	9	0	-	-	-	-	-	-	70	14	7					
" - - "	7	17	9	Apr. 29, 1847																	
" - - "	40	0	0	Feb. 10, 1853																	
fferton - - Wes.	214	0	0	June 19, 1849	6	8	10½	7	10	0	-	-	-	180	10	0	15	2	0		
" - - "	18	11	6	Jan. 10, 1856																	
swick, Girls - Ch. S.	-	-	-	- - -	0	12	2	69	0	0	-	-	-	43	6	8	4	0	0		
w Mills - - N.S.	*95	0	0	Nov. 28, 1838																	
" " - - "	50	0	0	Dec. 3, 1845																	
" " - - "	3	0	0	Apr. 14, 1848																	
wsome - - N.S.	*68	0	0	Dec. 18, 1841	3	4	1½	-	-	-	-	-	-	-	-	-	24	8	0		
wton-in-Bowland N.S.	60	0	0	Sept. 7, 1842	0	18	9¾														
wton-on-Ouse - N.S.	-	-	-	- - -	3	4	9½	-	-	-	-	-	-	6	5	0	29	4	0		
rmanby - - N.S.	80	0	0	Aug. 22, 1843																	
kworth - - N.S.	200	0	0	May 30, 1845	6	0	5¾	144	12	6	-	-	-	361	13	4	66	11	0		
kworth, Sykes' Head, Wes.	128	0	0	Sept. 25, 1855	7	18	7¼	55	10	0	-	-	-	425	9		6	12	0		
" - "	-	-	-	- - -	*a* 6	13	4														

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatories and Industrial Schools.
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Osmotherley - N.S.	- - -	- - -	2 6 8½					
Otley - - - N.S.	300 0 0	June 17, 1847	3 4 5	3 15 0	- -	118 0 0	49 4 0	
Oulton, St. John's - N.S.	- - -	- - -	2 18 4½	82 0 0	- -	236 0 0	17 0 0	
Oughtibridge - N.S.	38 10 0	July 16, 1852	2 1 2½	10 0 0				
" - - "	150 0 0	Apr. 20, 1854						
Overton - - B.S.	70 0 0	Nov. 22, 1842	1 13 4					
Owlerton - - N.S.	70 0 0	July 14, 1852	- -	13 6 8	- -	28 15 0	7 16 0	
Owram, North - B.S.	200 0 0	May 15, 1841						
Owram, South - N.S.	*125 0 0	Sept. 21, 1839						
Owthorne - - N.S.	84 0 0	Oct. 5, 1848						
Oxenhope - - N.S.	208 0 0	May 13, 1847	0 15 6½	- -	- -	22 10 0	19 6 0	
Pitsmoor - - N.S.	*140 0 0	July 5, 1837	18 3 11½	91 5 0	- -	1,024 8 4	23 10 0	
Pocklington - - N.S.	631 0 0	Sept. 10, 1855	5 16 11⅝	38 6 8	- -	85 16 8	6 13 0	
Pocklington - - Wes.	171 2 6	May 31, 1853	4 0 0½	35 7 6	- -	117 10 0	35 1 0	
Pollington - - N.S.	- - -	- - -	2 3 0½	44 15 10	- -	20 0 0	5 16 0	
Pontefract - - N.S.	- - -	- - -	- -	42 10 0	- -	462 18 4		
Pocklington, All Saints' N.S.	117 0 0	Sept. 14, 1849	3 0 4½	12 0 0	- -	14 10 0		
Pocklington, - - Wes.	*250 0 0	Apr. 11, 1838	4 3 10¾	67 10 0	- -	90 5 0		
Pocklington, St. Joseph's R.C.	- -	- - -	3 3 4½					
Pocklington, The Grange, St. Mary's R.C.	- -	- - -	0 16 8½	60 0 0				
Poppleton, Nether N.S.	60 0 0	Jan. 8, 1852	1 14 7½					
Pudsey, Far Town - N.S.	200 0 0	May 16, 1845	4 2 9½	43 17 6	22 10 0	284 15 0	46 0 0	
Pudsey, Low Town N.S.	260 0 0	Dec. 21, 1843	5 1 4	17 10 0	- -	250 10 0	6 18 0	
Rastrick - - B.S.	*150 0 0	Dec. 23, 1837						
Rawcliffe - - Wes.	- - -	- - -	2 0 0	- -	- -	31 5 0		
Rawmarsh, Infants N.S.	54 0 0	Apr. 27, 1842						
Rawmarsh, Endowed Free Grammar School -	- -	- - -	2 3 3½	- -	- -	183 0 0	9 10 0	
Redcar - - - N.S.	- -	- - -	1 10 0½	- -	- -	- -	4 18 0	
Redcar - - - B.S.	- -	- - -	- -	6 5 0	- -	- -	4 1 0	
Redhill - - - Wes.	- -	- - -	13 13 2	124 1 8	- -	853 15 0		
Richmond - - N.S.	*50 0 0	Oct. 28, 1837	2 5 10	120 0 10	- -	263 9 2		
" - - "	140 0 0	Mar. 24, 1852						
Richmond - - Wes.	- -	- - -	1 16 0	55 0 0	- -	52 10 0		
Richmond, Corporation School - - -	- -	- - -	2 19 2½	69 0 0	- -	146 0 0		
" - - "	- -	- - -	*a* 9 18 4					
" - - "	- -	- - -	- -	- -	- -	6 9 2		
Rillington - - N.S.	87 0 0	Nov. 9, 1847 -	- -	- -	- -	312 12 6	15 0 0	
Ripon, Boys - - N.S.	- -	- - -	4 7 0½	116 9 2	- -	96 0 0	4 15 0	
Ripon, Girls - - N.S.	- -	- - -	- -	40 16 8	- -			
Ripon, Cathedral - N.S.	238 7 6	Feb. 3, 1854	3 12 6½					
Ripon, Holy Trinity, N.S.	*147 0 0	Oct. 21, 1837	11 15 2½	45 0 0	- -	266 2 6	19 14 0	
" " - "	50 0 0	Mar. 15, 1854						
" " - "	47 0 0	Jan. 18, 1856						
Ripon - - - Wes.	- -	- - -	1 8 4½	30 0 0	- -	153 10 0		
Ripponden - - N.S.	176 0 0	May 6, 1844	4 15 5	47 11 8	- -	198 3 4	60 3 0	
" - - "	30 0 0	Jan. 23, 1856						
Rise - - - N.S.	- - -	- - -	0 3 4½	4 3 4				
Robert Town - N.S.	280 0 0	May 7, 1850	- -	11 5 0	- -	- -	7 2 0	
Roecliffe - - N.S.	- -	- - -	4 10 5⅝	143 0 0	- -	95 0 0	8 9 0	
Roos - - - N.S.	- -	- - -	- -	219 18 4	- -	222 8 4	38 2 0	
Rotherham - - N.S.	330 0 0	Apr. 3, 1848	8 7 9½	152 6 8	30 0 0	442 10 0	20 10 0	
" - - "	18 15 0	June 4, 1856						
Rotherham, Park Gate N.S.	- -	- - -	3 5 0½	4 2 6	- -	200 8 4		
Rotherham and Masbro' B.S.	*349 0 0	July 22, 1834	5 5 1½	32 0 0	- -	47 6 8		
Roystone - - N.S.	150 0 0	Feb. 8, 1845	3 11 3½	86 5 0	- -	39 11 8	9 5 0	
Rylstone District - N.S.	75 0 0	Oct. 27, 1852						
Salterhebble, All Saints' - - N.S.	444 0 0	May 10, 1855	4 16 8¼	12 10 0	- -	- -	12 19 0	
Salterforth - - N.S.	54 0 0	Sept. 10, 1844						
Scammonden - - N.S.	50 0 0	Sept. 4, 1846						
Scampston - - N.S.	- - -	- - -	- - -	109 10 0	- -	116 9 2		
Scarborough - - N.S.	*85 0 0	Sept 26, 1838	- -	18 6 8	- -	21 5 0		
Scarborough - - Wes.	753 0 0	Dec. 30, 1856	7 0 0					

a Scientific apparatus.

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YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
holes - - - N.S.	105 0 0	May 6, 1847	1 4 7¼					
issett, or High Hoyland - - N.S.	83 0 0	Jan. 5, 1841	8 4 6½	8 15 0	- -	196 10 0	31 11 0	
ulcoates - - N.S.	250 0 0	July 27, 1852						
ulcoates, Ch. Ch. N.S.	474 0 0	Jan. 18, 1849	40 11 5⅝	162 15 0	- -	1,128 16 8		
ulcoates, St. Paul's, N.S.	*100 0 0	June 28, 1834						
" " " "	10 0 0	Oct. 21, 1845						
acroft - - - N.S.	30 0 0	Mar. 17, 1856	3 0 9½	45 0 0	- -	66 17 6	21 18 0	
dbergh - - N.S.	115 0 0	July 5, 1841	- - -	9 6 8				
dbergh - - B.S.	125 0 0	Nov. 20, 1843	7 1 7⅔	5 0 0	- -	175 15 0	41 18 0	
" - - "	62 10 0	Mar. 14, 1855						
" - - "	73 0 0	Sept. 21, 1855						
lby - - - Wes.	- - -	- - - -	14 15 2¼	6 17 6	- -	502 14 2		
lby, Grey Coat - -	- - -	- - - -	- - -	27 10 0				
ssay Village School -	- - -	- - - -	1 13 4½					
ttle - - N.S.	- - -	- - - -	6 19 10	30 0 0	- -	249 19 2	18 2 0	
ttle, Infants - N.S.	- - -	- - - -	- - -	- - -	- -	- - -	8 1 0	
ttrington - - N.S.	- - -	- - - -	- - -	38 15 0	- -	29 7 6	18 6 0	
adwell - - N.S.	56 0 0	Sept. 22, 1847	1 6 7					
arrow - - N.S.	- - -	- - - -	2 1 4¾					
effield, Central (Carver Street) - N.S.	- - -	- - - -	31 17 8	108 9 2	- -	1,387 5 0	31 5 0	
effield, Parish Ch. N.S.	- - -	- - - -	- - -	13 0 0	- -	96 8 4		
effield, St. George's N.S.	1,393 0 0	Feb. 10, 1846	7 7 2	126 0 0	14 11 8	2,132 13 4		
effield, St. Mary's N.S.	338 10 0	Jan. 14, 1842	24 2 7½	155 13 4	85 16 8	1,343 14 2		
" " - "	40 0 0	Oct. 3, 1845						
" " - "	100 0 0	Sept. 5, 1850						
" " - "	16 14 8	Mar. 7, 1855						
effield, St. Paul's N.S.	230 0 0	Mar. 2, 1844	8 6 3½	86 16 8	- -	480 8 4	8 8 0	
effield, St. Peter's N.S.	600 0 0	Jan. 4, 1855	10 8 4½					
effield, St. Philip's N.S.	185 0 0	Apr. 16, 1845	- - -	*a*13 6 8	- -	346 10 0		
effield Park, St. John's N.S.	322 0 0	May 22, 1848	16 9 8½	- - -	- -	669 12 6		
effield - - B.S.	*250 0 0	Apr. 22, 1837						
effield Park - B.S.	538 0 0	Mar. 23, 1847	3 17 8⅔					
effield Park - Wes.	- - -	- - - -	7 9 5¼	246 8 4	- -	933 16 8		
effield, St. Vincent of Paul - - R.C.	534 15 0	Nov. 9, 1853	9 5 10½	31 16 8	- -	253 16 8	41 8 0	
effield (Surrey Street) R.C.	*350 0 0	Dec. 30, 1835	5 13 6¾	117 0 0	- -	407 10 0	28 16 0	
elf - - - B.S.	*80 0 0	Jan. 20, 1836						
epley, St. Paul's N.S.	76 10 0	June ,1854						
epley - - - B.S.	*60 0 0	Dec. 11, 1839						
erburn - - N.S.	- - -	- - - -	- - -	15 0 0				
ipton, Endowed N.S.	- - -	- - - -	1 10 0½	15 0 0	- -	18 15 0	16 2 0	
ggleshorne - N.S.	- - -	- - - -	1 9 8	101 13 4				
lkstone - Ch. of E.	- - -	- - - -	- - -	- - -	- -	115 0 0	20 5 0	
lkstone, Girls and Infants - - N.S.	237 0 0	Mar. 31, 1851	1 9 0⅓	33 16 8	- -	153 5 0	30 8 0	
lsden - - - N.S.	*50 0 0	Feb. 6, 1836	3 10 7½	34 7 6	- -	2 1 8	13 10 0	
lsden - - - Wes.	58 0 0	Oct. 3, 1855	4 11 11½	18 15 0	- -	36 5 0	29 7 0	
elton - - - N.S.	- - -	- - - -	2 1 8					
ipsea - - - N.S.	75 0 0	Jan. 28, 1846	1 13 2¾					
ipsea - - - Wes.	- - -	- - - -	1 2 9					
ipton - - - N.S.	- - -	- - - -	4 10 8	80 0 0	- -	102 0 0	10 1 0	
ipton, Ch. Ch. - N.S.	75 0 0	June 20, 1845						
ipton - - - B.S.	- - -	- - - -	14 7 9½	102 10 0	25 0 0	505 10 0	81 13 0	
ipton - - - Wes.	- - -	- - - -	6 13 4¼	6 5 0	- -	254 6 8	47 9 0	
ipton, St. Stephen's R.C.	- - -	- - - -	1 13 4½	- - -	- - -	- - -	5 3 0	
aithwaite, Lower, N.S.	154 0 0	May 12, 1841	13 3 3½	- - -	- - -	737 10 10	54 15 0	
" " - "	2 0 0	June 3, 1850						
" " - "	7 0 0	June 26, 1851						
" Indust. Dep.	- - -	- - - -	- - -	- - -	- - -	- - -	- - -	41 12 1
aithwaite, Upper N.S.	190 0 0	May 22, 1846	4 1 1¾	45 0 0	- -	75 0 0		
" " - "	7 0 0	May 19, 1849						
" " - "	3 12 0	July 3, 1850						
" Indust. Dep.	- - -	- - - -	- - -	- - -	- - -	- - -	- - -	10 3 5
aithwaite, Old (Free) N.S.	132 0 0	Mar. 6, 1846						

a Retiring pension.

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	Amount.	Date of Payment.						
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Sledmere - - N.S.	- - -	- - -	- - -	66 5 0				
Sleights - - N.S.	*55 0 0	Dec. 24, 1833	1 11 6					
„ - - - „	37 0 0	Jan. 5, 1849						
Snainton - - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	1 15 0	
Snaith - - - Wes.	334 0 0	Sept. 4, 1849	8 6 4½	18 6 8	- -	171 0 0	7 6 0	
Sowerby - - N.S.	- - -	- - -	3 10 11½	56 5 0	- -	- - -	3 7 0	
Sowerby Bridge - N.S.	*245 0 0	Mar. 3, 1838	2 13 8¾	- - -	- -	61 3 4		
Sowerby, Chapelry District - - NS.	- - -	- - -	4 6 3					
Sowerby, St. George's N.S.	260 0 0	May 30, 1845	6 13 4½	53 15 0	- -	324 3 0	35 5 0	
Sowerby, St. Mary's N.S.	- - -	- - -	- - -	- - -	- -	- - -	23 3 0	
Sowerby Bridge - Wes.	- - -	- - -	3 14 4½	128 10 0	- -	496 4 2	46 19 0	
Spofforth - - N.S.	174 15 0	Feb. 1, 1851	1 17 4¾	- - -	- -	47 10 0		
Stainborough, Hood Green - - - N.S.	- - -	- - -	- - -	33 0 0				
Staiths - - - N.S.	100 0 0	Jan. 29, 1851	- - -	5 0 0				
Stanbury-in-Haworth N.S.	87 0 0	Dec. 13, 1848						
Stanley, St. Peter's N.S.	177 0 0	Nov. 8, 1848	4 9 10	88 10 0	- -	291 3 4	33 10 0	
„ „ - - „	80 0 0	Feb. 19, 1856						
Stanningley, St. Thomas' - - N.S.	250 0 0	Nov. 11, 1846	2 0 0					
„ „ - - „	16 0 0	Aug. 12, 1848						
Stannington - - N.S.	52 10 0	Apr. 26, 1842	0 19 11¾	- - -	- -	32 10 0		
Staveley - - - N.S.	70 10 0	May 9, 1851	1 0 5	68 15 0	- -	65 8 4	23 0 0	
Stillington - - Wes.	- - -	- - -	1 13 4	20 0 0	- -	20 0 0	7 0 0	
Sutton - - - B.S.	- - -	- - -	3 15 3½	30 5 0	- -	- - -	19 17 0	
Sutton-in-Derwent N.S.	40 0 0	Dec. 23, 1844	0 13 2¾					
Swinefleet - - N.S.	90 0 0	Mar. 6, 1849						
Swinefleet - - Wes.	- - -	- - -	4 3 7¾	- - -	- -	95 10 0		
Swinton - - - N.S.	36 0 0	Mar. 1, 1843	5 8 6½	3 15 0	- -	3 15 0	9 2 0	
„ - - - „	418 16 8	April 18, 1854						
Tanfield, West - N.S.	- - -	- - -	2 1 8	115 0 0	- -	100 0 0	22 7 0	
Tankersley - - N.S.	- - -	- - -	4 3 4½	22 10 0	- -	57 10 0	16 8 0	
Thirsk - - - B.S.	125 0 0	Nov. 24, 1840	12 17 0½	138 3 4	- -	484 11 8	68 0 0	
„ - - - „	50 0 0	Dec. 9, 1847						
„ - - - „	80 0 0	Aug. 22, 1854						
Thornaby - - N.S.	300 0 0	June 3, 1847	3 17 4					
Thorganby with Cottingwith - Ch. of E.	- - -	- - -	- - -	5 0 0	- -	5 0 0		
Thorner - - - N.S.	- - -	- - -	1 13 4½	8 5 0	- -	- - -	5 10 0	
Thornes - - - N.S.	- - -	- - -	2 7 0¾	151 8 4	- -	114 8 4	7 16 0	
Thornton - - N.S.	20 0 0	June 20, 1844	- - -	- - -	- -	10 0 0		
„ - - - „	15 0 0	Feb. 1, 1848						
Thorpe Hesley - N.S.	147 0 0	Jan. 18, 1840	1 10 0½					
Thorpe Hesley - Wes.	- - -	- - -	1 16 9					
Thorpe Salvin - N.S.	- - -	- - -	1 6 7¾					
Thurgoland - - N.S.	160 0 0	Jan. 7, 1851	2 9 6¾	- - -	- -	170 11 8		
Thurstonland, Endowed Par.	20 0 0	Mar. 6, 1843	7 4 8½	116 13 4	- -	328 2 6	24 5 0	
„ „ - - „	52 8 0	Dec. 24, 1845	- - -	*a*98 6 8				
„ „ - - „	36 0 0	Aug. 9, 1855						
Tickton - - - N.S.	64 0 0	May 29, 1848	1 13 4	3 15 0	- -	3 15 0		
Timble, Great - B.S.	*22 0 0	Dec. 10, 1836						
Topcliffe - - N.S.	- - -	- - -	1 13 5½	7 10 0				
Townley - - - R.C.	- - -	- - -	2 12 6½					
Tunstall - Ch. of E.	- - -	- - -	- - -	- - -	- -	- - -	5 10 0	
Ulleskelfe - Ch. of E.	- - -	- - -	- - -	17 10 0	- -	- - -	4 10 0	
Wadsley - - N.S.	*152 0 0	Sept. 18, 1839	12 14 10½	176 0 0	- -	541 13 4	19 15 0	
„ - - „	100 0 0	Mar. 22, 1855						
„ - - „	20 0 0	Oct. 20, 1856						
Wadworth - - N.S.	72 10 0	Mar. 11, 1842	3 13 6	107 10 0	- -	- - -	12 16 0	
„ „ - - „	11 3 4	Jan. 10, 1856						
Wakefield, All Saints' N.S.	9 14 8	Dec. 6, 1849	9 4 0	84 6 8	- -	263 10 0	15 17 0	
Wakefield, Holy Trinity N.S.	225 0 0	Nov. 12, 1847	13 5 4	239 3 4	- -	516 0 10	15 0	
Wakefield, Lancasterian School - - - -	75 0 0	Nov. 3, 1856	2 13 4½					

a Retiring pension.

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YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Wakefield, St. Andrew's N.S.	320 0 0	Feb. 11, 1846	5 15 0	25 16 8	- -	201 10 10		
" " " - "	18 6 4	July 24, 1846						
" " " - "	95 0 0	Oct. 24, 1849						
Walton - - - N.S.	- -		2 10 0	106 5 0	- -	134 16 8	11 17 0	
Wansford, Great - N.S.	- -		1 14 2½	81 5 0	- -	- -	3 6 0	
Warmfield - - B.S.	*50 0 0	Jan. 25, 1837						
Warmsworth - N.S.	- -		1 12 11½	33 15 0	- -	- -	5 6 0	
Wath-upon-Dearne N.S.	- -		1 18 0					
Weaverthorpe - N.S.	- -		- - -	35 15 0				
Weighton, Market N.S.	140 0 0	Jan. 30, 1843	4 9 2½	79 10 0	- -	353 18 4	36 9 0	
" " "	- -		a10 0 0					
Welburn - - N.S.	- -		3 10 0½	56 7 6	- -	35 16 8	5 14 0	
Welton - - - N.S.	- -		3 8 4½	124 2 6	- -	129 3 4	24 6 0	
Wentworth - - N.S.	- -		3 2 6½	101 16 8	- -	499 5 0		
Westgate Common N.S.	123 15 0	May 18, 1852	3 19 6¾	32 10 0	- -	65 0 0	6 6 0	
" " " - "	35 0 0	Apr. 28, 1853						
Weston - - - N.S.	- -		2 1 3½	19 3 4	- -	468 17 6		
Wetherby - - -	- -		1 14 0					
Wetherby - - Wes.	- -		5 7 6½	52 10 0	- -	215 5 0	33 3 0	
Wetwang (Lady Sykes')	- -		- -	28 6 8				
Whiston - - N.S.	*75 0 0	Jan. 2, 1839	2 3 9½	46 5 0	- -	98 15 0	8 19 0	
Whitby - - N.S.	200 0 0	Jan. 4, 1845	11 1 5	46 5 0	- -	567 2 6		
" - - - "	90 0 0	Sept. 18, 1856						
Whitby - - B.S.	- -		4 0 1½	49 10 0	- -	532 16 8		
Whitby - - Wes.	- -		4 0 0½	52 16 8	- -	83 13 4		
Whixley - Ch. of E.	- -		- -	- -	- -	15 0 0		
Wicker, Holy Trinity N.S.	628 3 4	Feb. 4, 1854	14 12 4¼	75 16 8	- -	282 10 0	14 8 0	
Wigginton - - N.S.	*40 0 0	Jan. 9, 1836						
Wighill - - N.S.	- -		- -	12 10 0	- -	3 15 0	7 10 0	
Wilsden, Infants - N.S.	*60 0 0	July 28, 1838	1 9 5	30 5 0	25 0 0	- -	22 2 0	
Wilsden - - Wes.	- -		5 0 0					
Withernwick - N.S.	55 0 0	Oct. 1, 1847						
Wombwell - - N.S.	134 0 0	Feb. 12, 1847	3 3 4	5 0 0	- -	- -	14 6 0	
" - - "	13 14 0	July 31, 1855						
Woodhouse, Ch.Ch. N.S.	*150 0 0	Dec. 3, 1836	9 14 2	147 11 8	- -	479 16 8	4 16 0	
Woodhouse, (Feather Hill), St. Mark's- N.S.	200 0 0	Nov. 24, 1846	12 12 10¾	32 10 0	- -	776 1 8	16 15 0	
Woodmansey and Thearne - - N.S.	276 15 0	June 27, 1856	2 0 0					
Woodside (Leeds) N.S.	220 0 0	Apr. 9, 1850	4 16 8½	30 0 0	- -	60 10 0	54 12 0	
Worrall - - N.S.	101 0 0	Sept. 28, 1848	2 5 10	- -	- -	75 0 0		
Worsborough, Grammar School - - - -	- -		2 8 8½					
Worsborough Dale N.S.	169 0 0	Dec. 29, 1848	6 11 2					
Wortley (near Leeds) N.S.	*55 0 0	Jan. 5, 1836	- -	- -	- -	57 6 8		
Wortley, New (near Leeds) - - N.S.	500 0 0	June 11, 1849	2 12 6	11 5 0	- -	109 15 0	9 8 0	
" - - "	12 12 0	Aug. 30, 1856						
Wortley (" near Sheffield) - - - N.S.	- -		4 7 8	71 5 0	- -	290 0 0	14 5 0	
Wortley, (New Zion) B.S.	*400 0 0	Mar. 1, 1837	11 12 6¾	- -	- -	175 13 4		
Wragby - - N.S.	- -		- -	73 15 0				
Wrenthorpe - - N.S.	100 0 0	Feb. 10, 1845						
Wyke - - - N.S.	- -		4 4 7	12 7 6	- -	213 8 4	24 12 0	
Wykeham - - N.S.	- -		1 3 4	60 0 0	- -	21 5 0		
Yapham - - N.S.	- -		1 6 8					
Yeadon - - N.S.	272 0 0	Feb. 15, 1849	5 2 6½	13 15 0	- -	145 5 0	4 19 0	
Yeadon, Upper - N.S.	- -		- -	6 13 4	- -	13 6 8		
Yedingham - - N.S.	*12 0 0	Sept. 21, 1836						
York, Aldwark - N.S.	- -		6 13 3¾	60 15 0	24 11 8	377 5 0		
York, Bishopgate St. N.S.	11 6 8	Nov. 29, 1855	3 9 2½	57 8 4	- -	244 10 0		
York, Manor House N.S.	23 6 8	Jan. 8, 1855	12 13 11½	144 13 4	87 10 0	725 1 8		
" " - "	18 13 4	Oct. 17, 1855						
York, Micklegate, Trinity - N.S.	*125 0 0	Sept. 3 1836	5 0 11¾	102 18 4	-	439 12 6		
York, Micklegate, District - - N.S.	176 10 0	Aug. 4, 1853	- -	32 0 0	- -	187 1 8		
York, St. Cuthbert's N.S.	- -		6 9 11¼	88 15 0	44 11 8	456 6 8		
York, The Groves Ch. S.	- -		3 0 0	9 3 4	-	14 0 0		

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Grants for Building, Enlargement, Improvements, or Fixtures. Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
York, Walmgate - N.S.	- -	- - -	5 0 0					
York, Walmgate, St. Margaret's - N.S.	200 0 0	Sept. 10, 1842	10 12 6¼	237 15 0	30 16 8	638 10 0		
" " - "	75 0 0	Dec. 29, 1847						
York and Ripon, Male Practising School	100 0 0	June 24, 1851	- -	20 0 0	- -	126 10 0		
York and Ripon, Female Practising S.	- -	- - -	- -	67 3 4				
York, Bishophill - B.S.	- -	- - -	5 0 0½	10 16 8	- -	45 11 8		
York (Hope Street) B.S.	- -	- - -	9 1 10½	63 6 8	- -	501 6 8		
York (Albion Street) Wes.	- -	- - -	13 5 4½	100 0 0	- -	385 1 8		
York, St. George's Wes.	- -	- - -	14 17 2¾	159 15 0	- -	455 8 4		
" " - "	- -	- - -	- -	*a*11 13 4				
York, St. Mary's, Boys' R.C.	- -	- - -	1 14 11	23 5 0	- -	182 4 2	17 0 0	
York, St. Mary's, Girls R.C.	- -	- - -	8 17 2¾	45 16 8	- -	413 3 4	12 10 0	

ISLANDS.

CHANNEL ISLANDS.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Alderney - - Wes.	150 0 0	Oct. 25, 1855	1 18 8½	21 5 0				
Guernsey, St. John's N.S.	*10 0 0	Mar. 19, 1842	10 18 2¼	167 1 8	- -	481 16 8	14 4 0	
" " - "	56 10 0	Apr. 29, 1842						
Guernsey, St. Peter's Port N.S.	- -	- - -	1 7 4					
Guernsey " " B.S.	*46 0 0	May 1, 1839	8 11 2½	23 15 0	- -	134 0 0		
" " " "	266 0 0	Feb. 8, 1843						
" " " "	9 18 9	Feb. 18, 1846						
" " " "	14 10 0	Jan. 10, 1856						
Jersey - - - N.S.	125 0 0	Nov. 18, 1840	8 19 5½	15 16 8	- -	336 0 0		
Jersey, Gorey - N.S.	100 0 0	Nov. 23, 1836						
Jersey, Grouville, Central - - N.S.	- -	- - -	3 6 8¾	- -	- -	32 10 0	9 16 0	
Jersey, St. James' N.S.	- -	- - -	5 7 8½	67 18 4	- -	456 0 0		
Jersey, St. Mark's N.S.	200 0 0	Feb. 3, 1846	8 5 6½	72 15 0	- -	396 5 0		
" " - "	16 5 0	Aug. 25, 1853						
" " - "	27 17 6	Jan. 7, 1854						
Jersey, St. Paul's - N.S.	- -	- - -	5 0 0½	- -	- -	125 10 0		
Jersey, Trinity - N.S.	- -	- - -	- -	- -	- -	20 16 8	10 11 0	
ISLE OF MAN.								
Arbory - - - N.S.	*50 0 0	July 25, 1835	1 17 3½	- -	- -	88 0 0		
Ballasalla - - N.S.	88 0 0	Jan. 21, 1843	6 12 7⅓	28 0 0	- -	281 0 0	25 10 0	
" - - "	100 0 0	Sep. 12, 1855						
Castletown - - N.S.	*90 0 0	Apr. 5, 1839	10 5 6	21 1 8	- -	591 1 8	9 7 0	
" - - "	82 6 0	Dec. 14, 1850						
Cronk-ne-Voddy, St. John's - - N.S.	48 10 0	July 22, 1842	2 0 0					
Cronkbourne - N.S.	- -	- - -	2 1 8	15 6 8	- -	15 0 0	14 5 0	
Dhoon Bridge - N.S.	*44 0 0	July 30, 1836						
Dolby - - - N.S.	- -	- - -	1 15 4	- -	- -	50 0 0	5 0 0	
Dolby - - - B.S.	150 0 0	Aug. 9, 1840						
Douglas - - Wes.	- -	- - -	3 13 8¼					
Douglas, St. Barnabas' N.S.	85 0 0	Dec. 10, 1845	16 0 2½	31 13 4	- -	1,091 18 4	39 19 0	
" - - "	16 13 4	Mar. 28, 1851						
Douglas, St. George's (Athol Street) - -	- -	- - -	5 13 7	163 3 4	- -	1,161 0 0	14 3 0	
Foxdale, St. Patrick's (Mining) - Ch. of E.	100 0 0	Mar. 14, 1848	3 2 9	205 1 8	- -	426 16 8	6 19 0	
" - - "	50 0 0	Oct. 12, 1850						
Grenaby " - - N.S.	*50 0 0	Nov. 11, 1835	2 7 11⅓	10 0 0	- -	199 0 0	21 13 0	
Kirk Andreas - N.S.	*72 0 0	Nov. 15, 1837	5 0 11¼	53 15 0	- -	238 16 8	13 14 0	
" - - "	72 6 0	June 30, 1848						

a Retiring pension.

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ISLE OF MAN—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d	£ s. d.	£ s. d.
Kirk Marown - Par.	- - -	- - -	- - -	- -	- -	- -	0 12 0	
Kirk Maughold - Par.	140 5 0	Apr. 11, 1854	1 10 0					
Kirk Michael - N.S.	67 10 0	Feb. 21, 1841						
Kirk Onchan - Par.	77 0 0	July 14, 1842	2 10 0					
Kirk Patrick - Par.	200 0 0	Apr. 12, 1855	6 1 8½	23 15 0	- -	253 16 8	7 10 0	
Kirk St. Anne's - N.S.	100 0 0	June 1, 1852	1 12 10½	21 5 0	- -	52 10 0	1 14 0	
Laxey Glen - N.S.	*38 0 0	Oct. 29, 1836	4 7 2½	8 15 0	- -	- -	2 11 0	
Man, Isle of (German), St. John's - N.S.	70 0 0	May 31, 1845	3 0 0	54 13 4	- -	102 0 0	15 0	
Man, Isle of, St. Jude's N.S.	63 0 0	Jan. 8, 1855						
Malew, St. Mark's Ch. of E.	70 0 0	Sept. 6, 1843	4 9 6	- -	- -	100 0 0	11 3 0	
„ „ „ - „	30 0 0	Oct. 15, 1845						
Peel, Christian's Endowed - N.S.	100 0 0	Mar. 24, 1842	11 8 4	33 6 8	- -	509 10 0	21 14 0	
Peel, Mathematical and Nautical School -	112 0 0	Feb. 1, 1850	1 0 10	127 10 0	- -	70 8 4		
Port, St. Mary's - N.S.	*75 0 0	May 21, 1837	4 2 7½	46 0 0	- -	170 15 10	0 12 0	
Ramsey - - N.S.	*155 0 0	April 4, 1835	9 6 10¼	43 7 6	- -	163 8 4	6 18 0	
„ - - -	122 15 3	Dec. 2, 1850						
Rushen - - „	- - -	- - -	0 19 11¾	24 3 4	- -	105 8 4	5 15 0	
Sulby - - N.S.	*100 0 0	Aug. 5, 1840	3 7 4	26 16 8	- -	87 2 6	5 10 0	

WALES.

ANGLESEA.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Amlwch - - N.S.	- - -	- - -	- - -	- -	- -	17 18 4	19 7 0	
Cemaes - - B.S.	150 0 0	Oct. 25, 1847	5 9 7½	- -	- -	177 0 0		
Gaerwen - N.S.	171 0 0	Nov. 21, 1850	9 0 1½	- -	- -	27 18 4		
Gwalchmai - N.S.	*30 0 0	Mar. 14, 1840						
- - „	90 0 0	May 30, 1856						
Gwalchmai - B.S.	240 0 0	Dec. 15. 1856	- -	6 5 0				
Heneglwys - B.S.	18 0 0	Dec. 23, 1840						
Holyhead - - N.S.	55 0 0	July 29, 1840	4 9 0½	106 13 4	- -	196 18 4		
- - „	15 6 3	Sept. 6, 1844						
Holyhead - - B.S.	*37 0 0	Oct. 15, 1836	11 4 2½	104 11 8	- -	673 11 3	41 12 0	
„ - - „	354 0 0	June 7, 1849						
„ - - „	30 15 0	Mar. 4, 1853						
„ - - „	138 4 0	May 3, 1856						
„ - - „	76 0 0	Oct. 17, 1856						
Llanallgo - - N.S.	75 0 0	May 4, 1846						
Llandbadrig Ch. S.	- - -	- - -	1 5 9½	- -	- -	57 10 0		
Llanddeusant and Llanbabo - - N.S.	164 0 0	Feb. 21, 1849	0 9 4½	52 18 4	- -	61 9 2	2 7 0	
Llandysilio, Mixed N.S.	149 0 0	Aug. 12, 1853	2 8 11					
Llangefni - - B.S.	179 15 0	July 26, 1852	9 13 10½	80 0 0	- -	215 10 0	44 8 0	
Llangefni - - N.S.	279 10 0	Mar. 24, 1853	3 15 8½	38 10 0	- -	108 9 2	27 16 0	
- - „	14 0 0	Mar. 20, 1855						
Llangeinwen - B.S.	180 0 0	Feb. 24, 1849						
Llangristiolus - N.S.	50 0 0	Mar. 1, 1841	- -	15 0 0	- -	- -	5 6 0	
- - „	6 0 0	3 July, 1856						
Llanrhyddlad - N.S.	208 0 0	May 18, 1847	3 5 8½					
Llanrhyddlad - B.S.	130 0 0	June 28, 1845	1 13 4	48 15 0	- -	241 10 0	46 12 0	
- - „	80 0 0	Sept. 12, 1856						
Llanvaelog - - N.S.	121 0 0	June 16, 1849	2 13 10½	- -	- -	108 6 8	9 1 0	
Marian Glas - - B.S.	125 0 0	July 31, 1844	6 10 3¾	28 15 0	- -	293 8 4	17 9 0	
„ - - „	40 0 0	July 27, 1847						
Penmon and Llangoed - - N.S.	133 0 0	Mar. 8, 1852	1 10 5	39 10 0	- -	125 15 0	12 11 0	
Pensarn - - N.S.	*40 0 0	June 29, 1836						
Rhosybol - - B.S.	200 0 0	Aug. 28, 1848	4 16 0	38 15 0	- -	149 10 0	27 13 0	
BRECKNOCKSHIRE.								
Abercrave - - N.S.	144 10 0	Jan. 26, 1854	2 12 0	37 2 6	-	32 10 0	4 8 0	
Abergwessin - N.S.	96 0 0	Oct. 16, 1851	2 0 0					

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BRECKNOCKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Beaufort, Dr. Bevan's, B.S.	- - -	- - -	- -	- -	- -	- -	8 11 0	
Brecon, St. David's N.S.	*a**73 0 0	Mar. 2, 1836						
Brecon, St. John's N.S.	- - -	- - -	- -	- -	- -	- -		
Brecon, St. Mary's, N.S.	214 10 0	Aug. 26, 1850	3 0 4½	- -	- -	404 0 0		
Brynmaur - - B.S.	83 6 8	Feb. 18, 1856	5 7 6¾	19 3 4	- -	35 7 6	17 3 0	
Castle Madoc - - B.S.	84 0 0	June 8, 1854	1 6 8	- -	- -	- -	6 12 0	
Crickhowel - - N.S.	- - -	- - -	4 1 6½					
Devynnock (Sir J. Davey's) Endowed S.	77 0 0	Sept. 30, 1840	2 11 11¼	- -	- -	- -	5 14 0	
" " -	23 6 8	Sept. 12, 1855						
Hay " - - N.S.	65 13 0	May 10, 1855	6 3 4½	123 0 0	- -	214 3 4	22 12 0	
" - Indust. Dep.	- -	- - -	- - -	- -	- -	- -	- -	11 19
Llandefaelog Vach N.S.	25 0 0	Mar. 27, 1856	- -	8 15 0				
Llanelly - - - N.S.	*50 0 0	Feb. 6, 1836 -	1 4 1½					
" - - - "	6 0 0	Feb. 8, 1847						
Llanfrynach - Ch. of E.	86 18 0	Mar. 11, 1856						
Llangasty - - N.S.	- - -	- - -	- -	35 0 0				
Llangenny - - N.S.	74 0 0	Aug. 11, 1848						
Llanigon - - N.S.	*80 0 0	June 20, 1838						
Yniscedwyn (Iron Works School) - -	250 0 0	Jan. 15, 1842	2 0 9					
" " - -	125 0 0	Mar. 1, 1844						
CAERMARTHENSHIRE.								
Abergwili - - N.S.	*80 0 0	Oct. 10, 1834	- -	75 0 0	- -	112 6 8		
Bettws - - - N.S.	55 0 0	June 12, 1845						
" - - - "	28 0 0	Feb. 17, 1847						
Capel Cynfal - - N.S.	123 0 0	Sept. 6, 1849	0 12 2	- -	- -	- -	2 2 0	
Capel Evan - - B.S.	- - -	- - -	2 16 0¾	- -	- -	- -	41 15 0	
Caermarthen, Lancasterian School - -	465 0 0	Nov. 26, 1850	10 17 5¾	140 17 6	- -	673 0 0	17 3 0	
" " - -	21 0 0	May 23, 1854						
Caermarthen, St. David's - - N.S.	727 0 0	May 1, 1849	6 2 0	120 0 0	- -	438 3 4		
Cwmamman - - N.S.	- - -	- - -	2 0 3½	25 10 0	- -	18 15 0	4 19 0	
Cwm Ivor - - B.S.	- - -	- - -	1 13 4¾	- -	- -	- -	13 18 0	
Dafen (Tin Plate Works) - - N.S.	- - -	- - -	5 12 10¼	62 10 0	- -	176 19 7	32 18 0	
Ferryside, St. Thomas' Par.	404 0 0	Dec. 4, 1856	- -	37 11 8	- -	49 11 8	13 19 0	
Kenarth - - N.S.	*32 0 0	Feb. 28, 1838						
Llanddarog - - N.S.	148 13 4	Jan. 26, 1853						
" - - - "	50 0 0	Nov. 9, 1854						
Llandefeilog - - N.S.	225 19 6	Mar. 29, 1855	1 19 11¾					
Llandovery - - N.S.	300 0 0	Nov. 20, 1846	6 5 5	123 3 4	- -	356 15 0		
" - - B.S.	332 0 0	Aug. 27, 1849	6 13 4¾	11 0 0	- -	359 6 8	13 13 0	
Llandybie - - N.S.	130 0 0	Dec. 3, 1849	4 13 3¼	- -	- -	7 5 0		
Llanelly - - - N.S.	*113 0 0	June 21, 1837						
" - - - "	*87 0 0	May 18, 1839						
Llanelly, B. & G. - B.S.	250 0 0	Mar. 11, 1854	2 17 2½	43 15 0	- -	147 7 6	19 5 0	
Llanelly, Infants - B.S.	20 0 0	Nov. 26, 1852	- -	3 6 8	- -	- -	2 19 0	
" " "	192 0 0	Aug. 3, 1855						
Llanelly (Copper Works) B.S.	- - -	- - -	11 2 11¾	131 13 4	- -	475 15 0	17 15 0	
Llanfihangel Uwch Gwili - - - N.S.	50 0 0	Jan. 12, 1848						
Llanfihangel Aberbythic - - - N.S.	- - -	- - -	1 8 1	59 2 6	- -	92 10 0	11 18 0	
Llangadock - - B.S.	73 10 0	Apr. 26, 1852	1 13 4½					
Llangeler - - N.S.	100 0 0	Mar. 18, 1850						
Llangennech - Ch. S.	66 0 0	Mar. 11, 1851	4 4 10¾	21 13 4	- -	161 0 0		
" - - - "	10 0 0	Oct. 2, 1852						
" - - - "	58 10 0	Dec. 15, 1856						
Llannon - - N.S	- - -	- - -	3 2 6	33 15 0	- -	35 0 0	6 3 0	
Llanstephan - - N.S.	- - -	- - -	2 6 8½	15 0 0	- -	3 15 0	6 5 0	
Mydrim - - N.S.	15 0 0	Sept. 2, 1846						

a This school is pulled down.

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CAERMARTHENSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Newcastle Emlyn - N.S.	118 10 0	Feb. 7, 1850	3 12 6½	- -	- -	30 0 0	11 14 0	
Pembrey (Copper Works) - - B.S.	- -	- - -	- -	15 2 6	- -	- -	6 12 0	
CAERNARVONSHIRE.								
Abereirch - - N.S.	*40 0 0	Aug. 3, 1836	2 0 0½					
Bangor - - - N.S.	*72 0 0	Feb. 27, 1836						
Bangor - - - R.C.	- - -	- - -	1 0 0¾					
Bangor, Diocesan Board	- -	- - -	39 5 5					
Bangor (Garth Road) B.S.	500 0 0	May 23, 1849	14 18 5½	208 16 8	- -	1,045 11 8	25 15 0	
" " - "	28 0 0	Sept. 8, 1854						
" " - "	6 10 0	Nov. 2, 1854						
Beddgelert " - B.S.	150 0 0	Nov. 17, 1851	3 0 0	16 5 0	- -	97 1 8	34 7 0	
Bethesda - B.S.	- - -	- - -	5 0 0¼	33 0 0	- -	115 0 0	22 15 0	
Bettws Garmon - N.S.	30 0 0	Oct. 12, 1844						
Bodfean - - N.S.	50 0 0	June 22, 1842	- -	24 5 0	- -	- -	9 15 0	
Bodfeirig - - N.S.	- - -	- - -		36 0 0	- -	20 0 0	11 14 0	
Bontnewydd - - N.S.	63 0 0	Aug. 18, 1845	- -	- -	- -	15 0 0		
" - - "	84 0 0	Sept. 19, 1850						
Bottwnog - - N.S.	66 0 0	Jan. 9, 1847						
" - - "	6 0 0	Sept. 14, 1847						
Bronyfoel - - N.S.	472 10 0	Oct. 12, 1854						
Bryncroes and Rhyw, N.S.	*45 0 0	Jan. 1, 1837						
" " - "	29 7 8	Sept. 2, 1852						
Caernarvon, Model S.	*100 0 0	Jan. 1, 1837	7 3 3	12 10 0	- -	1,117 10 10		
" " "	400 0 0	Sept. 13, 1842	- -	a12 10 0				
" " "	166 0 0	Apr. 13, 1843						
" " "	150 0 0	Oct. 23, 1843						
" " "	250 0 0	May 5, 1848						
" " "	163 0 0	Aug. 19, 1850	- -	34 16 8				
Llynnog - - N.S.	108 0 0	May 6, 1840	12 4 10¼	119 6 8	- -	398 13 4		
Conway - - N.S.	54 0 0	Feb. 17, 1852	- -	128 6 8a				
" - - "	741 0 0	June 10, 1856	5 9 8¾	- -	- -	11 16 8		
Deiniolen - B.S.	633 0 0	Sept. 24, 1856						
Dinorwic - Ch.S.	- - -	- - -	2 13 11⅜					
Dinorwic - B.S.	- - -	- - -	2 0 5¼	25 10 0	- -	15 0 0	14 10 0	
Dolbadarn - B.S.	- - -	- - -	2 11 4	16 10 0				
Dwygyfylchi - N.S.	190 0 0	Sept. 23, 1848	1 17 4	5 0 0				
Edern - - N.S.	90 0 0	May 20, 1847	5 4 2	27 10 0	- -	29 0 0	16 17 0	
Llan Ogwen - N.S.	208 5 0	Jan. 19, 1853						
Llanbedr and Caer-haen - - N.S.	*47 0 0	Feb. 21, 1835						
Llandudno - N.S.	120 0 0	Sept. 26, 1846	6 6 11¼	43 10 0	- -	114 11 8	26 18 0	
" - - "	175 0 0	May 29, 1855						
Llandwrog - N.S.	199 15 0	Mar. 15, 1854	- -	97 10 0	- -	10 0 0	3 3 0	
Llanengan - N.S.	118 0 0	Dec. 7, 1846	1 8 4¼					
" - - "	39 0 0	July 29, 1847						
Llanengan - B.S.	191 0 0	Aug. 28, 1848						
Llanfair-is-gaer - N.S.	75 0 0	June 19, 1844						
Llanfair-Vechan - N.S.	180 0 0	April 23, 1850	- -	40 10 0				
Llangelynin Gyffin N.S.	80 0 0	Mar. 1, 1844						
Llaniestyn - - N.S.	40 0 0	Aug. 4, 1843	- -	- -	- -	5 0 0		
" - - "	17 0 0	Feb. 14, 1844						
Llanllechid - N.S.	101 0 0	June 6, 1848	3 9 2½	20 0 0	- -	63 0 0	8 8 0	
" " - "	46 13 4	Mar. 7, 1855						
Llannor - - N.S.	44 0 0	Aug. 10, 1855						
Llanystymdwy - N.S.	91 7 6	Jan. 31, 1853	- -	35 5 0	- -	- -	12 11 0	
Llevyn - - N.S.	62 0 0	June 20, 1840						
" - - "	25 0 0	June 31, 1844						
Llwlheli - - N.S.	200 0 0	June 1, 1843	6 16 4½	51 5 0	- -	195 9 2	30 19 0	
" - - "	70 0 0	Feb. 23, 1849						
" - - "	6 0 0	Mar. 19, 1856						
Pen Wen - - B.S.	200 0 0	Feb. 7, 1849	1 16 7	- -	- -	142 10 0		
Pwllheli and Port Madoc B.S.	*60 0 0	Mar. 14, 1840	7 1 9½	- -	- -	178 0 0	14 6 0	
" - "	53 10 0	Apr. 25, 1840						

a Retiring pensions.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatories and Industrial Schools.
CAERNARVONSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Twthill - - - N.S.	200 0 0	Aug. 7, 1848						
" - - -	6 0 0	Nov. 4, 1852						
Tyntur - - - N.S.	- - -	- - -	3 13 3½	40 0 0	- -	50 16 8	10 10 0	
Waenfawr - - N.S.	*93 0 0	Dec. 26, 1838						
CARDIGANSHIRE.								
Aberaron - - N.S.	266 0 0	Mar. 26, 1849	2 16 8½					
Aberbank - - N.S.	157 0 0	July 23, 1849	3 8 8¾	- -	- -	30 0 0	6 9 0	
Aberporth - - N.S.	78 10 0	Oct. 29, 1853	1 6 8½					
Bangor Chapel - N.S.	139 15 0	May 3, 1854	1 9 10	- -	- -	28 15 0		
Borth - - N.S.	100 0 0	July 22, 1842						
"	8 0 0	Sept. 2, 1846						
Cardigan, St. Mary's " N.S.	322 0 0	Mar. 1, 1849	5 7 7½	102 5 0	- -	613 15 0	7 15 0	
Henfynyw - - N.S.	*13 0 0	Aug. 10, 1836						
Lampeter, Pont Stephen - - N.S.	119 5 0	Nov. 22, 1850	- -	58 10 0	- -	31 13 4		
Llanarth - - N.S.	*50 0 0	Aug. 9, 1837						
Llanddewi Aberarth, N.S.	*40 0 0	Apr. 22, 1840						
Llandygwydd - N.S.	- - -	- - -	2 13 1½	9 2 6	- -	115 10 0		
Llandyssil - - N.S.	112 10 0	Feb. 5, 1852	6 1 11½	- -	- -	50 15 10	14 4 0	
" - - "	25 0 0	July 1, 1852						
Llandyssil - - B.S.	78 0 0	June 19, 1850						
Llangeitho - - N.S.	82 0 0	Sept. 17, 1847						
Llangranog - - N.S.	52 10 0	Nov. 21, 1846	0 19 0					
" - - "	15 0 0	Oct. 25, 1847						
Llangoedmore - Ch.S.	84 10 0	Feb. 28, 1849	1 13 4	15 0 0	- -	57 10 0	5 14 0	
" - - "	59 10 0	Dec. 12, 1849						
Llanllwchairn - N.S.	*40 0 0	Jan. 20, 1835						
Llanrhystydd - B.S.	- - -	- - -	1 18 9					
Llanychairn - N.S.	- - -	- - -	1 0 5					
Llwyndafydd - B.S.	153 0 0	Oct. 6, 1855						
New Quay - - B.S.	- - -	- - -	4 3 6½	- -	- -	102 0 0	25 15 0	
Penllwyn - - B.S.	- - -	- - -	2 6 7	9 12 6	- -	25 5 0	3 14 0	
Pen-y-parke - - N.S.	224 0 0	June 26, 1847	1 0 3¾	94 17 6	- -	349 5 0	52 5 0	
" - - "	12 19 7	Oct. 20, 1854						
DENBIGHSHIRE.								
Abergele - - N.S.	*70 0 0	May 26, 1838	3 2 6	- -	- -	189 10 0		
Bersham - - N.S.	76 10 0	Aug. 30, 1856						
Bettws-yn-Rhos - Ch.S.	- - -	- - -	2 6 7¾					
Blaenan Llangernyn B.S.	200 0 0	Jan. 5, 1849	2 2 1					
Brymbo - - - N.S.	373 0 0	May 11, 1852	5 2 0	55 0 0	- -	30 0 0	3 0 0	
Chirk - - - N.S.	100 0 0	Mar. 1, 1844	2 15 0	- -	- -	266 3 4	16 0 0	
" - - - "	11 0 0	June 28, 1845						
Chirk - - - B.S.	- - -	- - -	3 15 0	- -	- -	284 0 0		
Colwyn - - - N.S.	100 0 0	Dec. 3, 1849	2 10 0½					
Denbigh - - - N.S.	392 0 0	Apr. 26, 1848	2 3 4½	61 13 4	- -	151 5 0	1 16 0	
Denbigh - - - I.S.	250 0 0	Apr. 4, 1844	9 19 4½	80 0 0	- -	415 0 10		
" - - - - "	150 0 0	Mar. 28, 1846						
" - - - - "	12 0 0	Dec. 19, 1851						
" - - - - "	24 0 0	Aug. 9, 1854						
Eglwysfach - - N.S.	*75 0 0	Feb. 20, 1836	1 13 3¾	- -	- -	227 10 0	21 4 0	
Glyndifidwy - - B.S.	35 0 0	Nov. 10, 1843						
Gresford - - N.S.	*100 0 0	Oct. 24, 1838	- -	9 3 4	- -	32 10 0	28 19 0	
Gwersyllt - - N.S.	87 0 0	Apr. 19, 1852	2 10 0½	- -	- -	90 0 0	23 15 0	
Llanarmon Dyffryn Ceiriog - - N.S.	20 0 0	Sept. 6, 1844						
Llanarmon-in-Yale "	- - -	- - -	- - -	13 15 0				
Llandyrnog - - N.S.	*50 0 0	Dec. 1, 1838	3 9 6¼	- -	- -	227 10 0	18 3 0	
" - - "	132 0 0	Aug. 20, 1855						
Llaneliden - - N.S.	50 0 0	Apr. 4, 1843						
" - -	20 0 0	May 28, 1846						

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	Amount.	Date of Payment.						
DENBIGHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
anfair Talhaiarn N.S.	*50 0 0	Aug. 24, 1836	2 19 5¾	70 0 0	- -	113 16 8	8 11 0	
„ „ - „	35 0 0	Oct. 16, 1850						
anferres - - N.S.	55 0 0	July 7, 1847	1 17 5	14 10 0	- -	221 13 4	8 4 0	
„ - - „	40 0 0	Jan. 17, 1856						
angedwin - - N.S.	- - -	- - -	- - -	46 15 0	- -	15 0 0	10 17 0	
angollen - - N.S.	103 0 0	Jan. 15, 1842	2 13 7½	48 10 0	- -	225 9 2	16 0 0	
„ - - „	18 0 0	Mar. 8, 1852						
angollen - - B.S.	275 0 0	Nov. 22, 1848	3 6 4½	48 2 6	- -	257 0 0	12 10 0	
„ - - „	8 16 0	Nov. 2, 1854						
anrhaiadr-yng-hghinmeirch - N.S.	- - -	- - -	4 3 6	26 5 0	- -	100 0 0	37 5 0	
anrwst - - N.S.	296 0 0	Oct. 6, 1847	3 1 2¼	101 0 0	- -	127 16 8	24 8 0	
„ - - „	17 0 0	July 23, 1856						
anrwst - - B.S.	227 14 0	Mar. 11, 1847	1 14 8	37 2 6	- -	104 10 0	19 0 0	
lansaintfraid Glan Conway, or Bryn-rhys - - N.S.	*50 0 0	Dec. 12, 1835	2 18 3¾	42 10 0	- -	178 13 4	23 19 0	
lansaintfraidGlyn Ceiriog - - N.S.	*64 0 0	July 27, 1839						
„ „ - „	14 0 0	Oct. 25, 1847						
linera - - - N.S.	373 0 0	May 11, 1852	5 2 0	- -	- -	104 3 4	40 8 0	
hos-Llanerchrugog N.S.	200 0 0	Nov. 26, 1844	1 14 11	24 15 0	- -	98 15 0	29 4 0	
„ „ - „	66 0 0	Mar. 11, 1846						
„ „ - „	79 0 0	Aug. 23, 1856						
hos-y-medre - N.S.	- - -	- - -	1 0 0¼	- -	- -	30 0 0		
uabon - - N.S.	366 0 0	May 6, 1848	2 13 4	23 15 0	- -	201 10 0	4 10 0	
„ - - - „	121 0 0	Jan. 8, 1856						
„ - - - „	30 2 9	Jan. 8, 1856						
uthin - - N.S.	361 0 0	Feb. 7, 1849	7 1 4¾	85 13 4	- -	260 6 8	14 5 0	
„ - - „	47 18 0	Oct. 3, 1855						
uthin - - B.S.	618 0 0	Mar. 10, 1848	14 7 5¾	43 10 0	- -	641 13 4		
„ - - „	74 2 9	Nov. 18, 1856						
Vrexham - - N.S.	*125 0 0	Aug. 25, 1838	3 6 8					
„ - - „	14 0 0	Sept. 25, 1841						
„ - - „	150 0 0	June 13, 1850						
„ - - „	10 12 6	July 18, 1854						
Vrexham, Chester Street - - B.S.	150 0 0	Feb. 19, 1841	3 10 0	62 1 8	- -	154 10 0		
FLINTSHIRE.								
saph, St. - - N.S.	15 0 0	Oct. 20, 1856	2 1 8¼	37 10 0	- -	99 3 4	15 18 0	
saph, St. - - R.C.	- - -	- - -	- - -	11 13 4	- -	15 0 0	9 15 0	
agillt - - N.S.	150 0 0	Mar. 27, 1841	4 0 1½	- -	- -	115 10 0	23 0 0	
„ - - „	30 0 0	Apr. 10, 1844						
istre-in-Mold - N.S.	100 0 0	June 13, 1842						
rynford - - N.S.	198 8 6	Dec. 29, 1853	2 19 11¼	- -	- -	- -	4 19 0	
uckley, St. Matthew's - - N.S.	411 4 0	Aug. 30, 1849	5 19 6	259 1 8	- -	242 10 0	37 11 0	
ilcain - - N.S.	65 0 0	Feb. 21, 1843	3 2 9½	76 10 0				
lint - - N.S.	20 0 0	July 31, 1844	6 5 8¼	33 6 8	- -	240 10 0		
„ - - „	38 0 0	Jan. 9, 1855						
orsedd - - N.S.	82 17 6	Feb. 24, 1854						
wernafield - - N.S.	*100 0 0	Aug. 22, 1838	4 18 6½					
„ - - „	30 0 0	Oct. 30, 1850						
lawarden - - N.S.	*125 0 0	Jan. 5, 1838						
olywell - - N.S.	83 0 0	Mar. 9, 1855	4 11 0¾	17 18 4	- -	319 5 0		
olywell - - P.U.	- - -	- - -	- - -	- -	- -	5 0 0		
ixwm - - B.S.	204 0 0	Feb. 7, 1849	7 0 1	69 16 8	- -	233 0 0	39 7 0	
„ - - „	37 6 8	July 8, 1856						
eliden - - N.S.	200 0 0	Mar. 4, 1843	3 8 4	90 0 0	- -	219 10 0	10 6 0	
„ - - „	55 0 0	Mar. 7, 1856						
old - - N.S.	452 10 0	July 23, 1850	5 1 3	105 15 0	- -	547 3 4	65 11 0	
„ - - „	18 15 0	Nov. 21, 1856						
old - - B.S.	180 0 0	Sept. 6, 1844	6 17 5	68 10 0	- -	580 10 0	32 5 0	
„ - - „	105 0 0	Nov. 3, 1856						
ostyn - - N.S.	250 0 0	July 31, 1844	5 5 6¾	- -	- -	195 0 0	14 5 0	
ont Bleiddyn - N.S.	*75 0 0	May 25, 1836						

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FLINTSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Redbrook, Village S. -	- - -	- - -	- - -	- - -	- - -	20 16 8		
Rhuddlan - - N.S.	18 0 0	Jan. 25, 1856	2 17 4½	180 2 6	- -	221 0 0	30 3 3	
Rhyl - - - N.S.	51 0 0	Aug. 19, 1842	1 10 0	13 15 0	- -	2 8 4	11 9 0	
Talacre - - - R.C.	- -	- - -	1 11 8	5 10 0	- -	90 8 4	17 0 0	
Threapwood - - N.S.	- -	- - -	2 0 0					
Trenddyn - - N.S.	70 0 0	July 31, 1844						
Wepre, St. Mark's N.S.	*100 0 0	Nov. 1, 1837						
" " - "	50 0 0	June 28, 1845						
" " - "	7 0 0	Feb. 15, 1855						
Whitford - - N.S.	- - -	- - -	5 0 0	90 15 0	-	146 0 0	37 4 0	
Ysceifiog - Ch. S.	120 15 0	Mar. 30, 1852	1 7 6					
GLAMORGANSHIRE.								
Aberavon - - N.S.	172 10 0	June 21, 1854	4 9 9½					
Aberdare, Town - N.S.	285 15 0	Apr. 29, 1851	3 9 8	54 5 0	40 0 0	282 19 2		
Aberdare - - B.S.	- - -	- - -	- - -	- - -	- - -	63 0 0	7 9 0	
Bettws - - - N.S.	71 0 0	Jan. 2, 1850	1 4 3					
Bishopston and Pennard - - N.S.	216 0 0	May 27, 1851						
Bride, St., Major - N.S.	*30 0 0	Jan. 4, 1840	1 15 1	98 15 0	- -	188 11 8	39 12 0	
" " - "	27 0 0	May 20, 1845						
Bridgend - - N.S.	- - -	- - -	4 7 0½	16 5 0	- -	302 16 8	36 11 0	
Bridgend - - Wes.	- - -	- - -	1 15 4	- -	- -	119 0 0	6 2 0	
Cadoxton, Merthyrdovan - - N.S.	56 0 0	May 21, 1847						
Cadoxton-juxta-Neath, N.S.	152 0 0	May 18, 1849	5 5 1½	31 5 0	- -	307 10 0	43 16 0	
" " - "	201 0 0	Apr. 27, 1852						
Cardiff" - - - Wes.	- - -	- - -	15 19 11¾	214 15 0	- -	391 4 2	8 12 0	
Cardiff - - - R.C.	720 0 0	Oct. 3, 1856	25 1 9	16 10 0				
Cardiff, St. Mary's - N.S.	380 0 0	May 2, 1848	0 19 3¼	171 13 4	- -	639 16 8		
" " - "	36 0 0	Dec. 11, 1849						
" " - "	20 0 0	Dec. 15, 1849						
" " - "	40 0 0	Dec. 19, 1849						
Cardiff, Ragged and Industrial - - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	79 10
Cowbridge - - N.S.	*45 0 0	Mar. 6, 1839	- -	13 15 0	- -	2 10 0	7 3 0	
" - - "	12 15 0	Nov. 21, 1855						
Coychurch - - N.S.	*20 0 0	Oct. 18, 1837						
" - - "	27 10 0	Aug. 14, 1851						
Cwmbach - - N.S.	200 0 0	July 25, 1850	6 18 10½					
Cyfarthfa - - N.S.	46 0 0	Oct. 10, 1855	4 4 9	56 5 0	- -	75 0 0		
Dowlais - - - B.S.	- - -	- - -	- - -	307 11 8	- -	- - -	15 0 0	
Fagan's, St. - - N.S.	- -	- - -	1 4 8					
Gellygaer, Endowed -	- - -	- - -	- - -	- - -	- -	65 10 0		
Giant's Grave - B.S.	96 0 0	Dec. 19, 1842	13 10¾					
Glyntaff - - - N.S.	180 0 0	Nov. 6, 1856						
Hafod Copper Works -	- - -	- - -	- - -	16 6 8	- -	377 10 0	40 18 0	
Llandaff - - N.S.	29 0 0	Feb. 1, 1856	2 0 9½	62 8 4	- -	44 3 4	8 8 0	
Llandeilo, Talybont, or Pontarddulais N.S.	128 0 0	July 8, 1846	- -	17 10 0	- -	2 10 0	5 19 0	
" " - "	10 0 0	July 25, 1851						
" " - "	9 0 0	June 4, 1856						
" " - "	3 7 6	Oct. 20, 1856						
Llanfabon - - N.S.	288 0 0	Aug. 13, 1850						
Llangyfelach - - N.S.	3 0 0	July 30, 1846						
" - - "	45 0 0	Apr. 15, 1847						
Llantrisant - N.S.	- - -	- - -	5 4 6	- -	- -	150 15 0	55 15 0	
Llantwit, Major - N.S.	- - -	- - -	1 19 1½	10 10 0	- -	5 0 0		
Llanwonno - - N.S.	298 4 0	Feb. 23, 1856						
Loughor - - Par.	169 18 0	Aug. 19, 1854	4 15 11¾	15 15 0	- -	134 11 8	26 12 0	
Maesteg Iron Works S.	- - -	- - -	- - -	15 16 8	- -	201 0 10	36 5 0	
" " Industrial Department -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	7 2
Maesteg, Llynvi Iron Work School - -	- - -	- - -	15 5 0½	104 11 8	- -	537 15 0	19 1 0	
Maesteg, or Llangyndd (Spelter Works) - B.S.	- - -	- - -	- - -	- - -	- -	43 15 0		

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GLAMORGANSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Merthyr Tydvil, St. David's - - N.S.	300 0 0	Jan. 29, 1849	6 1 6	108 0 10	- -	221 0 10		
" " " - N.S.	108 15 2	Sept. 30, 1852						
Morriston - - B.S.	*150 0 0	Jan. 11, 1837						
Mumbles - - B.S.	*30 0 0	May 18, 1839	1 0 0½	26 2 6	- -	102 0 0	27 17 0	
Nantgarw - - N.S.	75 0 0	Sept. 6, 1844						
Newton Nottage - N.S.	96 0 0	Nov. 13, 1848	2 17 7½	45 0 0	- -	188 6 8	8 7 0	
Nicholas, St. - - N.S.	- -	- - -	3 7 2½	41 5 0	- -	33 6 8	13 4 0	
Penclawdd - - N.S.	58 0 0	July 27, 1843						
Penmark - - N.S.	70 0 0	Sept. 10, 1847	- -	- -	- -	- -	3 5 0	
Pentyrch - - N.S.	*32 0 0	Apr. 13, 1836						
Pen-y-darran, Iron Company's S. - -	- -	- - -	1 14 5					
Pyle, Bryndû Colliery School - -	- -	- - -	4 17 3½	91 13 4	- -	79 11 8	48 14 0	
Ruddry - - - N.S.	25 0 0	Apr. 13, 1843						
" - - - "	15 0 0	May 25, 1844						
Sketty, St. Paul's - N.S.	- -	- - -	5 0 10½	44 5 0	- -	- -	9 12 0	
Sketty, Infants - B.S.	- -	- - -	- -	- -	- -	29 10 0		
Skewen - - - N.S.	- -	- - -	2 13 4					
Swansea - Ch. of E.	1,143 0 0	July 6, 1848	23 2 7½	231 0 0	78 5 0	972 5 0		
" - - "	5 12 0	Aug. 8, 1849	a10 0 0					
" - - "	6 4 0	Feb. 14, 1850						
Swansea - - B.S.	203 8 0	May 9, 1854	11 6 10½	99 13 4	10 0 0	997 7 6	17 3 0	
Swansea, Upper - N.S.	- -	- - -	- -	16 10 0				
Tondu Iron Works S. -	- -	- - -	- -	- -	- -	- -	7 2 0	
Vick - - - N.S.	20 0 0	Aug. 12, 1848	1 0 0½					
Ystalyfera - - N.S.	- -	- - -	4 1 2½	37 10 0	50 0 0	68 6 8	8 8 0	
MERIONETHSHIRE.								
Bala - - - B.S.	511 4 0	Feb. 23, 1856	5 0 0½	- -	- -	17 10 0		
Barmouth - - N.S.	100 0 0	Oct. 20, 1842	- -	83 17 6	- -	100 0 0	31 3 0	
" - - "	7 16 0	Jan. 25, 1849						
" - - "	10 0 0	Mar. 28, 1854						
Bryncrug - - B.S.	90 0 0	July 31, 1844	3 6 7½	16 10 0	- -	29 0 0		
" - - "	18 0 0	Mar. 28, 1846						
Dolgelly - - N.S.	277 0 0	Apr. 12, 1847	1 18 11½	106 5 0	- -	211 0 0	30 15 0	
Dolgelly - - B.S.	- -	- - -	5 11 1¼	10 0 0	- -	162 0 0	22 15 0	
Dyffryn - - B.S.	- -	- - -	4 7 4	13 6 8	- -	296 12 6	15 14 0	
Festiniog - - B.S.	- -	- - -	4 16 10¾	25 5 0	- -	146 0 0	25 19 0	
Festiniog, Slate Quarries - B.S.	125 0 0	July 8, 1850	7 6 2¾	16 10 0	- -	287 18 9	33 15 0	
Festiniog and Maentwrog - - N.S.	38 17 3	Feb. 13, 1855	2 13 4	28 15 0	- -	17 10 0	21 13 0	
Glanrafon - - B.S.	80 0 0	July 23, 1849						
Llandrillo - - B.S.	130 0 0	Apr. 20, 1849	1 2 8½					
Llanenddwyn - N.S.	*45 0 0	Sept. 14, 1836						
Llanfaur - - N.S.	*50 0 0	Nov. 9, 1836						
Llangelynin Arthog N.S.	40 0 0	June 19, 1844						
" " - "	10 0 0	May 30, 1845						
Penrhyn - - B.S.	309 0 0	June 22, 1855	1 0 6¾	- -	- -	146 10 0	27 13 0	
Talybont - - B.S.	73 0 0	Nov. 27, 1841						
Towyn and Pennal B.S.	90 0 0	Aug. 2, 1849	2 13 1	97 8 4	- -	155 4 0	5 16 0	
Trawsfynydd - N.S.	25 0 0	Mar. 1, 1844	2 9 7½	58 2 6	- -	195 0 0	57 18 0	
" - - "	45 0 0	Dec. 22, 1852						
MONTGOMERYSHIRE.								
Berriew, Endowed N.S.	- -	- - -	2 10 8½	108 0 0	- -	222 12 6	39 16 8	
Buttington - - N.S.	*33 0 0	May 5, 1838						
Welch-y-Cibans - N.S.	122 8 0	June 26, 1855						
Garno - - - B.S.	36 0 0	Dec. 28, 1852						
Castle Caereinion - N.S.	- -	- - -	1 18 2¼	15 0 0				
Kemmes - - - B.S.	17 18 0	Jan. 3, 1856	- -	23 15 0	- -	32 10 0	37 16 0	
Churchstoke - - N.S.	150 0 0	Feb. 25, 1848	- -	82 2 6	- -	102 10 0	21 9 0	
" "	46 5 8	Oct. 19, 1854						

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.	Grants to Reformatory and Industrial Schools.
	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
MONTGOMERYSHIRE—*cont.*								
Darowen - - N.S.	60 0 0	Aug. 16, 1841	0 16 0¾					
Forden - - N.S.	105 0 0	June 15, 1849						
Llandysilio - - N.S.	*30 0 0	Feb. 14, 1835						
Llanfair Cacreinion N.S.	100 0 0	July 26, 1852						
Llanfair Cecreinion B.S.	183 0 0	Jan. 10, 1850	2 12 5½					
Llanfyllin - - N.S.	70 0 0	Mar. 29, 1843	3 0 0	- - -	- -	279 5 0	16 7 0	
Llanfyllin - - B.S.	219 0 0	June 24, 1854	2 10 0	21 1 8	- -	- -	9 15 0	
Llanidloes - - N.S.	240 0 0	Nov. 18, 1845	4 5 10½	116 10 0	- -	600 10 0	13 4 0	
" - - "	13 0 0	July 3, 1850						
" - - "	34 5 0	June 30, 1852						
Llanwnog - - N.S.	72 0 0	Jan. 17, 1853	2 13 4	35 0 0	- -	- -	7 10 0	
Llanwyddelan - N.S.	87 4 0	Nov. 3, 1856						
Machynlleth - - N.S.	39 9 0	Oct. 19, 1849	4 6 6	79 10 0	- -	284 11 8		
" - - "	16 0 0	Sept. 1, 1854						
Montgomery, Church Schoolmaster's Association - - -	- -		- - -	- -	3 0 0¼			
Newtown - - N.S.	300 0 0	Dec. 8, 1847	- -	106 11 8	- -	272 10 0	26 6 0	
" - - - "	4 18 0	Jan. 25, 1849						
" - - - "	84 8 0	Dec. 8, 1854						
Newtown - - B.S.	210 0 0	Aug. 26, 1847	6 4 4¾	15 0 0	- -	199 18 4	17 15 0	
" - - "	60 0 0	Aug. 9, 1856						
Welshpool, B. & G. N.S.	100 0 0	Aug. 14, 1855	- -	198 2 6	- -	823 7 1	24 18 0	
Welshpool, Infants N.S.	115 0 0	May 29, 1851	- -	8 5 0				
Welshpool, The Belan - - - N.S.	60 0 0	June 16 1842	6 12 2¾					
PEMBROKESHIRE.								
Burton - - - N.S.	- -		1 19 9¼	- -	- -	32 10 0		
Cilgerran - - N.S.	90 0 0	June 19, 1844	6 1 5⅝	6 5 0	- -	306 0 0	6 9 0	
Cosheston - - N.S.	- -		- - -	7 10 0	- -	- -	4 18 0	
Fishguard - - N.S.	219 0 0	June 13, 1850	10 5 11½	25 18 4	- -	420 11 8	48 11 0	
Haverfordwest - N.S.	829 13 11½	Jan. 18, 1850	2 17 9	139 16 8	- -	632 13 4		
Haverfordwest - B.S.	*125 0 0	May 26, 1838						
Hubberstone - - N.S.	284 0 0	May 30, 1856						
Jeffreston - - N.S.	42 0 0	June 19, 1844	4 0 1¾					
Johnstone - - N.S.	*17 0 0	Jan. 5, 1837						
Letterston - - N.S.	81 0 0	Sept. 13, 1853	3 6 8¼	19 5 0	- -	6 5 0	8 12 0	
Llandeloy - - N.S.	227 0 0	Dec. 3, 1850	4 9 7	- -	- -	52 10 0	3 19 0	
" - - "	100 0 0	Feb. 19, 1851						
Llandewi Velfry - N.S.	- -		1 0 8¾					
Llanrhian - - N.S.	116 13 4	Jan. 19, 1853	3 17 4					
Llawhaden - - N.S.	37 10 0	July 17, 1847	2 8 9½					
Manor Divy - - N.S.	*42 0 0	Dec. 19, 1835						
Martletwy - - N.S.	129 10 0	Apr. 1, 1854						
Milford Haven, Endowed School - - - -	- -		1 3 6½	21 5 0	- -	208 17 6	38 14 0	
Narberth - - N.S.	- -		5 6 9	74 5 0	- -	334 5 0	32 14 0	
" - - B.S.	*40 0 0	Jan. 16, 1839	- -	- -	- -	19 3 4		
Pembroke - - N.S.	- -		- - -	6 5 9				
Pembroke Dock - N.S.	200 0 0	Apr. 13, 1844	11 3 1½	148 0 0	30 0 0	1,482 15 0		
" " - "	200 0 0	Oct. 18, 1848						
" " - "	12 0 0	Oct. 17, 1855						
Pembroke Dock - B.S.	326 0 0	July 19, 1849	22 8 6½	69 9 2	- -	948 15 0	29 10 0	
" " - "	31 0 0	July 30, 1855						
Puncheston - - N.S.	269 0 0	June 12, 1855	1 17 5	- -	- -	- -	5 12 0	
Reynalton - - B.S.	*30 0 0	Dec. 7, 1836						
Rhydberth - - N.S.	70 0 0	Sept. 20, 1853	5 10 6	- -	- -	580 0 10	17 10 0	
" - - "	6 0 0	Oct. 25, 1855						
Roch " - - N.S.	86 15 0	Dec. 14, 1855						
Rudbaxton - - N.S.	58 0 0	Mar. 10, 1846	- -	6 17 6	- -	100 0 0	11 11 0	
Solva - - - N.S.	*75 0 0	Jan. 5, 1838	- -	30 0 0				
Spittal - - - N.S.	- -		- - -	- -	- -	- -	4 4 0	
Stackpole - - N.S.	- -		- - -	- -	- -	155 6 8	7 9 0	
Tavernspite - - N.S.	84 0 0	May 25, 1844	10 11½	31 5 0	- -	98 6 8	2 9 0	
" - - "	60 0 0	May 20, 1845						
" - - "	20 0 0	Feb. 17, 1846						
" - - "	7 0 0	May 7, 1846						

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EMBROKESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
empleton - - B.S.	*25 0 0	Jan. 13, 1836						
'enby, B. & G. - N.S.	90 0 0	June 6, 1840	3 6 9¼	106 10 0	- -	352 13 4		
„ „ - - „	20 0 0	Mar. 25, 1845						
„ „ - - „	60 0 0	Feb. 17, 1846						
'enby, Infant School -	- -	- - -	5 5 5	4 3 4	- -	205 11 8		
'enby, New Hedges, Ch. of E.	119 0 0	Sept. 5, 1853	2 4 6½	- -	- -	48 6 8		
Jzmaston-cum-Boulston, N.S.	147 0 0	Aug. 23, 1848	3 12 0	114 0 0	- -	332 5 10	16 13 0	
„ „ - „	20 0 0	Sept. 26, 1848						
Walton, West, and Talbenny - N.S.	109 10 0	Feb. 15, 1851	1 13 4¼					
Warren, Agricultural School - - -	- -	- - -	2 14 5½	21 5 0	- -	166 10 0		
Wolfscastle - - B.S.	*175 0 0	Dec. 24, 1836						
Zion Hill - - B.S.	- -	- - -	1 15 11¼	- -	- -	- -	30 14 0	
RADNORSHIRE.								
Boughrood - - N.S.	74 0 0	Nov. 13, 1851	2 4 8½					
Heyop - - Par.	- -	- - -	1 5 5½	41 15 0				
Nantmel - - N.S.	156 0 0	April 8, 1856	- -	- -	- -	155 8 4	12 7 0	
Radnor, New - N.S.	- -	- - -	- -	8 15 0				
Radnor, Old - - N.S.	220 0 0	May 4, 1850						

SCOTLAND.

OTE.—G.A., denotes that the school is in connexion with the *General Assembly of the Established Church of Scotland*; F.C., with the *Free Church of Scotland*; Epis., the *Episcopal Church of Scotland*; R.C., *Roman Catholic Poor School Committee*; Sess., that it is a *Sessional* School; and Par., a *Parochial* School.

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ABERDEENSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen, Bon Accord - F.C.	*250 0 0	April 11, 1838	4 12 0½	183 15 0	- -	244 10 0	
Aberdeen, Dr. Bell's - -	- - -	- - -	- -	- -	- -	29 0 0	
Aberdeen, East Parish - F.C.	- - -	- - -	2 0 1½	- -	- -	184 15 0	
Aberdeen, East Parish - Sess.	*400 0 0	Aug. 19, 1840	17 5 2	105 0 0	25 0 0	1,176 12 6	
Aberdeen, North Parish Sess.	*300 0 0	June 13, 1840	17 10 0½	83 6 8	- -	320 5 0	
Aberdeen, North Parish - F.C.	- - -	- - -	1 17 10	37 2 6	- -	289 0 0	
Aberdeen, South Parish, Trinity - - - - Sess.	*220 0 0	Feb. 18, 1837	3 11 8½	38 3 4	- -	174 10 0	
Aberdeen, South Parish - F.C.	- - -	- - -	- -	80 0 0	30 16 8	583 0 0	
Aberdeen, West Parish - Sess.	266 0 0	Sept. 14, 1850	8 18 10½	141 16 8	- -	369 15 0	
Aberdeen, Educational Society's - - - G.A.	165 0 0	Apr. 28, 1841					
Aberdeen, Grey Friars - G.A.	500 0 0	Nov. 15, 1841					
Aberdeen (John Knox's) Sess.	*95 8 0	June 15, 1836	- -	- -	- -	518 0 0	
Aberdeen (John Knox's) F.C.	- - -	- - -	14 1 3	125 17 6	- -	426 6 8	
Aberdeen, (Mounthooley) Par.	*100 0 0	Oct. 11, 1835					
Aberdeen, St. Andrew's Epis.	- - -	- - -	- -	43 5 0	- -	51 13 4	
Aberdeen, St. John's - Epis.	- - -	- - -	- -	- -	- -	17 18 4	
Aberdeen, St. Peter's - R.C.	- - -	- - -	4 10 0	- -	- -	154 8 4	
Aberdeen, Shaw's Court, Female Industrial - -	- - -	- - -	- -	- -	- -	42 10 0	

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	Amount.	Date of Payment.					
ABERDEENSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Aberdeen, (Sugar House Lane) Industrial	204 0 0	Oct. 29, 1852					
Aberdeen, Trades School	- - -	- - -	-	40 0 0	-	22 5 0	
Aberdeen, Union Parish - G.A.	295 0 0	July 31, 1841					
Aberdour - - - - F.C.	105 0 0	Oct. 1, 1850	2 12 6½	12 10 0			
Alford - - - - G.A.	- - -	- - -	-	-	-	100 0 0	
Banchory Davenick - - F.C.	- - -	- - -	3 0 0	106 13 4	-	49 3 4	
Banks - - - - F.C.	- - -	- - -	-	3 6 8			
Belhelvie - - - - Par.	- - -	- - -	-	-	-	177 10 0	
Birse - - - - Par.	- - -	- - -	2 1 8½	-	-	15 0 0	
Bridge of Don - - G.A.	- - -	- - -	-	10 0 0			
Burnhaven - - - G.A.	- - -	- - -	3 0 0½	19 14 3	-	165 1 8	
Cruden (Lord Erroll's) - Epis.	*90 0 0	June 30, 1838	2 12 7¾	82 14 2	-	47 1 8	
Cruden - - - - F.C.	57 0 0	Sept. 20, 1850	2 18 0	-	-	99 3 4	
Cullerley District Sch. - -	- - -	- - -	-	28 10 0			
Cuminestown - - - Epis.	- - -	- - -	2 9 4				
Daviot - - - - Par.	- - -	- - -	1 6 4				
Deer, Old - - - - F.C.	109 11 5	Nov. 20, 1848	2 18 0	129 10 0	-	35 0 0	
Echt - - - - Par.	- - -	- - -	2 10 1				
Ellon - - - - F.C.	162 0 0	June 1, 1849	1 0 3	123 0 0			
Ellon - - - - Par.	- - -	- - -	9 12 7½	17 10 0	-	47 10 0	
Forgue - - - - Epis.	- - -	- - -	1 6 8				
Forgue Side - - - G.A.	117 0 0	Jan. 16, 1849	1 3 1½	39 8 4			
Fraserburgh, St. Peter's Epis.	- - -	- - -	-	50 7 6	-	15 0 0	
Fyvie - - - - Par.	- - -	- - -	-	56 13 4			
Fyvie, All Saints' - - Epis.	- - -	- - -	-	42 15 0			
Gariochsford - - - F.C.	- - -	- - -	1 13 4¾				
Gilconiston Free School - -	- - -	- - -	-	60 15 0	-	17 10 0	
Glenfoudland - - - G.A.	- - -	- - -	-	82 17 6			
Huntly Congl. - - F.C.	- - -	- - -	6 5 0½	73 0 0	-	198 6 8	
Huntly - - - - Par.	- - -	- - -	-	-	-	196 0 0	
Huntly, Second Sch. - Par.	- - -	- - -	-	27 10 0			
Huntly - - - - R.C.	- - -	- - -	1 0 2				
Huntly Gordon Industrial -	- - -	- - -	-	58 0 0	-	78 6 6	
Insch - - - - F.C.	- - -	- - -	3 4 0½	30 0 0	-	7 5 0	
Inverury - - - - F.C.	120 0 0	Apr. 1, 1851					
Inverury, St. Mary's - Epis.	- - -	- - -	-	23 15 0	-	46 5 0	
Kincardine O'Neill - F.C.	- - -	- - -	1 4 0½	94 10 0			
King Edward - - - Par.	- - -	- - -	2 6 8				
Kintore - - - - F.C.	75 0 0	Dec. 29, 1851	2 13 4	45 0 0	-	52 10 0	
Leylodge - - - - G.A.	210 0 0	Jan. 2, 1856	2 0 0½				
Longhill - - - - G.A.	- - -	- - -	-	77 10 0			
Lyne of Skene - - F.C.	- - -	- - -	1 5 4				
Meiklefolla - - Epis.	- - -	- - -	2 13 10				
Meldrum, Old - - - F.C.	123 0 0	Sept. 28, 1848	-	5 0 0			
Migvie - - - - G.A.	- - -	- - -	-	26 2 6			
Mindurno - - - - -	- - -	- - -	2 0 0				
Peterculter - - - Par.	- - -	- - -	-	-	-	32 10 0	
Peterhead - - F.C.	219 15 0	Jan. 7, 1850	3 10 4½	94 3 4	-	97 10 0	
Peterhead, Academy - F.C.	*650 0 0	Apr. 8, 1840					
" " - - "	140 0 0	Aug. 12, 1840					
Peterhead, East Parish School	300 0 0	Nov. 7, 1840					
Peterhead, St. Peter's - Epis.	- - -	- - -	-	33 13 4			
Pitsligo - - - - Par.	- - -	- - -	1 13 4½				
Pitsligo, New - - - Par.	- - -	- - -	3 9 6½				
Pitsligo, New, St. John's Epis.	- - -	- - -	7 11 7	35 5 0	-	122 10 0	
Pitsligo, New, Female School -	- - -	- - -	2 0 0	-	-	1 5 0	
Port Elphinstone, Sub. Sch. -	95 0 0	April 11, 1840	6 19 9	132 2 6	-	348 15 0	
" " - - -	8 10 0	Dec. 19, 1840					
Rathin " - - - G.A.	108 0 0	Jan. 1, 1842					
Rayne, Old, Female - G.A.	- - -	- - -	-	23 0 0	-	15 0 0	
Skene - - - - F.C.	130 10 0	Apr. 19, 1852	6 18 0¾	91 13 4	-	102 0 0	
Strichen - - - - Par.	- - -	- - -	1 14 0	-	-	274 0 0	
Strichen, Female School -	- - -	- - -	-	33 0 0			
Tarvas - - - - Par.	- - -	- - -	3 2 6½				
Tillymorgan - - - Epis.	- - -	- - -	-	13 15 0	-	15 0 0	
Udney - - - - F.C.	81 0 0	Mar. 15, 1850	-	20 0 0			
Whitestripes - - - G.A.	- - -	- - -	-	105 0 0			
Woodside - - - - F.C.	*150 0 0	June 10, 1837	7 0 6	66 0 0	-	209 0 0	
" - - - - - "	14 0 0	Aug. 21, 1855					

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ARGYLLSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	
rdrishaig - - - F.C.	- - -	- - -	3 6 8½	68 12 6	- -	50 8 4	
rdrishaig - - - G.A.	- - -	- - -	- - -	28 6 8			
rdrishaig - - - Epis.	- - -	- - -	1 17 6½	24 15 0	- -	11 5 0	
allachulish, St. John's - Epis.	- - -	- - -	5 8 4	5 10 0	- -	69 13 4	
arcaldine - - - -	- - -	- - -	- - -	72 10 0	- -	62 10 0	
owmore - - - Par.	- - -	- - -	2 7 5½	60 10 0	- -	108 10 0	
owmore, Foreland - F.C.	- - -	- - -	2 0 8	91 10 0	- -	112 10 0	
ridgend - - - - Par.	- - -	- - -	- - -	45 0 0			
ampbeltown, Burgh and Parochial - - - -	- - -	- - -	1 7 5	- - -	- -	202 10 0	
ampbeltown - - - Epis.	- - -	- - -	1 13 5	- - -	- -	48 3 4	
ampbeltown - - - F.C.	- - -	- - -	- - -	169 2 6	- -	349 0 0	
ampbeltown, United Female School of Industry - -	- - -	- - -	- - -	16 5 0			
orpach - - - - G.A.	- - -	- - -	- - -	- - -	- -	185 17 6	
alintober (Miss Campbell's), Charity - - Par.	- - -	- - -	7 4 3¾	15 0 0	- -	159 10 0	
ervaig Female Industrial (Island of Mull) - -	120 0 0	May 18, 1847					
" " " - -	77 0 0	Jan. 23, 1849					
unoon - - - Par.	- - -	- - -	- - -	13 0 0	- -	20 0 0	
unoon - - - - F.C.	- - -	- - -	3 16 8½	23 0 0	- -	92 0 0	
unoon, Kirn - - - Sess.	- - -	- - -	- - -	12 0 0			
lencoe - - - - F.C.	- - -	- - -	2 6 3	34 7 6	- -	15 0 0	
nverary - - - - F.C.	- - -	- - -	- - -	22 10 0	- -	15 0 0	
nverary Burgh - - Par.	- - -	- - -	- - -	32 1 8	- -	2 8 4	
enlock - - - - G.A.	*75 0 0	Dec. 21, 1839					
illean - - - - F.C.	- - -	- - -	- - -	51 5 0	- -	52 10 0	
ilmodan - - - F.C.	- - -	- - -	- - -	9 12 6			
intraw - - - - G.A.	- - -	- - -	- - -	55 0 0			
napdale, North (Bellanoch) - - - - Par.	- - -	- - -	2 10 0	92 10 0	- -	49 3 4	
ochaline - - - - G.A.	100 0 0	Oct. 3, 1850	- - -	92 2 6			
ochdonhead - - - G.A.	82 0 0	June 16, 1848					
ochend - - - - F.C.	- - -	- - -	- - -	41 5 0	- -	124 10 0	
ochgilphead - - - F.C.	- - -	- - -	5 16 8¾	67 10 0	- -	249 10 0	
ochgilphead - - - Epis.	- - -	- - -	3 16 0	15 6 8	- -	143 15 0	
ochgilphead - - - Par.	251 0 0	July 15, 1856					
atfield - - - - G.A.	- - -	- - -	- - -	90 0 0	- -	60 16 8	
rmsary - - - - G.A.	- - -	- - -	- - -	22 0 0			
eninver - - - - G.A.	- - -	- - -	- - -	15 0 0			
ortallock, Industrial - -	- - -	- - -	- - -	- - -	- -	19 7 6	
ort Charlotte - - - G.A.	- - -	- - -	- - -	90 0 0	- -	60 16 8	
ortnahaven - - - F.C.	73 15 0	Jan. 5, 1853	3 2 9	59 2 6	- -	127 0 0	
ortnahaven, Parliamentary	S. - -	- - -	2 10 0½	- - -	- -	69 7 6	
alen Female Industrial -	- - -	- - -	- - -	15 0 0			
outhend - - - - Par.	- - -	- - -	2 15 7¾	- - -	- -	333 0 0	
arbert - - - - G.A.	- - -	- - -	- - -	93 10 0	- -	213 11 0	
obermory, Girls, Industrial	133 0 0	Oct. 12, 1849					
AYRSHIRE.							
lloway - - - - G.A.	140 0 0	May 24, 1848					
rdrossan - - - - Par.	- - -	- - -	6 19 5½	107 15 0	50 0 0	204 6 8	
" - - - - "	- - -	- - -	15 10 0*a*				
rdrossan - Public Sess.	*150 0 0	Apr. 7, 1838	6 17 6	47 18 4	61 13 4	99 15 0	
rdrossan, Female Indust. Sch.	108 0 0	Mar. 9, 1850	4 15 0½	49 6 8	- -	160 18 4	
yr - - - - - Epis.	- - -	- - -	2 8 7	39 17 6	- -	129 1 8	
yr - - - - - G.A.	200 0 0	Feb. 14, 1843					
" yr, Fish Cross District	- - -	- - -	- - -	8 15 0			
yr, Ragged or Indust. Sch.	158 15 0	July 30, 1853					
allantrae - - - - Par.	- - -	- - -	3 15 1¼	64 10 0	- -	225 0 0	
allantrae, Glennap, End. -	- - -	- - -	- - -	110 15 0			
arrhill - - - - F.C.	80 0 0	Dec. 22, 1851	2 18 4	41 5 0	- -	75 0 0	
eith - - - - G.A.	109 0 0	June 28, 1849	- - -	- - -	- -	531 10 0	
eith - - - - F.C.	132 0 0	Aug. 15, 1849	- - -	32 12 6			

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Grants to Reformatories and Industrial Schools.
	Amount.	Date of Payment.					
AYRSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Beith Endowed, Indust. - G.A.	- - -	- - -	- - -	36 16 8	- -	110 5 0	
Blair Iron Works - - G.A.	- - -	- - -	- - -	26 5 0	- -	31 13 4	
Blair Mains - - - Par.	- - -	- - -	- - -	34 14 2	- -	267 19 2	
Catrine - - - - F.C.	- - -	- - -	3 0 0				
Crosshills - - - G.A.	- - -	- - -	6 18 5	80 6 8	- -	92 2 6	
Crosshouse - - - G.A.	150 0 0	Feb. 13, 1849	4 10 0	46 15 0			
Cumnock, New - - F.C.	- - -	- - -	4 11 8½	102 2 6	- -	197 15 0	
Cumnock, Old - - F.C.	- - -	- - -	10 2 11½	102 2 6	- -	242 0 0	
Dailly - - - - Par.	- - -	- - -	- - -	44 18 4			
Dalry - - - - Par.	- - -	- - -	- - -	11 5 0	- -	326 10 0	
Dalry, Female Indust. - G.A.	- - -	- - -	- - -	18 3 4	- -	288 6 8	
Dalry - - - - F.C.	66 10 0	Dec. 6, 1852	3 4 8½	- - -	- -	347 10 0	
Dalry, Kersland Barony - G.A.	138 0 0	Oct. 10 1848	7 5 10½	- - -			
Dreghorn (Cross Roads) - G.A.	- - -	- - -	- - -	54 0 0			
Drybridge, Subscription Sch.	- - -	- - -	- - -	23 15 0			
Eglinton, Iron Works Sch. -	- - -	- - -	3 3 5	15 0 0			
Fisherton - - - G.A.	47 10 0	May 2, 1844					
" - - - "	20 0 0	June 14, 1848					
Fullarton - - - F.C.	100 0 0	June 18, 1849	10 13 3½	67 10 0	- -	272 0 0	
" - - - "	22 13 4	Jan. 24, 1853					
Fullarton - - - G.A.	- - -	- - -	3 15 0½	100 10 0	17 10 0	345 3 4	
Galston - - - Par.	- - -	- - -	10 7 8¼	87 0 0	- -	224 5 0	
Girvan - - - Par.	- - -	- - -	- - -	- - -	- -	350 10 0	
Girvan - - - F.C.	- - -	- - -	- - -	50 0 0	- -	32 10 0	
Kilbirnie - - - F.C.	203 0 0	Mar. 24, 1849	- - -	20 10 0	- -	15 0 0	
Kilbride, West - - Par.	- - -	- - -	- - -	7 3 4			
Kilbride, West - - F.C.	- - -	- - -	2 4 8½	62 5 0	- -	23 0 0	
Kilmarnock Academy - -	- - -	- - -	5 10 8	21 10 0	- -	85 0 0	
Kilmarnock Indust. - F.C.	- - -	- - -	3 6 8½	48 0 0	- -	146 0 0	
Kilmarnock - - - Epis.	- - -	- - -	- - -	8 19 2	- -	10 0 0	
Kilmarnock, Reformatory Indust. S. - - -	- - -	- - -	- - -	- - -	- -	- - -	48 10 0
Kilmornock, Town Head District - - - F.C.	140 13 4	Oct. 31, 1853	15 13 8½	50 0 0	50 0 0	133 0 0	
Kilmaurs - - - Par.	- - -	- - -	- - -	5 7 6			
Kilwinning - - - Par.	- - -	- - -	13 15 0½	49 10 0	87 18 4	89 5 0	
Largs - - - - F.C.	- - -	- - -	5 4 2	138 15 0	- -	269 10 0	
Largs, Brisbane End. Sch.	- - -	- - -	4 16 0¾	163 8 4	- -	295 8 4	
Largs, Female School of Industry - - - G.A.	103 2 6	July 10, 1852	2 19 1	52 0 0	- -	117 8 4	
Londoun - - - Par.	- - -	- - -	4 8 0				
Monkton - - - F.C.	- - -	- - -	3 15 0	- - -	- -	197 10 0	
Newmilns - - - F.C.	201 0 0	Aug. 22, 1855					
Newton-on-Ayr - - Par.	- - -	- - -	7 4 11	- - -	- -	518 5 0	
Newton-on-Ayr - - F.C.	180 0 0	Nov. 20, 1849	8 16 0½	121 16 8	22 10 0	249 10 0	
Ochiltree - - - F.C.	100 0 0	June 28, 1849	4 8 2½	60 0 0	- -	195 7 6	
Perceton - - - F.C.	- - -	- - -	1 14 2½	27 0 0	- -	145 5 0	
Pinwherry - - - G.A.	- - -	- - -	1 3 4	8 15 0			
Prestwich, Burgh - - G.A.	- - -	- - -	- - -	- - -	- -	142 15 0	
Saltcoats, Ryles' Hill - Par.	*150 0 0	June 13, 1840					
Sorn - - - - Par.	- - -	- - -	3 6 8¾	88 5 0	- -	97 15 0	
Stewarton - - - F.C.	158 0 0	Nov. 30, 1849	2 4 0½	24 15 0	- -	191 0 0	
Symington - - - F.C.	- - -	- - -	- - -	32 17 6			
Tarbolton - - - G.A.	- - -	- - -	1 0 0	13 0 0	- -	15 0 0	
Troon - - - - G.A.	167 10 0	Feb. 6, 1841	- - -	15 2 6	- -	15 16 8	
BANFFSHIRE.							
Aberchirder - - - G.A.	- - -	- - -	- - -	139 18 4	- -	191 1 8	
Banff, Educational Institution	*100 0 0	Oct. 22, 1836					
Bellie - - - - Par.	- - -	- - -	- - -	49 16 8	- -	130 10 0	
Buckie - - - - F.C.	- - -	- - -	4 0 0½	85 10 0	22 10 0	3 15 0	
Cullen - - - - Par.	- - -	- - -	- - -	- - -	- -	49 16 8	
Cullen - - - - F.C.	- - -	- - -	2 2 6	20 5 0	- -	50 16 8	
Cullen, Seatown - - G.A.	31 17 3½	May 27, 1850					
Deskford - - - - F.C.	- - -	- - -	1 0 0½	93 15 10	- -	81 17 6	
Fordyce - - - - F.C.	69 0 0	Oct. 19, 1850	1 5 0½	54 0 0			
Fordyce, Industrial - - G.A.	- - -	- - -	- - -	8 6 8			
Glenrinnes - - - G.A.	- - -	- - -	- - -	81 0 0	- -	1 5 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.					
BANFFSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Inverkeithney (Downie's) F.C.	- - -	- - -	2 13 4½	33 0 0	- -	35 0 0	
Keith - - - - F.C.	- - -	- - -	- -	20 0 0	- -	7 5 0	
Linhead, Female - -	- - -	- - -	- -	16 5 0	- -	16 5 0	
Macduff - - - - F.C.	- - -	- - -	1 11 8	110 0 0	- -	241 10 0	
Macduff - - - - Par.	- - -	- - -	2 15 8	- -	- -	64 13 4	
Marnock, New - - - F.C.	- - -	- - -	6 8 9	160 0 0	- -	276 15 0	
Mitgair - - - - Par.	- - -	- - -	- -	26 0 0	12 10 0		
Port Gordon - - - G.A.	- - -	- - -	- -	25 0 0			
Portnochie - - - G.A.	- - -	- - -	2 4 9				
Portsoy - - - - Par.	180 0 0	Dec. 17, 1842	- -	11 13 4			
Protston Hill - - - Par.	- - -	- - -	- -	88 15 0			
Rathven - - - - Par.	- - -	- - -	- -	- -	- -	32 10 0	
Rothiemay - - - F.C.	- - -	- - -	3 14 0	127 0 0	- -	100 0 0	
Tomintoul Parliamentary S.	- - -	- - -	- -	- -	- -	2 8 4	
Tomnavoulen-in-Glenlivat G.A.	- - -	- - -	- -	71 15 0			
BERWICKSHIRE.							
Allanton (Subscription) - G.A.	- - -	- - -	- -	15 0 0			
Berwick, Girls, Industrial -	- - -	- - -	2 3 6½				
Birgham, District - - -	- - -	- - -	- -	34 7 6			
Coston - - - - F.C.	- - -	- - -	3 19 11¾	134 10 10	- -	221 1 8	
Dunse - - - - Par.	- - -	- - -	1 15 0½	103 6 8	- -	177 3 4	
Earlstown - - - F.C.	- - -	- - -	2 18 1	75 12 6	- -	271 3 4	
Eyemouth - - - Par.	- - -	- - -	2 15 9½	165 13 4	30 0 0	228 3 4	
Eyemouth - - - F.C.	160 0 0	Oct. 13, 1848	1 15 7½	117 5 10	- -	82 10 0	
Greenlaw - - - - F.C.	74 0 0	Sept. 25, 1847	4 14 11	127 1 3	- -	257 0 0	
" - - - - "	2 10 0	Feb. 1, 1848					
" - - - - "	42 0 0	Feb. 12, 1852					
Houndwood, Giants' House G.A.	50 0 0	Aug. 24, 1843	1 15 6½	23 7 6	- -	6 5 0	
Lauder - - - - Par.	- - -	- - -	- -	132 11 8	- -	334 0 0	
Leitholm - - - - F.C.	- - -	- - -	- -	53 10 0			
Minewells - - - G.A.	- - -	- - -	1 6 10	52 5 0			
Paxton Village - - G.A.	- - -	- - -	2 0 0	8 15 0			
Swinton - - - - F.C.	- - -	- - -	3 4 11½	65 0 0	- -	249 15 0	
BUTESHIRE.							
Cambrae, Isle of - - F.C.	- - -	- - -	- -	10 0 0			
Port Bannatyne - - F.C.	- - -	- - -	- -	5 10 0			
Rothesay - - - - G.A.	118 0 0	June 1, 1842					
Rothesay, East - - F.C.	- - -	- - -	2 4 8½	103 10 0			
Rothesay, West - - F.C.	- - -	- - -	- -	15 0 0			
CAITHNESS-SHIRE.							
Achow - - - - F.C.	- - -	- - -	3 0 0½				
Berriedale - - - G.A.	- - -	- - -	- -	26 2 6			
Bruan - - - - F.C.	- - -	- - -	2 3 4½				
Dunn - - - - G.A.	- - -	- - -	- -	85 8 4			
Dunnet - - - - Par.	- - -	- - -	1 13 4½				
Freswick - - - G.A.	- - -	- - -	2 0 9	59 15 0			
John o'Groats - - G.A.	- - -	- - -	2 0 2½	73 10 0	- -	31 13 4	
Lybster - - - - F.C.	83 0 0	May 27, 1853	3 6 8½	- -	- -	61 2 6	
Newlands - - - F.C.	- - -	- - -	2 4 5				
Pulteneytown - - - F.C.	112 0 0	Sept. 5, 1850	- -	15 16 8	- -	231 10 0	
Pulteneytown Academy - -	*400 0 0	May 11, 1839	- -	- -	- -	46 18 4	
Thrumster - - - Par.	- - -	- - -	1 17 2½	- -	- -	181 0 0	
Thurso - - - - F.C.	- - -	- - -	3 10 0½	60 0 0	- -	83 0 0	
Toftinghall - - - G.A.	- - -	- - -	- -	47 10 0			
Watten - - - - F.C.	- - -	- - -	1 14 8¾	34 10 0	- -	15 0 0	
Wick - - - - F.C.	- - -	- - -	- -	70 0 0	- -	281 1 8	

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CLACKMANNANSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Alloa - - - - G.A.	401 0 0	Feb. 19, 1848					
Alloa - - - - Epis.	- - -	- - -	2 2 9½	12 7 6	- -	77 10 0	
Menstry, Subscription School -	- - -	- - -	1 7 11	31 5 0			
Tillicoultry - - - - Par.	- - -	- - -	4 7 11¾				
Tullibody, Subscription - G.A.	- - -	- - -	- -	- -	- -	299 10 0	
DUMBARTONSHIRE.							
Alexandria, Academy - G.A.	250 0 0	May 18, 1853					
Alexandria, Female - - Par.	- - -	- - -	2 17 4	84 5 0	- -	135 18 4	
Alexandria - - - F.C.	120 0 0	Jan. 24, 1852	2 0 0½	81 5 0	- -	171 0 0	
Bonhill - - - - Par.	- - -	- - -	7 12 6½	77 5 0	- -	177 0 0	
Cardross - - - - Par.	- - -	- - -	3 2 3½	- -	- -	153 6 8	
Cumbernauld - - - Par.	- - -	- - -	2 8 0				
Dalmonach (Privately Endowed) School - - -	- - -	- - -	6 14 1½	21 13 4	- -	278 0 0	
Dalmuir, Subscription - - -	- - -	- - -	- -	- -	- -	179 15 0	
Dumbarton - - - F.C.	112 0 0	Jan. 2, 1850	2 12 9½	105 15 0	- -	124 10 0	
Dumbarton, Burgh Academy -	- - -	- - -	- -	35 15 0	- -	149 18 4	
Faifley - - - - G.A.	- - -	- - -	2 11 3½	- -	- -	118 8 4	
Helensburgh - - - F.C.	240 0 0	Nov. 4, 1842	3 12 6½				
Helensburgh, Quoad Sacra G.A.	- - -	- - -	- -	19 5 0	- -	141 16 8	
Helensburgh, Trinity - Epis.	- - -	- - -	1 10 0	62 11 8	- -	15 0 0	
Jameston - - - - F.C.	- - -	- - -	4 11 9½	101 5 0	- -	106 12 8	
Kilpatrick, Old - - Par.	- - -	- - -	3 15 0	- -	- -	105 10 0	
Kirkintilloch (The Oswald and Kirk Session School) -	650 0 0	Apr. 26, 1855	1 11 5	30 10 0			
Kirkintilloch, Kerr Street G.A.	- - -	- - -	3 10 0½	11 5 0			
Renton, Female - - G.A.	- - -	- - -	2 0 3½	26 0 0	- -	35 8 4	
Renton, Public - - F.C.	- - -	- - -	7 9 8	48 6 8	- -	319 7 6	
Shandon - - - - F.C.	- - -	- - -	2 5 10	172 0 0	- -	32 10 0	
" - - - - "	- - -	- - -	- -	*a* 5 15 0			
Waterside, Subscription School	- - -	- - -	2 0 0¼				
DUMFRIES-SHIRE.							
Annan - - - - - Par.	- - -	- - -	5 5 2¼	- -	- -	218 0 0	
Annan, Infant Female Industrial School - - - -	- - -	- - -	2 4 4	28 0 0	- -	65 3 4	
Brydekirk - - - G.A.	45 0 0	Sept. 15, 1842					
Carlaverock - - - Par.	- - -	- - -	6 18 4½	- -	- -	135 0 0	
Corrie, Endowed - - -	- - -	- - -	- -	60 0 0	- -	55 4 2	
Dumfries, Infants' School -	95 0 0	Apr. 22, 1840					
Dumfries, St. Andrew's - R.C.	- - -	- - -	4 1 8½	- -	- -	166 16 8	
Ecclefechan - - - F.C.	- - -	- - -	0 19 11½				
Ecclefechan, Infant Industrial	- - -	- - -	- -	12 10 0	- -	15 0 0	
Gasstown - - - Par.	45 0 0	Apr. 15, 1840	1 9 11¾				
Glencairn - - - F.C.	- - -	- - -	3 0 3¾	39 17 6	- -	229 3 4	
Goodhope - - - G.A.	- - -	- - -	- -	88 0 0			
Hightae - - - - F.C.	11 0 0	Nov. 29, 1855	2 6 8½	12 10 0			
Hoddam - - - - G.A.	*50 0 0	Mar. 2, 1842	1 9 1½				
Kirkmahoe - - - F.C.	- - -	- - -	3 17 7½	- -	- -	120 8 4	
Kirkpatrick Fleming - F.C.	- - -	- - -	- -	37 10 0			
Langholm - - - F.C.	117 0 0	Apr. 15, 1851	4 0 10	57 0 0	- -	72 6 8	
" - - - - "	90 0 0	May 21, 1855					
Locharbriggs - - - G.A.	50 0 0	June 24, 1840	1 10 0				
Lochmaben - - - Par.	- - -	- - -	4 14 5½	- -	- -	75 0 0	
Lochmaben - - - F.C.	- - -	- - -	1 18 0½				
Lockerbie - - - F.C.	- - -	- - -	2 0 0½	16 0 0			
Ruthwell - - - F.C.	- - -	- - -	2 16 11	6 5 0			
Trohoughton - - - G.A.	90 0 0	June 6, 1840	- -				
EDINBURGHSHIRE.							
Balerno, Subscription - -	100 0 0	Aug. 19, 1842	- -	61 10 0			
Barnton, late Lauriston, Female Industrial - -	- - -	- - -	- -	92 0 0	- -	75 0 0	

a Retiring pensions.

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	Amount.	Date of Payment.					
EDINBURGHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
der, East, Subscription G.A.	- - -	- - -	2 4 0¾	35 0 0			
der, West - - - Par.	- - -	- - -	3 6 5	58 0 0	- -	35 0 0	
ekpen - - - - F.C.	168 0 0	Jan. 7, 1850	5 13 3¾	106 13 4	11 13 4	150 5 0	
inton and Currie - F.C.	117 0 0	Feb. 3, 1849	- -	- -	- -	119 0 0	
tbridge (Lord Mackenzie's) - - F.C.	103 10 0	Nov. 13, 1852	3 10 2½	71 10 0	- -	74 7 6	
sland, District - - F.C.	150 0 0	Oct. 10, 1842	3 6 8	45 0 0	- -	32 10 0	
mond - - - - Par.	- - -	- - -	- -	123 5 0	- -	90 0 0	
mond - - - - F.C.	- - -	- - -	2 4 0				
mond, Davidson's Mains F.C.	124 0 0	Oct. 25, 1847					
mond, Davidson's Mains G.A.	- - -	- - -	- -	49 17 6	- -	68 0 0	
lkeith Academy - - F.C.	248 0 0	Feb. 25, 1848	3 13 3¼	313 2 6	- -	225 0 0	
inburgh, Advocates' Close, High - - - - F.C.	- - -	- - -	2 16 8½	48 10 0			
inburgh, Buccleugh - Par.	*750 0 0	Aug. 3, 1839					
inburgh, Canongate, Burgh	250 0 0	July 15, 1854	11 6 3	94 10 0	- -	385 10 0	
inburgh, Canongate - Sess.	*350 0 0	Nov. 26, 1836	6 16 8	- -	- -	336 0 0	
inburgh, Canongate Christian Society's, Male School -	- - -	- - -	1 8 6	52 10 0	- -	84 0 0	
inburgh, Canongate, Female School - - - - -	- - -	- - -	1 3 6	106 0 0	- -	173 14 0	
inburgh, Canon Mills, St. Mary's - - - - F.C.	141 15 0	Dec. 27, 1850	4 6 8½	144 13 4	- -	211 13 4	
" " " " "	8 10 0	Jan. 18, 1854					
inburgh, Chalmers', West-port, Territorial - - F.C.	- - -	- - -	10 0 0½	5 16 8	- -	406 6 8	
inburgh, Dean Chalmers', F.C.	- - -	- - -	- -	20 0 0	- -	27 10 0	
inburgh, Dr. A. Thomson's - - - - - F.C.	- - -	- - -	- -	288 8 4	65 8 4	1,187 0 0	
inburgh, Fountain-bridge Missionary - - - F.C.	145 0 0	Aug. 22, 1850	- -	125 6 8	- -	291 10 10	
inburgh, Free, New North F.C.	- - -	- - -	2 19 6	13 10 0			
inburgh, General Assembly of the Established Church of Scotland - - - - -	- - -	- - -	8 11 10¾				
inburgh, Greenside (Dr. Bell's) - - - - - -	148 0 0	Sept. 2, 1848	7 4 2	- -	- -	88 0 0	
inburgh, High Church Sess.	- - -	- - -	- -	7 10 0			
inburgh, Holyrood - F.C.	- - -	- - -	11 3 1	71 9 2	- -	378 16 8	
inburgh, Holy Trinity Epis.	- - -	- - -	2 7 4½				
inburgh, John Street Indust.	- - -	- - -	- -	4 0 0			
inburgh, Model - - G.A.	- - -	- - -	- -	147 17 6	- -	1,248 5 0	
inburgh, Model - - F.C.	- - -	- - -	20 16 8	430 17 6	38 13 4	2,352 0 10	
inburgh, New Grey Friars Sess.	254 0 0	Nov. 2, 1848					
inburgh, Niddry Street (Dr. Bell's) - - - G.A.	- - -	- - -	9 18 7½	56 0 0	30 0 0	209 0 0	
inburgh, Northern District F.C.	605 0 0	May 17, 1848	- -	228 14 2	- -	944 13 4	
inburgh, Old Grey Friars. G.A.	*845 0 0	May 11, 1839					
inburgh (Old Town) - Epis.	280 0 0	Jan. 17, 1848					
inburgh Original Ragged School - - - - - -	- - -	- - -	3 10 4	85 10 0	- -	- -	128 0 0
inburgh, Pilrig - - F.C.	120 0 0	Aug. 1, 1846	8 7 5¾	121 0 0	- -	218 10 0	
inburgh, Pleazance Territorial - - - - F.C.	131 0 0	July 20, 1854	6 19 11	19 0 0	- -	84 0 0	
inburgh (Roxburgh Street) F.C.	- - -	- - -	- -	33 0 0			
inburgh, St. Andrew's Hall, Model - - - - Epis.	- - -	- - -	3 7 0½	64 10 0	- -	183 11 8	
inburgh, St. Andrew's R.C.	- - -	- - -	12 16 3	93 6 8	35 8 4	699 5 0	
inburgh, St. Catherine's R.C.	- - -	- - -	8 10 5½	49 11 10	- -	483 17 11	
inburgh, St. Columbus', Epis.	- - -	- - -	2 5 8½	6 13 4	- -	85 0 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Gr Re a a In t Sch
	Amount.	Date of Payment.					
EDINBURGHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Edinburgh, St. George's School Epis.	- - -	- - -	- - -	16 13 4	- - -	32 10 0	
Edinburgh, St. George's Local School - - - - G.A.	- - -	- - -	- - -	7 10 0	- - -	350 10 0	
Edinburgh, St. John's - Epis.	- - -	- - -	5 2 6¾	29 14 2	- -	159 5 0	
" " Night School - - - - -	- - -	- - -	- - -	- - -	- - -	9 0 0	
Edinburgh, St. Mary's - Sess.	- - -	- - -	5 0 0½	113 13 4	- -	285 10 10	
Edinburgh, St. Mary's - R.C.	- - -	- - -	14 10 6½	104 6 8	- -	953 10 0	
Edinburgh, St. Patrick's R.C.	- - -	- - -	10 14 9½	13 15 0	- -	457 15 0	
Edinburgh, St. Paul's - F.C.	300 0 0	July 7, 1852	14 8 9¼	58 1 8	- -	443 10 0	
Edinburgh, St. Paul's (Carrubber's Close) - - Epis.	- - -	- - -	3 9 4	12 0 0	- -	146 0 0	
Edinburgh, St. Stephen's G.A.	*800 0 0	Mar. 26, 1836					
Edinburgh, Thistle Street (Maclean's) - - G.A.	- - -	- - -	3 3 10	16 5 0	- -	15 0 0	
Edinburgh, Tolbooth - Par.	*600 0 0	Dec. 29, 1838					
Edinburgh, Tolbooth - Sess.	- - -	- - -	- - -	16 10 0			
Edinburgh, Tolbooth, Congregational - - - F.C.	- - -	- - -	3 11 0½	20 0 0	- -	165 1 8	
Edinburgh, Trinity - Epis.	- - -	- - -	- - -	26 13 4	- -	128 10 0	
Edinburgh, United Industrial School - - - - -	- - -	- - -	3 4 11⅓	92 0 0	- -	326 10 0	281 1
Edmonstone, Colliery School -	- - -	- - -	2 0 0	4 2 6			
Edmonstone, Female S. G.A.	- - -	- - -	1 6 8	22 15 0	- -	15 0 0	
Fisherrow - - - - F.C.	- - -	- - -	- - -	108 15 0	12 10 0	316 8 4	
Fisherrow, Back of - F.C.	204 0 0	Feb. 14, 1850	3 9 4	13 15 0	- -	46 10 0	
Fisherrow, Back of, Indust. Dep.	- - -	- - -	- - -	- - -	- - -	- -	19 1
Gogar, Female - - - G.A.	- - -	- - -	- - -	20 0 0			
Juniper Green - - - G.A.	80 0 0	Feb. 5, 1842	1 13 4½	23 15 0	- -	32 10 0	
Kirknewton - - - Par.	- - -	- - -	3 11 5				
Lasswade (Whiteshill Colliery) - - - G.A.	- - -	- - -	- - -	140 0 10	- -	96 13 4	
Leith - - - - R.C.	- - -	- - -	5 0 0	20 12 6	- -	325 5 10	
Leith (Mariner's) - - F.C.	*490 0 0	May 6, 1840	- - -	151 10 0	- -	646 3 4	
Leith, St. James' - Epis.	- - -	- - -	6 11 6½	48 7 6	- -	105 7 6	
Leith, St. John's - - F.C.	*550 0 0	Nov. 4, 1837	- - -	24 0 0	- -	410 11 8	
Leith, South - - - F.C.	- - -	- - -	- - -	125 1 8	14 11 8	311 15 0	
Lenny Moor - - - G.A.	85 0 0	Aug. 3, 1842					
Loanhead Subscription School	- - -	- - -	3 1 4¾	10 10 0			
Meadowbank, Female Industrial - - - G.A.	- - -	- - -	- - -	24 15 0			
Morningside - - - F.C.	108 15 0	Oct. 2, 1850	2 9 11½	19 5 0	- -	65 0 0	
Morningside, Original Subscription School - - -	- - -	- - -	4 9 1	104 4 2	40 10 5	302 6 8	
Musselburgh, Female - G.A.	- - -	- - -	1 0 2	62 11 8	- -	207 15 0	
Nellfield, Infants - - G.A.	- - -	- - -	- - -	21 15 0	- -	15 0 0	
Newbattle - - - Par.	- - -	- - -	- - -	- - -	- - -	66 10 0	
Newbattle (Collieries) - G.A.	- - -	- - -	- - -	77 0 0	- -	146 0 0	
Newbigging - - - F.C.	- - -	- - -	- - -	106 10 0	- -	353 0 0	
Newhaven - - - G.A.	*311 0 0	Oct. 2, 1839					
Newhaven, Victoria Free Fishermen's Society's School	- - -	- - -	- - -	42 19 2	- -	46 10 0	
Newington - - - F.C.	300 0 0	May 29, 1849	6 17 10	40 0 0	25 0 0	29 0 0	
Penecuick - - - F.C.	188 0 0	Mar. 31, 1847	- - -	31 0 0	- -	15 0 0	
Penecuick - - - F.C.	- - -	- - -	3 6 8	23 15 0	- -	32 10 0	
Portobello - - - G.A.	- - -	- - -	- - -	151 13 4	- -	52 10 0	
Ratho, Female - - G.A.	- - -	- - -	- - -	- - -	- -	70 0 0	
Ratho, New Subscription G.A.	- - -	- - -	- - -	48 15 0	- -	105 10 0	
Ratho and Kirknewton - F.C.	117 0 0	Oct. 11, 1850					
Roslin - - - - F.C.	- - -	- - -	3 0 0½	30 0 0			
Roslin - - - - G.A.	- - -	- - -	1 3 11¼	- - -	- - -	46 10 0	
Slateford, St. Cuthbert's, Subscription School - - -	100 0 0	Oct. 3, 1840					
" " - - "	15 0 0	Jan. 27, 1841					
" " - - "	70 0 0	Sept. 15, 1851					
Stobhill - - - G.A.	90 0 0	Jan. 24, 1853	- - -	22 10 0			
Stobhill, Mission - - F.C.	- - -	- - -	2 0 4				
Temple - - - - F.C.	- - -	- - -	- - -	86 10 8			
Wilkieston - - - F.C.	- - -	- - -	2 14 2	110 0 0	- -	196 1 8	

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	Amount.	Date of Payment.					
ELGINSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
chiestown - - - G.A.	101 0 0	May, 3, 1854					
shopmill - - - G.A.	- - -	- - -	- - -	101 10 0	- -	17 10 0	
rghead - - - F.C.	- - -	- - -	2 6 8				
rghead - - - G.A.	- - -	- - -	- -	27 10 0			
chies - - - - Par.	- - -	- - -	- -	12 10 0			
gin, The Trades' - - G.A.	*120 0 0	May 9, 1838					
gin, Infants - - G.A.	*150 0 0	Mar. 11, 1837					
gin, Girls - - - Epis.	110 0 0	Sept. 10, 1856	2 8 6	17 10 0	- -	2 10 0	
chabers (Milnes'), Free G.A.	- - -	- - -	4 11 5¾	- -	- -	427 6 8	
rres (Frazer's), Female Industrial School - - -	70 0 0	June 8, 1853					
rmouth - - - F.C.	80 0 0	July 18, 1851	2 2 0				
peman - - - G.A.	- - -	- - -	1 13 4½	94 17 6			
pe-man - - - F.C.	- - -	- - -	3 4 8½				
ssiemouth - - - G.A.	522 1 6	Nov. 8, 1856	- -	37 10 0	- -	40 5 0	
ssiemouth - - - F.C.	- - -	- - -	- -	22 10 0			
ynie, New - - - Par.	- - -	- - -	1 2 8				
. Andrew, Lhanbryd - Par.	- - -	- - -	- -	- -	- -	46 5 0	
rquhart - - - Par.	- - -	- - -	- -	- -	- -	15 0 0	
- - - F.C.	- - -	- - -	3 13 8¾	- -	- -	190 0 0	
FIFESHIRE.							
berdour - - - - F.C.	- - -	- - -	- -	21 0 0			
ndrew's, St., Infants - G.A.	- - -	- - -	- -	65 1 8	- -	100 10 0	
ndrew's, St. (Fisher's), Mixed - - - - G.A.	- - -	- - -	1 19 9	67 14 2	22 10 0	65 0 0	
ndrew's, St., Madras College - - - G.A.	- - -	- - -	- -	- -	- -	317 0 0	
nstruther, East - F.C.	- - -	- - -	1 0 0				
chtermuchty, B. and G. F.C.	65 0 0	Feb. 8, 1850	8 15 0¾	124 10 0	- -	143 15 0	
chtermuchty, Madras School - - - - G.A.	- - -	- - -	3 6 8	5 16 8	8 6 8	10 4 2	
lmerino - - - Par.	- - -	- - -	2 0 0	- -	- -	15 0 0	
gie, West - - - F.C.	- - -	- - -	- -	10 0 0			
unton, Flisk, and Creich F.C.	80 0 0	Oct. 15, 1849					
rnside, Endowed - G.A.	45 10 0	Dec. 22, 1849					
rntisland - - - Epis.	- - -	- - -	8 0 4	- -	- -	125 0 0	
meron - - - - Par.	- - -	- - -	1 0 0	31 0 0			
llardyke - - - G.A.	110 0 0	June 3, 1840					
res - - - - Par.	- - -	- - -	- -	84 6 8	- -	323 10 0	
linsburgh, Subscription G.A.	95 0 0	July 2, 1845					
llessie, Mixed - - F.C.	120 0 0	Apr. 19, 1855					
llessie, New - - - Par.	- - -	- - -	3 6 8				
llessie - - - - Par.	- - -	- - -	- -	- -	- -	154 1 8	
par (Madras Academy) -	- - -	- - -	37 0 10¾	- -	- -	952 18 4	
par Angus, Female Industrial - - - Epis.	- - -	- - -	3 6 8				
irsie - - - - Par.	- - -	- - -	1 13 4				
nhead Subscription - G.A.	67 10 0	Oct. 6, 1852	3 13 1	- -	- -	115 0 0	
mbog - - - - Par.	- - -	- - -	2 1 8	- -	- -	120 0 0	
nfermline Abbey - - F.C.	400 0 0	Mar. 15, 1847	- -	100 7 6	- -	407 10 0	
nfermline, Female Industrial - - - G.A.	200 0 0	Jan. 7, 1842	8 6 8	- -	- -	31 10 0	
nfermline, Golfdrum (M'Lean's) - - - G.A.	367 0 0	Sept. 13, 1848	12 18 4¾	113 15 0	- -	457 18 4	
nfermline, St. Leonard's Works School - - -	- - -	- - -	7 15 1¼	26 15 0			
nfermline, Trinity - Epis.	- - -	- - -	- -	21 0 0	- -	37 10 0	
nino - - - - Par.	- - -	- - -	1 16 8	15 0 0			
rsart, Burgh & Par. School -	*330 0 0	Nov. 30, 1839	- -	- -	-	183 0 0	
" "	140 0 0	Aug. 5, 1840					
rlsferry, Infant and Industrial - - - F.C.	78 0 0	Jan. 4, 1854	1 4 2	28 3 4	-	18 15 0	
rlsferry, Subscription Sch.	105 0 0	Nov. 1, 1855	2 8 8	63 10 0	- -	25 5 0	
ster Fernie - - - G.A.	88 0 0	Dec. 15, 1856					

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	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFESHIRE—*cont.*							
Elie - - - G.A.	- - -	- - -	- - -	98 6 8	- - -	15 0 6	
Falkland - - - Par.	- - -	- - -	12 1 8½	- - -	- - -	405 13 4	
Ferryport-on-Craig, Subscription - - F.C.	65 0 0	Dec. 16, 1840	8 13 2½	- - -	- - -	372 0 0	
" " " - "	10 0 0	Jan. 5, 1842	- - -	- - -	- - -	- - -	
" " " - "	49 0 0	Feb. 16, 1853	- - -	- - -	- - -	- - -	
Flockhouse - - - F.C.	- - -	- - -	1 18 7½	24 0 0	- - -	32 10 0	
Forgan - - - Par.	- - -	- - -	2 3 4	- - -	- - -	- - -	
Fruchie, Subscription - G.A.	- - -	- - -	2 12 7	22 18 4	- - -	- - -	
Gallatown, Subscription G.A.	- - -	- - -	2 19 11¾	- - -	- - -	- - -	
Gilston, New, Subscrip. - G.A.	32 10 0	July 8, 1850	1 17 6¾	18 0 0	- - -	- - -	
Kemback - - - Par.	- - -	- - -	2 2 8	- - -	- - -	52 10 0	
Kennoway - - - Par.	- - -	- - -	5 4 0¾	33 6 8	- - -	191 10 0	
Kilconquhar - - - Par.	- - -	- - -	4 6 7½	23 15 0	34 7 6	25 0 0	
Kinghorn - - - F.C.	- - -	- - -	- - -	56 13 4	- - -	- - -	
Kingsbarns - - - Par.	- - -	- - -	1 13 4	- - -	- - -	- - -	
Kirkcaldy, Burgh School G.A.	- - -	- - -	- - -	- - -	- - -	827 0 0	
Ladybank, Mixed - - G.A.	264 0 0	Mar. 31, 1855	4 0 0¼	28 10 0	18 15 0	29 11 8	
Largo Durham, Charity - G.A.	- - -	- - -	- - -	18 8 4	- - -	15 0 0	
Largoward, Subscription -	- - -	- - -	- - -	61 10 0	- - -	- - -	
Leslie - - - - G.A.	*430 0 0	Oct. 27, 1838	- - -	- - -	- - -	- - -	
Letham, Lady Leven's School	- - -	- - -	1 0 0	- - -	- - -	- - -	
Letham, Subscription - -	- - -	- - -	4 19 11½	113 12 6	- - -	218 5 0	
Leuchars - - - Par.	- - -	- - -	- - -	12 3 4	- - -	- - -	
Leven - - - - F.C.	- - -	- - -	4 10 4¼	102 10 0	- - -	89 16 8	
Lochgelly (Iron Works School) - - - -	274 0 0	Jan. 17, 1851	8 5 10	171 10 0	70 0 0	103 0 0	
Lundin Mill, Subscription S. -	- - -	- - -	4 6 6	- - -	- - -	- - -	
Markinch - - - F.C.	- - -	- - -	3 13 4	3 15 0	- - -	38 10 0	
Monans, St. - - - G.A.	125 0 0	Dec. 16, 1846	- - -	- - -	- - -	- - -	
Monimail - - - - F.C.	90 0 0	Aug. 6, 1850	13 0 0*a*	- - -	- - -	- - -	
Newport - - - - F.C.	182 0 0	Feb. 11, 1854	4 3 4	61 17 6	- - -	282 3 4	
Pathhead and Sinclairtown, G.A.	293 0 0	May 27, 1850	7 1 6½	36 8 4	- - -	269 10 0	
" " " - "	10 0 0	May 25, 1853	- - -	- - -	- - -	- - -	
Pitlessie - - - - F.C.	- - -	- - -	3 15 7½	101 10 0	- - -	117 10 0	
Pittenween - - - G.A.	76 0 0	July 4, 1844	- - -	- - -	- - -	- - -	
Prinlaws School - - -	- - -	- - -	8 8 0	- - -	- - -	- - -	
Scoonie - - - - Par.	- - -	- - -	7 19 10	34 0 10	- - -	215 0 0	
Sinclairtown, Hawklemuir, and Parkhead School - - -	- - -	- - -	2 0 0	- - -	- - -	- - -	
Springfield - - - F.C.	219 0 0	June 16, 1856	3 0 0¾	28 10 0	- - -	395 15 0	
Star Subcription School -	- - -	- - -	1 16 3¾	- - -	- - -	- - -	
Strathkinness - - - F.C.	- - -	- - -	0 15 3	56 5 0	- - -	52 10 0	
Thornton - - - G.A.	180 0 0	Dec. 18, 1841	- - -	- - -	- - -	- - -	
Torryburn - - - Par.	- - -	- - -	- - -	36 13 4	- - -	50 8 4	
Wemyss - - - - Par.	- - -	- - -	2 19 11½	30 0 0	- - -	159 0 0	
Wemyss, East - - - F.C.	- - -	- - -	5 3 4	109 10 0	- - -	146 0 0	
FORFARSHIRE.							
Aldbar (Private School) - -	- - -	- - -	2 17 9½	73 15 0	- - -	85 0 0	
Arbroath - - - - Par.	240 0 0	Nov. 18, 1841	8 4 1½	- - -	- - -	286 13 4	
Arbroath (Educational Society's) - - - F.C.	- - -	- - -	- - -	- - -	- - -	305 0 0	
Barry - - - - F.C.	70 0 0	Nov. 4, 1854	2 19 0	54 6 8	- - -	32 1 8	
Blacklunnans - - - G.A.	- - -	- - -	- - -	46 10 0	- - -	- - -	
Bonnington - - - F.C.	168 0 0	Apr. 24, 1856	- - -	35 0 0	- - -	15 0 0	
Brechin - - - - F.C.	150 0 0	Sept. 5, 1850	- - -	106 3 4	- - -	267 10 0	
Brechin, Infants - - Par.	*220 0 0	Sept. 30, 1837	- - -	159 4 4	- - -	546 1 8	
Brechin, St. Andrew's - Epis.	- - -	- - -	- - -	31 12 6	- - -	- - -	
Broughty Ferry - - F.C.	186 0 0	Sept. 6, 1849	3 18 4½	75 0 0	- - -	245 16 8	
Broughty Ferry (West Ferry) - - - - Sess.	- - -	- - -	- - -	- - -	- - -	76 0 0	
Burnside of Inshewan - G.A.	90 0 0	Jan. 24, 1848	- - -	- - -	- - -	- - -	
Carnoustie - - - F.C.	250 0 0	Jan. 2, 1855	7 16 8	81 7 6	- - -	164 0 0	
Carnoustie - - - G.A.	120 0 0	Jan. 19, 1844	- - -	- - -	- - -	- - -	
Craigo Works - - - G.A.	- - -	- - -	- - -	- - -	- - -	32 10 0	

a Scientific apparatus.

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	Amount.	Date of Payment.					
FORFARSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ar Angus - - - F.C.	- - -	- - -	2 18 2	145 2 6	- - -	293 0 0	
" "	- - -	- - -	12 0 0*a*				
lhope - - - F.C.	- - -	- - -	3 15 0½	111 7 6	- - -	211 0 0	
ndee, Chalmer's Free Sch.	260 0 0	Sept. 2, 1854	6 13 4½	12 0 0	- - -	58 0 0	
ndee (Chapelshade) - F.C.	- - -	- - -	4 6 8	- - -	- - -	16 5 0	
ndee (General) - - Sess.	*500 0 0	July 8, 1835	13 16 4¼	256 19 2	- - -	1,969 3 4	
" " - - "	*270 0 0	June 1, 1836					
" " - - "	*100 0 0	Mar. 21, 1838					
" " Indust. Dep.	- - -	- - -	- - -	- - -	- - -	- - -	33 1 0
ndee (Hill Town) - F.C.	400 0 0	Jan. 9, 1843	7 15 0	160 5 0	- - -	238 2 6	
ndee, Meadowside, Female Sess.	- - -	- - -	4 14 6				
ndee, Park Wynd, Infts. G.A.	*240 0 0	June 3, 1837	- - -				
ndee, Rood Yards - Epis.	- - -	- - -	- - -	9 3 4			
ndee (Rosebank) - Sess.	100 0 0	Jan. 23, 1849	6 19 3¾	139 10 0	- - -	875 0 0	
" " Indust. Dep.	- - -	- - -	- - -	- - -	- - -	- - -	13 7 0
ndee, St. Andrew's - G.A.	450 0 0	Apr. 15, 1842	2 17 6¾	26 13 4	- - -	15 0 0	
ndee, St. Andrew's - F.C.	- - -	- - -	11 6 8¾	140 0 0	- - -	480 5 10	
ndee, St. David's - F.C.	550 0 0	Aug. 27, 1842	10 7 6¼	75 0 0	- - -	787 10 0	
ndee, St. John's - Sess.	241 0 0	May 21, 1856	5 0 0				
ndee, St. John's - F.C.	*260 0 0	Apr. 8, 1837	17 9 4¾	120 6 8	- - -	635 1 8	
ndee, North East District Juvenile and Infant Schools, Crescent Street - - - - -	472 10 0	Feb. 15, 1840					
ndee, St. Mary Magdalene's - - - - Epis.	- - -	- - -	- - -	- - -	- - -	59 10 0	
ndee, St. Paul's, Boys Epis.	- - -	- - -	- - -	- - -	- - -	58 5 0	
ndee, St. Paul's, Girls Epis.	- - -	- - -	- - -	- - -	- - -	29 0 0	
ndee, St. Peter's - F.C.	- - -	- - -	16 3 3	219 15 0	2 5 0	718 8 4	
ndee, Wallace Town - F.C.	- - -	- - -	12 5 1½	- - -	- - -	349 0 0	
ndee, Wallace Town, Infts. nd Industrial - -	- - -	- - -	- - -	74 5 0	- - -	308 10 0	
nnichen - - - F.C.	184 16 0	Oct. 6, 1854	2 6 8	7 10 0	- - -	13 19 2	
nnichen - - - Par.	- - -	- - -	3 6 8½	96 5 0	- - -	107 0 0	
ryden, Infants - - G.A.	*75 0 0	Dec. 19, 1840					
ryden, Fishermen's Sch. G.A.	80 0 0	May 15, 1843					
far, East Town End Free School - - -	200 0 0	Mar. 2, 1846	- - -	37 10 0	- - -	301 15 0	
far, Northend School -	357 0 0	Oct. 30, 1856	3 18 6¾	4 10 0	- - -	2 8 4	
far, West Town End Free S.	121 0 0	Mar. 2, 1846					
ockheim - - - G.A.	*70 0 0	Dec. 14, 1839	- - -	- - -	- - -	42 0 0	
ockheim - - - F.C.	- - -	- - -	1 9 11¼	35 0 0	- - -	149 0 0	
nisla - - - - F.C.	- - -	- - -	1 8 8				
enfield, Industrial - -	- - -	- - -	- - -	- - -	- - -	15 0 0	
rbrothock - - G.A.	300 0 0	May 18, 1843	- - -	- - -	- - -	426 13 4	
rbrothock - - F.C.	- - -	- - -	3 0 0	105 0 0	- - -	425 0 0	
rkeilor - - - Parl.	- - -	- - -	- - -	- - -	- - -	29 0 0	
ttins - - - G.A.	- - -	- - -	1 13 2¾	24 0 0	- - -	32 10 0	
kbuddo - - - F.C.	100 0 0	Feb. 16, 1855	1 16 8				
riemuir - - - Epis.	- - -	- - -	- - -	12 0 0	- - -	81 17 6	
dyloan - - - F.C.	- - -	- - -	9 9 11¾	117 10 0	- - -	315 15 0	
ham, Feuars School - -	- - -	- - -	- - -	- - -	- - -	76 0 0	
f - - - - F.C.	132 0 0	Aug. 28, 1848	3 0 0				
nhead - - - Sess.	- - -	- - -	- - -	30 9 2			
chee - - - G.A.	*130 0 0	July 11, 1838	- - -	89 7 6	- - -	265 6 8	
chee - - - Epis.	- - -	- - -	1 6 8½	28 15 0			
nanhead - - - G.A.	48 9 10	Jan. 28, 1843					
ins - - - Par.	- - -	- - -	- - -	139 10 0			
nifieth - - - Par.	- - -	- - -	3 0 0	- - -	- - -	129 0 0	
nikie, Female - - F.C.	- - -	- - -	2 1 8¾	28 8 4	- - -	32 10 0	
ntrose, Castle Street - F.C.	207 0 0	June 5, 1848	10 12 0¾				
ntrose, Dorward's leminary, Lower Sch. - F.C.	- - -	- - -	- - -	- - -	- - -	241 10 0	
ntrose, Dorward's leminary, Upper Sch. - F.C.	- - -	- - -	4 7 9½	51 10 0	- - -	526 5 0	
ntrose - - - - Epis.	- - -	- - -	- - -	23 16 8	- - -	226 0 0	
ntrose - - - - Sess.	382 0 0	Apr. 4, 1842	- - -	27 10 0	- - -	373 10 0	

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Grants for Building, Enlargement, Improvements, or Fixtures. Date of Payment.	Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Gi Re a a Ir t Sc
FORFARSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£
Montrose, St. John's - F.C.	*200 0 0	Aug. 18, 1838	- - -	119 0 0	- - -	851 15 0	
" " - "	126 0 0	Dec. 20, 1842	- - -				
Montrose, White's - - G.A.	- - -	- - -	6 5 5½	12 10 0	- -	221 0 0	
Muirland - - - - G.A.	*60 0 0	Mar. 13, 1839					
Pitkennedy - - - G.A.	68 0 0	June 5, 1848					
Tealing - - - - F.C.	73 10 0	Dec. 27, 1850	1 13 4				
HADDINGTONSHIRE.							
Barns, East Side - - G.A.	- - -	- - -	2 18 4	22 10 0			
Dunbar, Belhaven - - F.C.	64 0 0	Mar. 31, 1853	- - -	157 13 4	- -	89 0 0	
Dunbar, Burgh - - -	- - -	- - -	- - -	70 0 0	8 6 8	73 15 0	
Haddington, Industrial - -	- - -	- - -	2 8 3½	71 3 4	- -	29 0 0	
Ormiston - - - - F.C.	- - -	- - -	3 5 0¾	42 12 6	- -	75 0 0	
Pencaitland - - - Par.	- - -	- - -	2 0 0½	22 10 0			
Pencaitland (Newton) - G.A.	- - -	- - -	- - -	25 10 0			
Prestonkirk, Female - Sess.	- - -	- - -	2 0 0½	7 10 0			
Prestonkirk - - - F.C.	100 0 0	Sept. 17, 1849	6 13 3½	81 15 10	- -	83 0 0	
Prestonpans - - - F.C.	104 0 0	May 17, 1852	2 10 0	69 8 4	- -	192 10 0	
Samuelston - - - G.A.	- - -	- - -	- - -	7 3 4			
Tranent - - - - Par.	- - -	- - -	- - -	- - -	- -	76 0 0	
Tranent - - - - F.C.	72 10 0	Oct. 29, 1849	3 15 0½	55 0 0	- -	214 18 4	
Yester - - - - F.C.	- - -	- - -	2 7 6	24 5 0	- -	15 0 0	
INVERNESS-SHIRE.							
Aigas, Subscription School -	- - -	- - -	1 6 8	100 13 4			
Aodunban and Flashadder G.A.	180 0 0	Apr. 29, 1856					
Ardersier - - - - F.C.	- - -	- - -	3 16 8¾	22 10 0	- -	143 15 0	
Arnisdale - - - - G.A.	- - -	- - -	1 6 8	33 0 0			
Balevanick, South (Uist) G.A.	- - -	- - -	- - -	32 10 0			
Beauly - - - - R.C.	- - -	- - -	- - -	17 10 0			
Bernisdale - - - F.C.	- - -	- - -	3 6 8				
Boleskine - - - - Par.	- - -	- - -	1 7 5½	- - -	- -	63 0 0	
Bunroy - - - - G.A.	- - -	- - -	- - -	- - -	- -	137 0 0	
Camiscross - - - G.A.	- - -	- - -	- - -	51 19 2	- -	33 6 8	
Cannick Bridge - - G.A.	- - -	- - -	- - -	15 0 0			
Carbost - - - - G.A.	125 0 0	Jan. 19, 1844					
Colbost - - - - G.A.	85 10 0	Feb. 10, 1853	2 16 8½	32 0 0	1 5 0		
Culloden - - - - F.C.	- - -	- - -	- - -	118 15 0	- -	174 0 0	
Daviot - - - - F.C.	85 0 0	Apr. 23, 1849	3 1 8	134 10 0	- -	164 10 0	
Dockgarroch - - - G.A.	- - -	- - -	- - -	- - -	- -	78 6 8	
Durinish - - - - Par.	- - -	- - -	2 4 2½	16 10 0	- -	16 5 0	
Farraline Park (Bell's) -	- - -	- - -	- - -	- - -	- -	378 10 0	
Fort Augustus - - - G.A.	- - -	- - -	- - -	50 5 0	- -	1 5 0	
Fortwilliam - - - F.C.	- - -	- - -	3 6 8½	79 10 0	- -	225 0 0	
Glengary - - - - G.A.	- - -	- - -	1 10 6	23 15 0	- -	15 16 8	
Grantown, Grammar School -	- - -	- - -	- - -	95 16 8	- -	168 18 4	
Inverness - - - - G.A.	*125 0 0	July 5, 1837					
" - - - - "	87 0 0	Apr. 4, 1840					
Inverness, Model School - F.C.	626 0 0	Apr. 20, 1849	20 3 0	386 12 6	- -	1,030 0 0	
" " - - "	23 7 8	Jan. 7, 1853					
Inverness, The Bishop's Epis.	- - -	- - -	2 5 3½	25 0 0	- -	38 10 0	
Kilmalie - - - - Par.	- - -	- - -	- - -	115 8 4	- -	30 13 4	
Kilmorack - - - - Par.	- - -	- - -	2 10 0	- - -	- -	112 0 0	
Kirkhill - - - - F.C.	- - -	- - -	3 7 10	118 15 0	- -	126 10 0	
Kirkhill - - - - Par.	- - -	- - -	- - -	- - -	- -	30 13 4	
Kyleakin - - - - G.A.	- - -	- - -	- - -	46 15 0			
Moy - - - - - F.C.	75 12 0	Sept. 28, 1850					
Mussady, Female - - F.C.	- - -	- - -	0 13 4¾				
Snizort - - - - F.C.	133 0 0	Mar. 7, 1850					
Stratherrick - - - F.C.	60 0 0	Aug. 15, 1848	3 1 0½	41 5 0	- -	126 9 2	
Strathnairn - - - Epis.	- - -	- - -	2 5 10½	39 0 0	- -	52 10 0	
KINCARDINESHIRE.							
Benholme - - - F.C.	- - -	- - -	- - -	100 10 0	- -	46 10 0	
Brachmont - - - F.C.	- - -	- - -	1 0 8	13 6 8			
Catterline, St. Philip's - Epis.	- - -	- - -	2 1 8	46 10 0	- -	52 10 0	
Cyrus, Saint - - - F.C.	- - -	- - -	2 18 4½	27 15 0	- -	73 15 0	
Cyrus, Saint - - - Par.	- - -	- - -	3 6 8¾	67 10 0	- -	69 1 8	
Cyrus, St., Porteus, Female G.A.	- - -	- - -	1 6 8¾	7 0 0	- -	15 0 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.					
KINCARDINESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
yrus, St. (Straton's Endowed) - - - G.A.	- - -	- - -	1 13 2½	30 0 0	- -	41 5 0	
rumlithie - - - Epis.	- - -	- - -	1 10 0	10 0 0	- -	37 10 0	
unottar - - - Par.	- - -	- - -	2 1 2	- - -	- -	60 15 0	
ettercairn - - - F.C.	59 0 0	Dec. 17, 1851	- - -	45 0 0			
ettercairn - - - Par.	- - -	- - -	2 10 0	85 8 4	- -	99 6 8	
ordoun - - - - F.C.	- - -	- - -	3 18 4½	43 15 0	- -	212 15 0	
ohn's Haven, Female G.A.	- - -	- - -	1 9 0½	- - -	- -	15 0 0	
aurencekirk, Congregational - - - F.C.	- - -	- - -	3 6 8½	103 10 0	- -	60 0 0	
aurencekirk - - - Epis.	- - -	- - -	2 8 7½	- - -	- -	15 0 0	
aurencekirk - - - Par.	- - -	- - -	4 0 0½	31 10 0	- -	83 0 0	
arykirk - - - Par.	- - -	- - -	2 1 11¾	- - -	- -	15 0 0	
onehaven - - - F.C.	- - -	- - -	- - -	54 6 8	- -	34 3 4	
onehaven, St. James' - Epis.	- - -	- - -	1 7 0				
ranathra - - - Epis.	- - -	- - -	1 9 3½				
annachie - - Dist. S.	- - -	- - -	1 2 0				
ipperty - - - F.C.	- - -	- - -	1 13 4½				
aterlair - - - F.C.	- - -	- - -	1 4 8¼	23 15 0			
KINROSS-SHIRE.							
ossoway - - - F.C.	80 0 0	July 16, 1855					
ossoway - - - Par.	- - -	- - -	- - -	32 10 0			
inross - - - F.C.	115 0 0	Feb. 23, 1849	3 5 10	136 10 0	- -	220 1 8	
aryburgh - - - G.A.	- - -	- - -	2 6 8½	38 6 8	- -	31 13 4	
rwell - - - Par.	- - -	- - -	- - -	- - -	- -	68 0 0	
ortmoak - - - F.C.	- - -	- - -	2 1 9½	46 15 0	- -	100 0 0	
KIRKCUDBRIGHTSHIRE.							
uchencairn - - - F.C.	75 0 0	Oct. 18, 1850	1 10 8½	34 0 0			
almaghie - - - F.C.	78 0 0	Oct. 22, 1849	2 1 4½	91 5 0			
almaghie (Lauriston) Par.	- - -	- - -	- - -	- - -	- -	5 0 0	
ridge of Dee - - - G.A.	- - -	- - -	- - -	- - -	- -	52 10 0	
astle Douglas - - F.C.	120 0 0	Feb. 26, 1853	3 16 10	40 0 0	- -	241 13 4	
" - - -	80 0 0	Sept. 17, 1856					
astle Douglas - - G.A.	- - -	- - -	- - -	63 15 0	- -	262 0 0	
ossack, Female Industrial -	- - -	- - -	- - -	16 5 0			
reetown - - - G.A.	42 10 0	Nov. 30, 1846					
albeattie - - - F.C.	140 0 0	Dec. 11, 1854	3 8 4	- - -	- -	124 10 0	
albeattie - - - Par.	55 0 0	July 6, 1854	4 13 11½	128 6 8	- -	334 10 0	
undrennan Abbey - F.C.	128 0 0	Sept. 28, 1849	1 13 4	147 0 0	- -	100 0 0	
irkpatrick, Durham - Par.	- - -	- - -	3 12 7½				
irkcudbright, Old Church G.A.	- - -	- - -	- - -	9 3 4	- -	20 16 8	
irkcudbright, Town-end Sess.	- - -	- - -	- - -	57 10 0	- -	89 15 0	
irkdale - - - G.A.	53 0 0	Dec. 23, 1847					
axwelltown - Burgh Sch.	139 0 0	June 10, 1850	5 0 0½	- - -	- -	72 18 4	
axwelltown - - - F.C.	105 0 0	Aug. 27, 1849	4 15 0	46 10 0	- -	192 10 0	
ath (Lady Heron Maxwell's) - - - - G.A.	- - -	- - -	- - -	13 6 8	- -	5 0 0	
houehouse by Kelton - Par.	- - -	- - -	- - -	- - -	- -	124 10 0	
erregles - - - Par.	- - -	- - -	- - -	- - -	- -	73 6 8	
LANARKSHIRE.							
bington, (Sir H. Colebrooke's) - - - - -	- - -	- - -	- - -	36 5 0			
irdrie, East, Parish (Rawyard's) - - - -	*150 0 0	Oct. 23, 1839					
irdrie, West - - F.C.	212 0 0	June 21, 1848	- - -	199 7 6	- -	380 8 4	
" " - - "	17 10 0	Aug. 30, 1850					
" " - - "	143 0 0	Nov. 1, 1856					
irdrie, St. John's - - Epis.	- - -	- - -	- - -	- - -	- -	17 10 0	
irdrie, St. Margaret's - R.C.	- - -	- - -	4 19 11½	22 18 4	- -	180 15 0	
vondale - - - Par.	*250 0 0	Dec. 2, 1840	- - -	36 5 0	- -	102 0 0	
iggar - - - G.A.	75 0 0	May 13, 1843					

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	Amount.			Date of Payment.														
LANARKSHIRE—*cont.*	£	s.	d.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£.	s.
Blackquarry - - - F.C.	-	-	-	- - -	-	-	-	-	-	-	-	-	-	165	5	0		
Blantyre Works School - -	-	-	-	- - -	5	6	8	101	18	4	-	-	-					
Bluevale - - - - Sess.	250	0	0	Apr. 14, 1855	5	0	0	18	13	4	-	-	-	15	0	0		
Bothwell - - - - Par.	*60	0	0	Dec. 18, 1839	-	-	-	51	13	4	-	-	-	146	0	0		
Bothwell - - - - F.C.	-	-	-	- - -	8	1	0½	176	6	8	-	-	-	368	6	8		
Braehead - - - - G.A.	74	0	0	June 27, 1845														
Bridgeton, Juvenile and Infants - - - - Par.	*600	0	0	Sept. 5, 1838	-	-	-	-	-	-	-	-	-	15	0	0		
Bridgeton - - - - F.C.	220	0	0	Oct. 21, 1851	8	7	7½	25	0	0	-	-	-	172	0	0		
Bridgeton (Reid Street) Association School - -	*375	0	0	Sept. 7, 1839														
Broomgate - - - - G.A.	*225	0	0	Jan. 12, 1839														
Busby - - - - G.A.	-	-	-	- - -	4	16	8¼											
Carnbroe - - - - G.A.	380	0	0	Aug. 1, 1842														
Chapel - - - - G.A.	-	-	-	- - -	2	0	0											
Chapelton, Subscription Sch.	-	-	-	- - -	1	19	11¾											
Chryston - - - - G.A.	*70	0	0	July 3, 1839														
Chryston - - - - F.C.	178	0	0	July 1, 1854														
Coatbridge - - - G.A.	650	0	0	Sept. 16, 1844														
Coatbridge - - - F.C.	177	15	0	Aug. 18, 1849	2	10	0¼	28	10	0								
Coatbridge - - - Epis.	-	-	-	- - -	1	7	6½											
Coatbridge, Dundyvan Works School - - - - -	-	-	-	- - -	10	16	8½	44	0	0	25	0	0	42	0	0		
Coatbridge, St. Patrick's R.C.	-	-	-	- - -	10	4	11	15	2	6	-	-	-	84	0	0		
Crosshills, Branch - - Par.	-	-	-	- - -	2	4	9½	55	10	10	-	-	-	32	10	0		
Dalziel - - - - Par.	-	-	-	- - -	-	-	-	40	10	0								
Gartsherrie, Fourth Sch. G.A.	-	-	-	- - -	1	0	0	79	16	8								
Gartsherrie, St. George's G.A.	-	-	-	- - -	4	10	0	33	15	0								
Gartsherrie, St. James' - G.A.	-	-	-	- - -	4	16	8¾	127	13	4	20	0	0	408	5	10		
Gartsherrie, St. Mary's - G.A.	-	-	-	- - -	-	-	-	92	3	4								
Glasford - - - - Par.	-	-	-	- - -	2	12	10	-	-	-	-	-	-	29	0	0		
Glasgow (Anderston), St. Mark's - - - Burgh	*850	0	0	Nov. 2, 1836	7	12	4¾	45	0	0	-	-	-	83	0	0		
Glasgow, (Anderston), St. Matthew's, William Street - - - - Sess.	400	0	0	Mar. 20, 1845	6	7	7¾	107	15	0	33	6	8	890	13	4		
" " - - - "	90	0	0	Jan. 30, 1854														
Glasgow, Blackfriars - G.A.	400	0	0	April 9, 1856														
Glasgow, Broomhill Street Sess.	-		-	- - -	3	15	0½	5	0	0								
Glasgow, (Brownfield), St. George's - - - G.A.	*700	0	0	June 15, 1839														
Glasgow (Brownfield), Female Industrial - - - - -	-	-	-	- - -	7	11	11	154	2	6	-	-	-	291	15	0		
Glasgow, (Calton), St. Luke's Sess.	*395	0	0	Apr. 7, 1838														
Glasgow (Calton), St. Mary's R.C.	-	-	-	- - -	7	1	8	-		-	-		-	624	10	0		
Glasgow (Calton), St. Mary's Night S.	-	-	-	- - -	-		-	-		-	-		-	10	0	0		
Glasgow (Chalmers' Parish), Par.	*760	0	0	Oct. 3, 1840														
Glasgow, Chalmers' Street G.A.	-	-	-	- - -	-		-	-		-	25	0	0	375	0	0		
Glasgow, Christ's Church (Mile End) - - - - Epis.	*425	0	0	June 16, 1838	1	13	8½	6	5	0	-		-	6	5	0		
Glasgow College - Parish S.	-	-	-	- - -	3	16	1½	19	5	0	-		-	15	0	0		
Glasgow, Cowcadden, Infants, G.A.	*150	0	0	Oct. 21, 1835														
Glasgow, East (Milton Street), F.C.	-	-	-	- - -	-		-	13	15	0								
Glasgow, Finnieston Mission, F.C.	250	0	0	Oct. 27, 1854	2	3	8	-		-	-			139	0	0		
Glasgow (Highland Society's School) - - -	-	-	-	- - -	5	12	6¼	13	15	0	-		-	29	0	0		
Glasgow, House of Refuge F.C.	-	-	-	- - -	-		-	-		-	-		-	-		-	2,095	9
Glasgow, Milton - - Par.	400	0	0	Dec. 8, 1841	4	11	11	29	5	0								
Glasgow, Milton, Industrial, G.A.	-	-	-	- - -	-		-	25	16	8								
Glasgow, Murdock's, Boys' Industrial - - - G.A.	450	0	0	Nov. 6, 1851	-		-	-		-	-		-	-		-	3	0
Glasgow, Old Wynd - F.C.	350	0	0	Aug. 30, 1848	9	1	8	62	5	0	-		-	15	0	0		

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	Amount.	Date of Payment.					
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
lasgow, Practising - G.A.	*1,000 0 0	June 20, 1838	- -	42 6 8	- -	441 10 0	
,, ,, - ,,	*1,000 0 0	Jan. 15, 1840					
lasgow, ,, Practising - F.C.	- - -	- - -	52 10 0½	258 0 10	- -	2,891 5 0	
lasgow, St. Alphonsus' - R.C.	- - -	- - -	- -	- -	- -	20 8 4	
lasgow, St. Andrew's Parish and Madras - G.A.	572 5 0	July 25, 1850					
lasgow, St. Andrew's - R.C.	- - -	- - -	25 14 10½				
lasgow, St. David's - Par.	- - -	- - -	- -	65 5 10	- -	210 16 8	
lasgow, St. Enoch's - Sess.	*750 0 0	June 3, 1835	24 0 10	- -	- -	648 2 6	
lasgow, St. Enoch's, Female Industrial - - - Sess.	- - -	- - -	1 7 10	10 1 8			
lasgow, St. George's - Sess.	*600 0 0	Nov. 30, 1836					
lasgow, St. George's (Kelvin Street) - - - F.C.	300 0 0	Apr. 14, 1853	14 14 9¼	114 16 8	69 11 8	258 11 8	
lasgow, St. George's (Renfield Street) - - - F.C.	- - -	- - -	18 5 0	204 15 0	20 0 0	957 5 0	
lasgow, St. James' - G.A.	*450 0 0	May 20, 1837					
lasgow, St. John's, Young Street - - - - G.A.	490 0 0	June 7, 1850	- -	23 15 0	- -	83 0 0	
lasgow, St. John's, Female Sess. - - - - -	- - -	- - -	- -	- -	- -	29 0 0	
lasgow, St. John's - F.C.	- - -	- - -	12 9 11¾	62 5 0	- -	211 0 0	
lasgow, St. Joseph's - R.C.	- - -	- - -	- -	- -	- -	41 1 8	
lasgow, St. Jude's - Epis.	- - -	- - -	2 7 3¾	41 5 0	- -	29 0 0	
lasgow, St. Matthew's, Bishop Street - - - - Sess.	- - -	- - -	2 18 8¾	28 6 8			
lasgow, St. Matthew's, Indust. - - - - F.C.	400 0 0	Dec. 19, 1848	6 0 0	109 14 2	- -	286 0 0	
lasgow, St. Mungoe's - G.A.	373 0 0	Apr. 18, 1843					
lasgow, St. Mungoe's - R.C.	- - -	- - -	11 12 8	- -	- -	288 10 10	
,, ,, Night S.	- - -	- - -	- -	- -	- -	10 0 0	
lasgow, St. Paul's, Indust. Par.	*660 0 0	Dec. 11, 1837	- -	57 10 0			
lasgow, St. Peter's - Sess.	- - -	- - -	1 12 0	24 15 0	20 16 8	32 10 0	
lasgow, St. Peter's - F.C.	- - -	- - -	11 13 4	127 17 6	126 5 0	742 11 8	
lasgow, St. Peter's, Female F.C.	- - -	- - -	4 11 8½				
lasgow, St. Rollox's - G.A.	- - -	- - -	- -	66 0 0			
engivel - - - - G.A.	100 0 0	Dec. 18, 1841					
orbals, East, Territorial F.C.	- - -	- - -	13 11 7½	35 6 8	20 16 8	13 6 8	
orbals, Local Mission - G.A.	200 0 0	May 15, 1847	- -	9 0 0			
orbals, St. John's, Male R.C.	- - -	- - -	- -	13 15 0	- -	59 10 0	
orbals, St. John's, Female R.C.	- - -	- - -	7 1 8¾	- -	- -	89 3 4	
orbals, Youths - - -	*600 0 0	Feb. 24, 1836	23 8 10¼	- -	- -	562 10 0	
ovan - - - - F.C.	- - -	- - -	6 5 4	- -	- -	137 10 0	
ovan, Juvenile and Infants G.A.	*350 0 0	May 2, 1838					
reengares - - - - G.A.	75 0 0	June 11, 1840					
amilton, Orphan and Charity School - - G.A.	150 0 0	Oct. 9, 1852					
amilton, St. John's - F.C.	*600 0 0	Oct. 6, 1838	14 9 3¾	157 10 0	25 0 0	547 15 0	
amilton, United - Presb.	- - -	- - -	2 13 0				
rviston - - - - G.A.	- - -	- - -	- -	10 0 0			
elvinhaugh - - - Sess.	466 0 0	May 5, 1855	5 0 0¼	26 13 4			
lbride (East) - - Par.	- - -	- - -	6 17 1¾	105 17 6	- -	308 16 8	
ngston Govan - - G.A.	200 0 0	Aug. 31, 1842					
nark - - - - Burgh	*250 0 0	Apr. 29, 1840	3 6 8½	89 12 6	- -	73 12 6	
nark, St. John's - Free S.	- - -	- - -	12 1 8				
nark, St. Leonard's Subs. S.	- - -	- - -	4 14 10¾	23 6 8	- -	33 16 8	
adhills - - - - G.A.	- - -	- - -	- -	68 15 0	- -	90 15 4	
smahagow - - - F.C.	- - -	- - -	- -	15 0 0			
aryhill - - - - G.A.	180 0 0	Sept. 13, 1851					
aryhill - - - - F.C.	246 0 0	Apr. 8, 1850	3 1 11½	61 17 6	- -	66 10 0	
axwellton, Endowed - Par.	150 0 0	Aug. 7, 1841	6 7 10	96 5 0	- -	295 18 4	
onklands, Old - - Par.	- - -	- - -	- -	- -	- -	210 0 0	
rtick, Industrial - - F.C.	173 0 0	Apr. 22, 1850	8 0 0	92 10 0	- -	15 0 0	
ggend - - - - G.A.	60 0 0	Nov. 28, 1840					
oberton - - - - F.C.	- - -	- - -	- -	28 6 8			
therglen - - - - F.C.	201 10 0	Feb. 13, 1850	14 0 0½	176 6 8	43 15 0	135 0 0	
otts - - - - F.C.	- - -	- - -	2 2 0¼	- -	- -	37 10 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.					
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Springburn - - - R.C.	- - -	- - -	2 0 0				
Springburn, Murdock's School	- - -	- - -	- - -	49 16 8			
Stonehouse - - - F.C.	- - -	- - -	3 7 9¾	16 10 0	- -	128 15 0	
Stonehouse - - - Par.	- - -	- - -	3 6 8	- -	- -	15 0 0	
Strathaven - - - F.C.	- - -	- - -	2 13 4				
Uddingstone - - - G.A.	155 0 0	Oct. 4, 1845					
Wellpark - - - F.C.	- - -	- - -	- - -	23 5 10			
Woodside - - - - F.C.	280 0 0	Mar. 17, 1843	5 13 4	76 2 6	- -	89 11 8	
LINLITHGOWSHIRE.							
Abercorn - - - F.C.	- - -	- - -	2 12 6	- -	- -	102 1 8	
Armadale - - - G.A.	*34 0 0	Aug. 17, 1839					
Bathgate - - - Par.	- - -	- - -	5 0 0	- -	- -	94 0 0	
Bo'ness - - - - G.A.	- - -	- - -	- - -	15 0 0			
Binnie - - - - G.A.	- - -	- - -	- - -	6 5 0			
Carriden - - - - G.A.	- - -	- - -	4 13 0¾	44 0 0	- -	146 0 0	
Grangepans, Subscription G.A.	- - -	- - -	3 6 1	123 15 0	- -	504 10 0	
Kirkliston - - - F.C.	- - -	- - -	- - -	8 15 0	- -	102 0 0	
Linlithgow - - - F.C.	127 0 0	Jan. 19, 1849	7 12 10½	95 0 0	- -	261 16 8	
Queensferry, South Burgh -	- - -	- - -	- - -	26 17 6			
Torphicen - - - F.C.	75 0 0	Oct. 15, 1849	1 2 0				
" - - - "	75 0 0	Aug. 5, 1856					
Torphicen - - - Par.	- - -	- - -	3 14 0¼	16 10 0	- -	124 10 0	
Whitedalehead, Wilson's Endowed School - - -	- - -	- - -	- - -	- -	- -	31 10 0	
Winchburgh - - - G.A.	- - -	- - -	- - -	67 10 0	- -	15 0 0	
NAIRNSHIRE.							
Auldearn, Innes, Infants F.C.	145 0	July 18, 1842	3 13 3	48 6 8			
Cawdor - - - - F.C.	40 0 0	Dec. 15, 1849					
" - - - - "	25 0 0	Jan. 10, 1851					
Cawdor - - - - Par.	30 0 0	Sept. 15, 1841	1 16 0¾	30 0 0			
Nairn - - - - F.C.	150 0 0	Jan. 15, 1850	7 5 0¼	76 11 8	- -	131 10 0	
Nairn - - - - G.A.	*100 0 0	May 31, 1837	- -	71 10 0	- -	32 10 0	
ORKNEY AND SHETLAND.							
Bressay - - - - G.A.	- - -	- - -	- - -	- -	- -	33 15 0	
Dervaig, Female - - G.A.	120 0 0	May 18, 1847					
" " - - - "	77 0 0	Jan. 23, 1849					
Harray - - - - G.A.	- - -	- - -	1 14 0¼				
Orkney, St. Andrew's - G.A.	28 0 0	Apr. 15, 1840					
Sabiston - - - - G.A.	- - -	- - -	1 14 8¼	59 2 6			
Sanday - - - - F.C.	- - -	- - -	- - -	60 0 0			
Sandwick - - - - Par.	- - -	- - -	- - -	- -	- -	32 10 0	
Skelwick, Society's School F.C.	- - -	- - -	- - -	70 0 0			
Stromness - - - F.C.	- - -	- - -	3 10 0	59 2 6	- -	83 0 0	
WestrayMidbea,(West Side) G.A.	52 0 0	Nov. 26, 1846					
PEEBLESSHIRE.							
Inverleithen - - - F.C.	- - -	- - -	- - -	89 18 4			
Linton, West - - - Epis.	- - -	- - -	- - -	20 8 4	- -	51 13 4	
Peebles - - - - F.C.	109 0 0	July 5, 1849	2 10 0	46 18 4	- -	52 1 8	
PERTHSHIRE.							
Acharn - - - - F.C.	- - -	- - -	2 15 2¾	44 15 10	- -	102 0 0	
Aldgernaig - - - G.A.	- - -	- - -	- - -	123 10 0	- -	192 0 0	
Almondbank - - - G.A.	- - -	- - -	- - -	37 10 0			
Alyth - - - - F.C.	60 7 0	Sept. 27, 1 56	9 4 8¼	- -	- -	308 10 0	
Alyth, Girls Industrial - G.A.	357 0 0	Feb. 18, 1856	4 13 4	7 0 0			
Alyth, Female - - Epis.	- - -	- - -	- - -	- -	- -	34 4 2	
Amulree - - - - F.C.	- - -	- - -	1 0 0	116 0 0			
Auchterarder, Sheddan's Charity School - -	- - -	- - -	- - -	- -	- -	29 0 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.					
PERTHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ılgowan	- - -	- - -	2 1 8				
ackford - - - F.C.	119 5 0	Mar. 19, 1849	1 15 5½	110 0 0			
,,	20 0 0	Mar. 14, 1856					
air Athole - - Par.	- - -	- - -	3 19 11½	89 8 4	- - -	217 10 0	
air Drummond - G.A.	- - -	- - -	- - -	56 5 0			
airgowrie - - F.C.	- - -	- - -	8 13 3½	87 15 0	- -	285 0 0	
airgowrie - - Par.	- - -	- - -	7 10 0	- - -	- -	291 16 8	
airgowrie, St. Catherine's Epis.	- - -	- - -	- - -	- - -	- -	14 3 4	
airingone, Established Ch.	115 0 0	Nov. 8, 1849					
aco, Subscription School -	- - -	- - -	1 2 0				
eadalbane - - F.C.	- - -	- - -	3 8 5½	142 3 0	- -	423 3 4	
idge of Earn Indust. - F.C.	50 0 0	Sept. 19, 1848	2 10 0	91 0 0	- -	322 11 8	
llander - - - F.C.	- - -	- - -	- - -	184 0 0	- -	449 2 6	
maghowran - - G.A.	- - -	- - -	1 12 0½	28 17 6			
mrie - - - F.C.	- - -	- - -	1 18 4	- - -	- -	32 10 0	
aig Mill - - F.C.	- - -	- - -	- - -	9 3 4			
ay - - - -	- - -	- - -	1 6 8½	11 5 0			
ieff - - - F.C.	- - -	- - -	- - -	25 0 0	- -	32 1 8	
ieff, St. Michael's - Epis.	- - -	- - -	- - -	- - -	- -	32 10 0	
ieff (Taylor's Institution) -	- - -	- - -	2 5 9	- - -	- -	102 0 0	
lross, Parish and Burgh School - - - -	- - -	- - -	3 16 10½	130 6 8	- -	291 6 8	
lross, Geddes - - G.A.	- - -	- - -	5 8 2½	95 16 8	- -	183 3 4	
par Angus - - Epis.	- - -	- - -	- - -	6 13 4	- -	28 6 8	
une - - - F.C.	245 1 7	Nov. 24, 1854	7 18 3½	141 3 4	- -	116 0 10	
wally - - - Par.	- - -	- - -	2 13 4				
nblane - - - Epis.	- - -	- - -	- - -	10 0 0	- -	15 0 0	
nblane - - - F.C.	- - -	- - -	2 13 4	69 0 0	- -	80 10 0	
nblane - - - Par.	- - -	- - -	3 9 4½	- - -	- -	174 10 0	
nkeld (Duchess of Atholl's) School - -	- - -	- - -	2 0 0½	15 0 0	- -	7 10 0	
nkeld, Little - - Par.	- - -	- - -	- - -	- - -	- -	75 0 0	
nkeld, Royal School -	- - -	- - -	2 6 8½	- - -	- -	242 0 0	
nning - - - F.C.	- - -	- - -	2 0 0				
roll - - - F.C.	- - -	- - -	3 19 10½	119 13 4	- -	271 5 0	
roll, Female Industrial G.A.	470 0 0	Aug. 19, 1856					
rgandenny (Path of Condie) - - - G.A.	30 0 0	Aug. 15, 1840					
,, ,, -	10 0 0	Apr. 17, 1850					
rtmore - - F.C.	86 0 0	Oct. 10, 1848					
lmerton - - G.A.	*80 0 0	April 10, 1839					
chture - - Par.	- - -	- - -	3 6 8½	100 0 0	- -	115 0 0	
llichonan - - G.A.	- - -	- - -	- - -	63 15 0			
llin - - - F.C.	- - -	- - -	- - -	27 1 8			
lmadock - - Par.	- - -	- - -	- - -	- - -	- -	102 0 0	
nbuck, Village - G.A.	- - -	- - -	2 1 8½	46 5 0	- -	51 13 4	
ncardine, Subscription F.C.	200 0 0	Aug. 11, 1841	- - -	36 13 4	- -	15 0 0	
,, ,, - ,,	100 0 0	Dec. 18, 1841					
ncardine on Forth (Baroness Keith's) - - -	- - -	- - -	- - -	56 5 0	- -	109 10 0	
ncardine (in Monteith) Par.	- - -	- - -	- - -	50 3 4			
nfauns - - - F.C.	- - -	- - -	3 2 6½	42 10 0	- -	34 10 0	
nloch Rannock, Parliamentary School - - -	*100 0 0	Aug. 3, 1839	- - -	- - -	- -	17 10 0	
nnaird - - - Par.	- - -	- - -	2 13 6½	104 0 0	- -	124 10 0	
rkmichael - - F.C.	- - -	- - -	3 0 0½	32 6 8	- -	16 5 0	
wers - - - F.C.	- - -	- - -	- - -	- - -	- -	15 0 0	
ch Earn Head - G.A.	- - -	- - -	- - -	13 15 0			
ch Earn Head - F.C.	- - -	- - -	- - -	70 0 0	- -	67 10 0	
gierait - - - F.C.	- - -	- - -	- - -	45 0 0	- -	94 3 4	
eickleour - - Par.	- - -	- - -	- - -	68 0 0			
ethven - - - F.C.	74 0 0	Nov. 27, 1848	2 9 11½	106 5 0	- -	52 10 0	
ethven, United Presbyterian	- - -	- - -	- - -	90 0 0	- -	203 10 0	
onzievaird and Strowan Par.	- - -	- - -	2 5 6¼	73 9 2	- -	47 10 0	
oulin - - - Par.	- - -	- - -	- - -	- - -	- -	171 6 8	
uchart - - - Par.	- - -	- - -	- - -	- - -	- -	32 10 0	
uthill - - - F.C.	151 0 0	Sept. 5, 1850	- - -	- - -	- -	75 0 0	
rth, East Parish, Congl.	- - -	- - -	10 4 0½	40 0 0	48 6 8	108 13 4	
,, ,, ,, -	- - -	- - -	12 13 4*a*				

a Scientific apparatus.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Grant to Reformatory and Industrial School
	Amount.	Date of Payment.					
PERTHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Perth, Cathedral Free Epis.	- - -	- - -	- - -	- - -	- - -	14 15 10	
Perth, Infant School - -	*150 0 0	Nov. 18, 1837	2 1 9	69 3 4	- -	492 18 4	
Perth (Ladies) House of Refuge - - - - F.C.	- - -	- - -	- - -	- - -	- -	- - -	100 0
Perth, Middle Parish - Sess.	*600 0 0	May 22, 1839	1 2 0	103 0 0	- -	513 8 4	
Perth, New Row, National -	*200 0 0	July 22, 1837	- - -	38 15 0	27 10 0	450 10 0	
Perth, St. Leonard's - F.C.	- - -	- - -	5 6 7½	117 10 0	- -	354 1 8	
Perth, St. Ninian's - Epis.	- - -	- - -	- - -	10 0 0	- -	32 10 0	
Perth, (Stewart's), Free Trades' S. - - - -	- - -	- - -	3 15 0½	73 6 8	- -	83 0 0	
Perth, Territorial Mission F.C.	- - -	- - -	- - -	- - -	- -	24 5 0	
Perth, Watergate, National -	*200 0 0	July 22, 1837	- - -	60 10 0	- -	503 6 8	
Perth, West Church - G.A.	*500 0 0	Oct. 10, 1838					
Perth, West Church - Sess.	- - -	- - -	- - -	14 6 8			
Perth, West Church - F.C.	320 0 0	Feb. 21, 1849	8 14 4¼	150 0 0	- -	844 6 8	
Pitcairn Green - - F.C.	- - -	- - -	2 0 0	57 10 0	- -	16 5 0	
Pitlochry - - - - G.A.	89 0 0	Oct. 18, 1850	- - -	104 3 4	- -	176 5 0	
Ruskie - - - - G.A.	*43 0 0	Feb. 2, 1839					
Scone, Congregational - F.C.	- - -	- - -	2 13 7	44 5 0	- -	48 10 0	
Stanley - - - - F.C.	110 0 0	Dec. 17, 1849	2 3 2	133 7 6	- -	167 16 8	
" - - - - "	31 2 0	Nov. 6, 1855					
Stanley, Auxiliary - - Par.	- - -	- - -	- - -	12 10 0			
Stanley - - - - G.A.	- - -	- - -	1 19 11½				
Strathbrand - - - F.C.	90 0 0	May 17, 1849	3 9 2	156 13 4			
Strathlock - - - G.A.	- - -	- - -	- - -	52 15 0	- -	50 8 4	
Strone of Cally - - G.A.	- - -	- - -	1 14 8¾	53 15 0			
Strowan, Society's - - G.A.	- - -	- - -	3 0 0½	- - -	- -	75 0 0	
Tenandry - - - Par.	33 0 0	Jan. 11, 1840					
Trinity Gask - - - Par.	- - -	- - -	2 11 3	100 0 0			
Tullialan - - - - -	- - -	- - -	- - -	- - -	- -	285 0 0	
Tullibardine - - - G.A.	- - -	- - -	2 0 11¾	35 15 0	- -	15 0 0	
Woodside - - - - F.C.	- - -	- - -	2 4 10	- - -	- -	105 0 0	
RENFREWSHIRE.							
Barrhead - - - - G.A.	- - -	- - -	5 6 8½				
Bishopston - - - F.C.	- - -	- - -	2 0 0½	22 10 0			
Bridge of Weir - - G.A.	*375 0 0	Jan. 25, 1840					
Busby, Day and Evening Sch.	- - -	- - -	5 12 6¾	47 16 8	15 0 0	62 0 0	
Cathcart - - - - Par.	- - -	- - -	4 6 4½	55 0 0	- -	201 17 10	
Eastwood - - - Par.	- - -	- - -	3 6 8	10 10 0			
Greenock, East - - Epis.	- - -	- - -	- - -	58 5 0	- -	141 15 10	
Greenock (Highlanders') G.A.	*600 0 0	Jan. 28, 1837					
" " "	550 0 0	Nov. 20, 1843					
Greenock, Middle Parish G.A.	*120 0 0	Aug. 7, 1839					
Greenock, St. Andrew's - G.A.	*190 0 0	Mar. 11, 1837					
Greenock, St. John's West Epis.	*80 0 0	Aug. 14, 1839	1 1 1	9 3 4	- -	12 1 8	
Greenock, South Parish G.A.	*200 0 0	Oct. 21, 1837					
Household - - - - G.A.	- - -	- - -	3 6 8	62 13 4	- -	89 0 0	
Houston - - - - F.C.	218 0 0	Feb. 1, 1850	5 4 1½	140 15 10	- -	241 15 0	
Houston and Killellan - Par.	- - -	- - -	3 7 11½	151 3 4	- -	138 0 0	
Kilbarchan, Female - G.A.	- - -	- - -	- - -	46 5 0	- -	15 0 0	
Kilmalcolm - - - Par.	- - -	- - -	3 0 11½				
Ladyburn, Subscription F.C.	- - -	- - -	2 10 0¾	80 12 6	- -	15 0 0	
Lochwinnoch - - - Par.	- - -	- - -	3 9 2¾	23 15 0	- -	219 13 4	
Lochwinnoch, Female Industrial - - - - -	- - -	- - -	- - -	15 0 0	- -	15 0 0	
Mearns - - - - Par.	- - -	- - -	- - -	- - -	- -	267 0 0	
Oswald - - - - F.C.	- - -	- - -	3 8 0	9 0 0			
Paisley Abbey District - Par.	- - -	- - -	2 18 10¼				
Paisley Abbey (The Dickson School) - - - - -	50 0 0	Oct. 12, 1849	- - -	62 16 8	- -	96 5 0	
Paisley, Carbrook Street Sess.	*700 0 0	Aug. 20, 1836	3 16 0	59 2 6	- -	160 19 2	
Paisley, Causeyside Street Sess.	- - -	- - -	1 8 0	27 13 4	- -	128 0 0	
Paisley, Free High Church Congregational - - F.C.	- - -	- - -	- - -	31 10 0			
Paisley, George Street - Sess.	- - -	- - -	5 13 4½	27 10 0	- -	31 8 4	
Paisley (Neilson) Educational Institution - -	- - -	- - -	- - -	70 15 0			

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	Amount.	Date of Payment.					
RENFREWSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Paisley, Hunter Street, Female Industrial	- - -	- - -	1 10 4	28 8 4			
Paisley, Infants - - G.A.	150 0 0	Jan. 9, 1841					
Paisley, Miss Stowe's School, (for Moral and Industrial Training) - - - -	359 0 0	April 29, 1854	3 0 1	37 15 0	- -	139 15 0	
Paisley, Ragged School - -	- - -	- - -	2 16 8	10 15 0			
Paisley, St. George's - F.C.	- - -	- - -	3 5 0				
Paisley, Stevenson Street F.C.	216 0 0	May 4, 1848	- - -	6 5 0	- -	15 0 0	
Pollockshaws - - Burgh	- - -	- - -	- - -	20 0 0	- -	171 0 0	
Port Glasgow, Female - G.A.	- - -	- - -	2 0 0				
Port Glasgow - - Burgh	- - -	- - -	- - -	5 10 0			
Port Glasgow, New Parochial	400 0 0	June 26, 1841	3 13 4				
" " "	150 0 0	Apr. 21, 1845					
Port Glasgow - - Epis.	- - -	- - -	- - -	6 5 0	- -	12 1 8	
Port Glasgow, Industrial -	- - -	- - -	- - -	5 0 0			
Port Glasgow, Juvenile - F.C.	- - -	- - -	- - -	- - -	- -	171 0 0	
Renfrew, Old Burgh School -	- - -	- - -	1 10 0	40 0 0			
Reedhills - - - Sess.	- - -	- - -	1 3 4				
Uplamoor, Public School -	- - -	- - -	2 0 0	12 7 6			
ROSS AND CROMARTY SHIRES.							
Achadesdale - - - F.C.	90 0 0	Sept. 5, 1850					
Achnagart - - - G.A.	- - -	- - -	- - -	102 10 0	- -	114 3 4	
Alness - - - F.C.	- - -	- - -	- - -	21 5 0			
Arpafeelie - - Epis.	- - -	- - -	- - -	- - -	- -	52 10 0	
Aultbea - - - G.A.	- - -	- - -	- - -	16 10 0			
Bualnaluip - - - F.C.	- - -	- - -	1 9 11½				
Conon - - - F.C.	- - -	- - -	- - -	100 0 0	- -	32 10 0	
Cromarty - - - F.C.	95 10 0	Apr. 21, 1852	3 7 11¾	201 15 10			
Culish - - - F.C.	- - -	- - -	- - -	24 12 6	- -	32 10 0	
Cullicudden - - F.C.	- - -	- - -	2 16 10¼	70 10 0	- -	146 0 0	
Dibaig - - - G.A.	- - -	- - -	1 16 4				
Dingwall - - F.C.	- - -	- - -	6 4 11½	55 0 0	- -	172 10 0	
Edderton - - F.C.	- - -	- - -	3 6 8	100 0 0	- -	102 0 0	
Ferrintosh - - F.C.	90 0 0	Jan. 18, 1849					
Gairloch - - - Par.	- - -	- - -	- - -	8 15 0			
Highfield - - - Epis.	- - -	- - -	- - -	31 5 0	- -	52 10 0	
Invergordon - - F.C.	133 0 0	Oct. 26, 1847	- - -	66 0 0	- -	126 3 4	
Jemimaville - - F.C.	- - -	- - -	- - -	25 0 0			
Killearnan - - F.C.	- - -	- - -	- - -	70 5 0	- -	171 15 10	
Kilmuir Easter - - Par.	- - -	- - -	- - -	123 0 0	- -	27 10 0	
Kincardine - - - Par.	- - -	- - -	- - -	66 15 0	- -	226 0 0	
Kincardine, Congregational - - - - F.C.	- - -	- - -	- - -	21 5 0	- -	15 0 0	
Knockbain - - - Par.	- - -	- - -	2 12 5	49 10 0	- -	173 7 6	
Laid, Parliamentary School -	- - -	- - -	2 0 0½				
Logie Easter - - - Par.	- - -	- - -	1 9 10				
Maryburgh - - - F.C.	- - -	- - -	- - -	23 15 0			
Mossfield, Gaelic Association -	- - -	- - -	- - -	70 0 0			
Muirton - - - - G.A.	- - -	- - -	1 10 0	- - -	- -	48 15 0	
Openham - - - G.A.	- - -	- - -	1 19 0½				
Pool Ewe, Agricultural S. -	90 0 0	Sept. 5, 1850	1 10 0				
Rosemarkie - - - F.C.	100 0 0	Dec. 8, 1854	4 0 0	- - -	- -	15 0 0	
Stornoway - - - G.A.	- - -	- - -	- - -	8 15 0			
Stornoway - - - F.C.	159 0 0	June 14, 1852	- - -	66 5 0	- -	159 0 0	
Strath or Drummindarroch - - - - G.A.	- - -	- - -	2 0 0½				
Tain - - - - F.C.	- - -	- - -	3 15 0	- - -	- -	140 10 0	
Tarbat - - - - F.C.	- - -	- - -	3 0 8	60 10 0	- -	52 10 0	
Ullapool - - - - F.C.	87 0 0	Sept. 19, 1851	3 10 2¾				
ROXBURGHSHIRE.							
Fairnington - - - G.A.	60 0 0	Jan. 21, 1848	- - -	65 10 0			
Galashiels - - -Epis.	- - -	- - -	- - -	- - -	- -	21 13 4	
Galashiels - - - R.C.	- - -	- - -	- - -	11 5 0	- -	27 1 8	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-teachers.	Grants to Reformatories and Industrial Schools.
	Amount.	Date of Payment.					
ROXBURGHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Galashiels, Night School	- - -	- - -	- - -	- - -	[illegible]	5 0 0	
Gattonside - - - -	- - -	- - -	1 16 8½				
Hawick, St. Mary's -Epis.	- - -	- - -	2 3 7¾	21 5 0	- -	115 6 8	
Jedburgh, St. John's -Epis.	- - -	- - -	4 1 4	46 2 6	- -	146 3 4	
Jedourgh, Indust. Dep. -	- - -	- - -	- - -	- - -	[illegible]		3 10
Melrose, Congregational - F.C.	- - -	- - -	4 13 4	76 0 0	- -	180 2 6	
Smailholm - - - F.C.	- - -	- - -	2 10 0	53 15 0	[illegible]	102 18 4	
Wilton - - - Epis.	- - -	- - -	- - -	4 3 4			
Yetholme, Kirk - - G.A.	80 0 0	Feb. 3, 1843	- -	75 0 0	- -	15 0 0	
" " - - "	37 0 0	Jan. 18, 1856					
Yetholme (Town) Girls' School	66 0 0	Mar. 20, 1847	- -	44 8 4			
" " - - "	27 0 0	Jan. 18, 1856					
SELKIRKSHIRE.							
Gala - - - - G.A.	200 0 0	July 26, 1848	- -	77 10 0	- -	272 0 0	
Galashiels - - - Par.	- - -	- - -	- - -	- - -	- -	366 3 4	
Galashiels - - - Epis.	- - -	- - -	- - -	13 15 0	- -	37 10 0	
STIRLINGSHIRE.							
Alva - - - - G.A.	116 10 0	Dec. 15, 1841					
Alva, Subcription School -	140 0 0	Mar. 31, 1843					
Bainsford, Self-supporting G.A.	- - -	- - -	11 12 2½	58 15 10	- -	89 0 0	
Bannockburn Subscription S.	- - -	- - -	- - -	47 0 0	30 6 8	63 0 0	
Bannockburn - - - F.C.	- - -	- - -	- - -	15 0 0			
Banton Kilsyth - - G.A.	40 0 0	Jan 20, 1841					
Bonnybridge Subscription S.	- - -	- - -	2 6 11				
Bridge of Allan - - F.C.	- - -	- - -	2 14 0½	- -	- -	224 16 8	
Brighton in Polmont - F.C.	143 0 0	Dec. 21, 1849	1 16 4½	30 5 0	- -	151 16 8	
Carronshore - - - G.A.	*190 0 0	Dec. 7, 1839					
Denny - - - - Par.	- - -	- - -	- - -	- - -	- -	250 5 0	
Drymen, Indust. Sch. -	- - -	- - -	2 19 0	36 0 0			
Dunnipace - - - F.C.	- - -	- - -	- - -	46 5 0	- -	33 6 8	
Falkirk - - - - Par.	- - -	- - -	- - -	- - -	- -	48 15 0	
Falkirk - - - - F.C.	297 16 8	Apr. 1, 1854	4 17 0½	107 16 8	- -	92 8 4	
Falkirk, St. Francis' - R.C.	- - -	- - -	1 16 7¾	8 6 8	- -	33 6 8	
Fintry - - - - Par.	- - -	- - -	- - -	27 10 0			
Grangemouth, Subn. School	- - -	- - -	5 4 11¾	42 13 4	- -	74 3 4	
Haggs - - - - G.A.	*80 0 0	Nov. 1, 1837	- -	41 5 0	- -	29 0 0	
" - - - - "	33 0 0	Feb. 19, 1840					
Killearn - - - - F.C.	- - -	- - -	- - -	56 5 0			
Kilsyth, Female School -	- - -	- - -	1 1 4	61 10 0	- -	32 10 0	
Larbert - - - - F.C.	130 0 0	Nov. 28, 1850	14 10 0	6 13 4			
Larbert - - - - Par.	- - -	- - -	- - -	26 13 4	- -	64 1 8	
Lennoxtown, New Subn. Sch.	*280 0 0	Dec. 7, 1839					
Logie - - - - Par.	- - -	- - -	- - -	43 10 0			
Polmont - - - - Par.	- - -	- - -	- - -	8 19 2			
Redding - - - - G.A.	- - -	- - -	- - -	- - -	- -	29 0 0	
Slammannan - - - F.C.	180 0 0	Oct. 21, 1854	5 4 3	56 7 6	- -	46 0 0	
Stirling - - - - F.C.	- - -	- - -	2 17 1½	49 0 0	- -	17 8 4	
Stirling - - - - Epis.	- - -	- - -	- - -	- - -	- -	59 10 0	
Stirling, Allan's - - G.A.	- - -	- - -	7 1 8	- - -	22 10 0	29 0 0	
Tillicoultry - - - F.C.	- - -	- - -	- - -	61 5 0			
SUTHERLANDSHIRE.							
Armadale - - - G.A.	- - -	- - -	- - -	70 0 0	- -	100 0 0	
Brora - - - - G.A.	- - -	- - -	1 11 1	- - -	- -	75 0 0	
Clyne - - - - F.C.	- - -	- - -	4 3 4½	15 2 6	- -	29 0 0	
Clyne - - - - Par.	- - -	- - -	- - -	30 0 0			
Creich - - - - Par.	- - -	- - -	1 18 9½	118 6 8	- -	144 13 4	
Creich, Congregational - F.C.	- - -	- - -	3 0 0	52 10 0	- -	52 10 0	
Dalnambreac - - - G.A.	- - -	- - -	- - -	51 15 0			
Dornoch - - - - F.C.	- - -	- - -	3 6 8½	52 10 0	- -	65 8 4	
Dornoch - - - - Par.	- - -	- - -	2 1 1	166 13 4	- -	116 13 4	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Apparatus, Books, Maps, and Diagrams.	Grants to Certificated Teachers, and for Retiring Pensions.	Grants on account of Assistant Teachers.	Grants on account of Pupil-Teachers.	Grants to Reformatory and Industrial Schools.
	Amount.	Date of Payment.					
SUTHERLANDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£. s. d.
Durine - - - - G.A.	- - -	- - -	- - -	96 5 0	- -	52 10 0	
Golspie - - - - F.C.	- - -	- - -	- - -	51 0 0	- -	60 0 0	
Golspie - - - - Par.	- - -	- - -	5 6 1	- - -	- -	107 0 0	
Kildonan - - - - Par.	- - -	- - -	2 0 10½	83 0 0	- -	152 16 8	
Knockarthur - - - G.A.	- - -	- - -	- - -	65 0 0			
Lairg Gruids - - - G.A.	- - -	- - -	- - -	51 5 0			
Loth - - - - Par.	- - -	- - -	- - -	88 15 0			
Melvich - - - - G.A.	- - -	- - -	- - -	42 10 0			
Skerray - - - - G.A.	- - -	- - -	- - -	43 10 0			
Skibo - - - - G.A.	- - -	- - -	- - -	99 16 8	- -	69 3 4	
Strathalladale - - G.A.	- - -	- - -	- - -	16 5 0			
Talmine - - - - G.A.	- - -	- - -	- - -	58 15 0			
WIGTOWNSHIRE.							
Cairn Ryan - - - G.A.	- - -	- - -	- - -	16 10 0			
Cairn Ryan - - - F.C.	- - -	- - -	1 0 0½	30 0 0			
Challock - - - - G.A.	- - -	- - -	- - -	5 16 8			
Enoch (Parish of Portpatrick) - - - G.A.	50 0 0	Aug. 12, 1843	2 4 0½	108 6 8	- -	52 10 0	
Dunskey (Mrs. Hunter Blair's Scheol) - -	- - -	- - -	- - -	9 3 4			
Glenluce - - - - Par.	- - -	- - -	4 10 0	- - -	- -	178 13 4	
Glenluce - - - - F.C.	- - -	- - -	- - -	- - -	- -	38 6 8	
Inch - - - - - F.C.	- - -	- - -	- - -	107 10 0	- -	124 10 0	
Kirkmaiden - - - F.C.	- - -	- - -	1 12 6	87 0 0	- -	63 0 0	
Labrax - - - - G.A.	90 0 0	Jan. 24, 1846					
Leswalt - - - - F.C.	- - -	- - -	1 17 5½	133 9 2	- -	32 10 0	
Portpatrick - - - F.C.	- - -	- - -	- - -	18 15 0			
Sorbie - - - - F.C.	- - -	- - -	1 0 4	73 1 8	- -	18 6 8	
Sorbie - - - - Par.	- - -	- - -	- - -	20 0 0			
Stranraer - - - - F.C.	138 15 0	Apr. 5, 1852	5 7 8½	133 10 0	- -	280 11 8	
Stranraer, Industrial -	- - -	- - -	- - -	- - -	- -	- -	81 13 7
Stranraer, Academy - G.A.	465 0 0	Feb. 15, 1845					

REPORTS ON ELEMENTARY SCHOOLS.

GENERAL REPORT, *for the Year* 1856, *by Her Majesty's Inspector of Schools, the* Rev. F. C. COOK, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the County of* MIDDLESEX.

MY LORDS, December 1856.

IN the course of last year, 131 boys' schools, 131 girls', 89 infants', and 14 mixed, were visited by myself and my colleagues, the Rev. J. G. C. Fussell and the Rev. F. Temple. The total number of children present at the examinations was 16,530 boys, 11,790 girls, 10,934 infants, 1,227 boys and girls mixed,—in all, 40,181. By far the greater number of these schools were inspected by Mr. Fussell. The schools in Islington and Hackney, two parishes in which the efforts of the parochial clergy and other promoters of education have produced very satisfactory results, were inspected by Mr. Temple. My other official engagements made it impossible for me to inspect more schools than those of which a separate account will be given in the Tabulated Reports. These schools are all situated in Middlesex, and nearly all of them in London and the suburbs. The very few schools in small agricultural parishes included in those returns do not materially affect the statistical results. I have no doubt that the state of education in those parishes where good parochial schools are established is represented very fairly by the tabular statements in the appendix to this report. The conclusions which they indicate are of a very mixed character. On the one hand, it is obvious that a small proportion of the population of the metropolis, within the age of two and fifteen years, are enjoying the advantages of such an education as is now provided in schools receiving annual grants from your Lordships. On the other hand, they prove a steady increase in the number of schools under inspection, and a progressive improvement in the character of the instruction. It may, moreover, be confidently anticipated that the extension of the capitation grant to towns and cities will in a few years bring nearly all schools of ordinary efficiency under the operation of the same system, and have also a material effect in encouraging regular attendance, as well as in supplying deficiencies either in their organization or management. I have ascertained in several schools that a considerable effect has already

General Remarks on schools in district of inspection.

been produced upon managers and parents, and that there is every reason to expect that a larger proportion will be annually entitled to these payments. I know of no way in which assistance could be given so calculated to secure the most important results. It has the singular advantage of an accurate adjustment between a work really done and its appropriate reward. For every five shillings paid at the end of the year, one boy has actually received regular instruction in a well-appointed school, while the managers and teachers are stimulated to exertion in every way, especially in looking up the cases of irregular attendance. It is objected to this system that it conveys the public money in the first place to parishes, which do not need, or ought not to need, any assistance. But it must be remembered that the amount so paid bears but a small proportion to the total expenditure. It can seldom be claimed for more than one-third of the children in attendance, and the average expense actually incurred for boys, girls, and infants is 1*l.* 6*s.* 9½*d.* Taking, therefore, any one school, in the more opulent parishes of London, for an example, the expense to the school fund would be about 1*l.* 10*s.*, and the capitation payment, 1*s.* 6*d.*, that is $\frac{1}{20}$ of the amount. It puts the Government in fact upon the footing of an annual subscriber to an amount, which gives a certain right of advice and superintendence—a right only exercised under well-defined limitations – but which certainly involves no grave financial considerations. It is a welcome addition to the income of the best appointed schools, sufficient to encourage increased liberality in dealing with questions of apparatus, and, more especially, in raising the salaries of teachers, while, to the great majority of schools, it supplies just what was required to complete their organization, and so save them from pecuniary embarrassments. I have found that this system tells very much upon my examinations. I usually desire the teachers to separate the children in every class for whom the capitation grant is claimed. This at once throws a strong light upon one of the first conditions of tolerable instruction,—the regularity of the attendance; and by the assistance of the registers, the pupil-teachers, and the masters, it is not difficult to ascertain exactly those facts which are requisite to form a just estimate of the efficiency of the instruction, and the progress of individual pupils. The increased attention to good and accurate registration, which this system necessitates, is by itself no slight advantage, and I have taken every opportunity of impressing upon teachers and their assistants the importance of this part of their daily work. The new sets of registers recommended by the Committee of Council are now generally used in my district. In 89 schools they are kept well and carefully;

in 175, if not so well as to satisfy the just requirements of the Inspectors, yet sufficiently well to show that the teachers will have no difficulty to bring them into a perfect condition next year. Only 11 schools are noted as moderate, and in not one have I or my colleague had reason to record an entirely unsatisfactory result. I have made these observations partly because I attach very great importance to the subject, to which I have urgently called the attention of managers, in training as well as elementary schools, and partly because objections are frequently urged against the new registers, which are said to be complicated, difficult to understand, and not to be kept in order without a great expenditure of time. This is not the opinion of the most experienced schoolmasters in my district. I could name many, but will content myself with referring to the masters of Trinity Marylebone, St. Mary's Bryanstone Square, St. James' Piccadilly, and Kensington Parochial,—four schools which present all the difficulties likely to be encountered by any master. These teachers inform me that the registers are most valuable to them, as enabling them to lay distinct statements before the school managers, to ascertain readily facts of daily occurrence and of essential importance, and to control and check the work of their assistants and monitors. They further assure me that twenty minutes once a week is all the time actually required to make out the averages and to prepare full entries of the results, of course supposing that the daily entries, such as are always kept in every tolerable school, are accurate and complete. I believe it to be a fact that whenever any inaccuracies have been tolerated, considerable inconvenience is felt, and that it is exceedingly difficult to set matters to right after the lapse of a few weeks; but the only answer is that it is fairly a part of every teacher's duty to keep the registers carefully, and that it must be done.

Certificated teachers.

The number of these teachers continually increases. Last year I recorded an increase from 61 in 1850 to 223 in 1855. The counties of Buckingham, Bedford, and Herts have been since detached from my district, yet I still find no less than 248 employed in the single county that remains under my inspection. This number does not fall far short of that required for the boys' and girls' schools, of which there are 262; twenty-three certificated teachers are employed in infant schools. There are, therefore, thirty-seven schools for boys or girls conducted by uncertificated masters and mistresses. In a few years I expect that scarcely any will be employed in my district, excepting for infants, or small mixed schools. This I hold to be a matter of considerable importance. I am far from saying that the most highly educated persons are the best teachers, or that their efficiency always corresponds to

their position in the class list, or that teachers, at least equal to the generality of these certificated masters, are not to be found among those who have not presented themselves for examination. But the following points appear to be incontrovertible, and to be decisive of the question, so far as regards the rising generation. A teacher must be acquainted with every subject which he has to teach, sufficiently at least, to pass the examination for the third class, or he and his pupils, especially the pupil-teachers, will fall far short of any fair standard that can be proposed for testing their attainments. A deficiency in such elementary knowledge can only be attributed to want of ordinary abilities, to imperfect training, or to indolent or desultory habits,—each of which defects is detrimental to a teacher's influence. The mental training required for passing a fair examination is of essential importance to a teacher, quite independently of the actual value of his attainments. For my own part, I only regret that any opening will hereafter be left for persons under thirty-five years of age to enter this profession without passing through a training college. I repeat what I said last year, because I hold it to be a subject of great importance, which ought to be maturely considered, that a satisfactory examination should entitle condidates much under that age to free instruction in a training college, and not to augmentation of salary in elementary schools. I much fear that a shrewd calculation of the pecuniary outlay and incoming will induce no small number of pupil-teachers to take situations, for which they are radically unfitted, in the hope that they may obtain a certificate in a few years, and in the meantime receive a salary, which, though not a large one, is sufficient for their comfortable maintenance.

Pupil-teachers:

The number of pupil-teachers is also increasing steadily. Last year we found 640 teachers for 38,074 children; this year, 678 for 40,181, that is, nearly in the proportion of one to fifty for the whole number in attendance. They are not, however, distributed equally, since in schools of high character for efficiency, which meet certain definite requirements upon which we have to report, one pupil-teacher is allowed for forty in attendance. But, upon the whole, it is obvious that the increase for the number actually under instruction has very nearly reached its maximum. This is a point of some importance, since it proves that the difficulty of procuring an adequate supply of eligible candidates, in the present state of the labour market, has been somewhat exaggerated, and that there is no obvious reason why any proposals should be entertained by your Lordships for a modification of the existing system so far as regards the metropolitan districts. The following facts, however, have been brought

under my notice this year, and have suggested observations which I have already had occasion to submit to the consideration of some school managers. The proportion of female pupil-teachers is continually increasing. This is chiefly owing to the circumstance that *infant schools* are allowed to have the same number as girls' or boys', partly to the fact that the annual premium is ample for girls, exceeding indeed what they could earn in other situations for which they are qualified at the age of apprenticeship, while it falls short of what an intelligent and well-educated boy could be secure of getting by other occupations. Moreover, the future prospects of female teachers certainly exceed what any of them could anticipate in other employments. From the financial returns of this year I find that the average salaries of certificated mistresses in my district amount to 71*l.* 12*s.* 3*d.* About two-thirds of them have also a house or apartments rent free. There is, therefore, every inducement to girls to enter a profession which secures them a thoroughly good education, a comfortable maintenance during the period of apprenticeship and training, and a competence in mature life. The case is different with boys. The parents of a clever and good lad make a real sacrifice when they consent to his apprenticeship. They have to wait till the end of the year for the payment of a stipend which, as I observed, is less than he could have earned elsewhere, and is, moreover, a contingent payment, depending on good conduct and success at the examination. It is true that the payment is scarcely ever withheld, excepting for gross neglect of duty or moral delinquency; but this point is obviously not one that can be brought strongly before parents without risk of lessening their sense of responsibility. And again, although the average stipends of masters exceed those of mistresses, amounting in my district to 102*l.* 7*s.* 7*d.*, generally with a furnished house, yet it is less in proportion, both to their necessary expenses if they are married, and to what they might be certain of earning in other situations. I am, therefore, of opinion that some additional inducements ought to be offered by managers, in order to secure the services of the most intelligent boys. In some localities it will, probably, be advisable to pay a small sum annually, especially for the first and second years of apprenticeship. The following also is a plan which has been tried in some schools, and with complete success. The schoolmaster and some of the managers examine each pupil-teacher's conduct and progress at the end of every month or quarter of a year, and if they are perfectly satisfied, they pay at once a portion of the stipend due at the end of the year to

Females;

males;

the parents. The risk is very trifling; provided due caution has been exercised in this selection, and proper care been bestowed upon their instruction, such failure as would involve the penalty of withholding the annual payment is scarcely possible. At the same time, it is obvious that such a plan greatly strengthens the hands of the managers in dealing with the apprentices and their parents, enables them to check the first symptoms of insubordination, negligence, or idleness, and, at the same time, increases their personal interest in each individual pupil-teacher. This in itself I hold to be a sufficient reason for recommending the general adoption of the system. Of course I do not speak of official regulations, which would be an undue interference with managers, but of recommendations issuing from individuals whose experience and judgment give weight to their opinions. I observe with pleasure that in some schools both clerical and lay managers bestow much pains upon the mental training of apprentices, and the formation of their character; yet it must be admitted that in very many instances the whole charge is left to the schoolmaster, and little use is made of the opportunities which this system affords of bringing the feelings, principles, and habits of a youth into harmony with the institutions, of which he is expected and intended to be a zealous agent throughout his professional career. I could point out many schools in which the apprentices have received impressions not likely to be ever effaced, under the influence of their spiritual pastors; but there are, I regret to say, some instances in which the entry certifying to their satisfactory knowledge of Christian truth and attention to Christian duties, appears to be regarded as little more than a form, or, at any rate, as a statement for which the teacher rather than the signer is responsible.

General instruction of pupil-teachers;

With regard to the general training and instruction of pupil-teachers, I have little to add to previous reports. It does not appear to me that there is sufficient reason to believe that the boys are more imperfectly educated than formerly, while I have some reason to believe that the girls are, upon the whole, better instructed and more thoroughly trained. Upon one point I can speak very positively, after repeated and anxious inquiries at the various training schools; these girls are very far superior to any other candidates for admission in the essential points of religious knowledge, arithmetic, English grammar, and the power of expressing themselves in simple and correct language. I am informed by the principal of one training school, in which the largest number of those other candidates have been examined, with a view to the next Christmas examination, that they bear no comparison with

the ordinary run of those who have been pupil-teachers.* I have reason to apprehend that Saturday is too often regarded as a day during which teachers are wholly quit of responsibility towards their apprentices. I acknowledge that I cannot understand the principle on which teachers can think themselves justified in leaving these young persons to themselves from Friday afternoon to Monday morning. That portion of time appears to be just what is required to encourage more intimate personal intercourse, and to supply the defects incidental to a course of lessons given ordinarily in the brief intervals between school hours on working days. Were I the manager of a school, I should watch with even more than ordinary care the apparent influence of the teachers upon their apprentices on Saturdays and holidays. The success of the system depends essentially and primarily upon the moral and religious influences brought to bear upon these youths at a time when temptations are so rife, and impressions both for good and evil so deep and durable. I am not satisfied that sufficient attention is given to the industrial training of the pupil-teachers. It is, therefore with great satisfaction that I remark the increasing interest expressed by influential persons on this subject. A great effect has been produced in my district by the judicious and liberal encouragement given by Miss Burdett Coutts, who visited many schools in the course of the last year, and everywhere took note of the needlework, heard the mistresses or pupil-teachers give lessons on subjects connected with domestic economy, and proposed questions which were answered in writing at a general examination held at Whitelands. That lady has given an account of the results of the examination in a book which will be a permanent document to be consulted by all persons who desire to know what has hitherto been attempted in order to teach common things in girls' schools, and what are the results. The answers appear to me very creditable to the candidates and their teachers. I am well aware that they have been criticised as indicating power of language and facility of illustration rather than real knowledge of the principles on which the culinary and other processes depend, or of the practical value of the directions and instructions which they receive in such matters. This may be true ; much of their knowledge may be mere theory ; their mistakes may seem ludicrous to the man of science, or the experienced housekeeper. The real questions, however, are whether it is advisable to direct their minds to these subjects ; whether the

their industrial training.

* It may be objected that the list of Queen's scholars, published since this report was written, shows that many candidates, not pupil-teachers, are placed very high. The fact is that these are, as I have ascertained, nearly all students who have resided one year in the training schools.

lessons now given are in the right direction; whether their information, scanty and imperfect as it may be, is not better than total ignorance; whether, after all, it is not quite as much as girls from fourteen to sixteen years old may be reasonably expected to have acquired, in the midst of other not less important and more immediately urgent avocations. I do not think that any one can read Miss Coutts' book, or her admirable address when she distributed the prizes, without feeling the real value of what has been already effected, and anticipating still more satisfactory results in future. I am of opinion that it will be expedient to set questions in some good manual of domestic economy to all the female pupil-teachers in the second and following years of their apprenticeship; and also to have specimens of their needlework reported on after each collective examination by an expert sempstress. I am sometimes told that mistresses speak slightingly of this very essential part of their duty. This plan may counteract any such tendency, and at any rate throw the whole weight of an official recognition into the opposite scale.

Age and attendance of children at school.

I will, as usual, preface the few remarks which I have to make this year upon the condition of the schools by a comparison between the age and attendance of the children in this and former years. Last year I reported that—

In 1851	the	per-centage	of	children	above 12 years of age	was 11·28
„ 1852	„	„	„	„	„	13·43
„ 1853	„	„	„	„	„	18·85
„ 1854	„	„	„	„	„	7·02
„ 1855	„	„	„	„	„	10·76

I regret to observe that—

In 1856 the per-centage of children above 12 years of age was 8·24

I find, moreover, that 50·83 per cent. of children in attendance have been at school *less than one year*. The number of those who have been three years, and upwards, in the same school amounts only to 13·73 per cent. From the reports of my colleagues, I find the per-centage on the attendance of last year was—

	Of children above 12 years of age.	Of children who have attended less than 1 year.
In Yorkshire - - -	10·56 ...	46·07
In Lancashire and Isle of Man -	11·66 ...	46·19
Mr. Norris' District - -	10·75 ...	40·41
Mr. Bellairs' District - -	9·78 ...	39·57
Mr. Tinling's District - -	10·40 ...	37·21
Mr. Mitchell's District - -	11·66 ...	33·95
Mr. Brookfield's District -	11·21 ...	40·34
Mr. Stewart's District - -	11·29 ...	44·69

British, Wesleyan, and Denominational Schools.

Mr. Morell's District -	-	11·98	... 39·22
Mr. Arnold's District -	-	10·81	... 27·34
Mr. Bowstead's District	-	11·57	... 19·43
Mr. Lauries' District -	-	12·66	... 21·9

Roman Catholics.

Mr. Marshall's District -	-	11·14	... 36·59
Mr. Stoke's District -	-	9·47	... 38·89

It appears, therefore, that for the whole of England the average per-centage of children between twelve and fourteen years old is, in

Church of England Schools -	10·91
Roman Catholic - - -	10·30
British and Denominational - -	11·78

The British and Wesleyan schools, as I am informed, are generally recruited from the class of artizans. These returns show that the conditions of school attendance do not materially differ in any part of England, so far as regards elementary schools. I have consulted the highest authority on vital statistics, Dr. Farr, Chief Superintendent in the office of the Registrar General, and find from him that, supposing, the children were not removed from school until the age of 14, the proportional number of the living and healthy survivors between 12 and 13 would be 12·79, and between 13 and 14, 12·65 per cent. Therefore between 12 and 14, there would be 25·44, instead of 7·45 under instruction in the schools of my district. It is evident from these returns, upon which implicit reliance may be placed, that the children in the metropolis have actually less opportunity of acquiring instruction, so far as depends upon their attendance at school, than in any district of England. A larger proportion of them have been less than one year in the same school; a smaller proportion of them are above twelve years of age. To what causes is this very remarkable, and, I should think, unexpected result to be attributed? The most obvious answer is that the remuneration, as well as the demand for juvenile labour, is higher in this than in other districts. Yet the answer is not satisfactory; for it does not appear from these returns that the school attendance in different districts varies according to the employment of labour or the average rate of wages. The proportions, for instance, are very nearly the same in Mr. Kennedy's, Mr. Mitchell's, and Mr. Brookfield's districts; the first having a great majority of schools in manufacturing towns, the two others being all but exclusively agricultural. It is, however, obvious that in no one district is the attendance sufficient, either as regards the age to which the children remain, or the time during which they are under instruction in the same school, to enable a fair

proportion of them to receive a systematic education in the elementary subjects, much less in the mental training and moral discipline which are acknowledged to be indispensable. This fact is the more painful, inasmuch as the returns represent the condition of the best schools in every part of England. It is an admitted fact that schools not under inspection are, with few exceptions, far inferior to these; and, as I have reason to know, most decidedly so in respect to the discipline and organization, upon which the attendance to a great extent depends. In London, moreover, as I have before remarked, a vast stratum of ignorance, misery, and vice underlies that portion of the population from which our national schools are recruited. The evil is enormons; so far from diminishing, it increases steadily. Every year witnesses the absorption of a larger number of young children into that vortex of crime or vice and destitution, which appals the philanthropist and seems to present hopeless embarrassment to statesmen. Our good schools are improving continually and in all respects. They are more commodious, more completely organized, conducted with more energy and talent than formerly; but the work which they have to do is thwarted by obstacles connected with our social system, against which they have no power to contend. Without further discussion of general points, I will state briefly a few practical inferences which they suggest:—

1. More than one half the children in my district remain *less than one year* in the same school. This is partly owing to the carelessness and indifference of the parents; but partly, and as I hope and believe, still more to their migratory habits. It requires some personal knowledge of the poor in various localities to realize the extent to which this is carried. District visitors generally find that nine-tenths of their poor have removed to another street or quarter within two or three years. This indicates the great importance of a substantial uniformity of system in the schools to which the children are transferred. If reading, writing, arithmetic, and other elementary subjects are taught on methods materially differing in various schools, half the children in London will have to recommence their education some four or five times during their short and broken period of attendance. It is chiefly on this account that I deprecate the introduction of novel methods, unless indeed they are really necessary, and are such as can be introduced nearly simultaneously and by general consent There is at present a continual approximation to such a degree of uniformity as may obviate this evil to some extent; but it is liable to be seriously impeded from time to time by well-meant innovations proceeding from persons, who are less

conversant with the practical details of school-keeping than with the theories of educational writers.

2. It cannot be doubted, looking at the returns for the last six years, that the number of boys and girls under instruction to the age of 13 or 14, is far below a fair standard. It shews no tendency to increase; I believe that it is likely to be stationary under existing circumstances. With regard to the children of poor workmen, I am convinced that the case is still worse than appears from these returns, inasmuch as 70 *per cent.* of the children to whom they refer pay from 2*d.* to 6*d.* a week in school fees.

Inducements to parents to keep their children longer at school.

The question is whether anything can be done to induce the parents to keep their children at school longer, or to supplement their education afterwards. I believe that the system of presenting certificates to boys above 12 years of age who have attended school regularly, and have given satisfaction to the managers, has the twofold advantage that it involves little trouble and expense, and also affords a well-merited gratification to the parents and the children. I think it also very probable that the possession of such a certificate will be beneficial as well as creditable to deserving youths in after life. It would be a recommendation to a domestic servant, an artizan, or a clerk, and, therefore, have an actual money value, in addition to its moral weight. I have, moreover, reason to believe that a few children may be kept in school perhaps two or three months for the visit of the Inspector, in order to obtain this certificate. In some of the few cases which have hitherto occurred in my district it has had this effect. At the same time I am convinced, from my own observations, and from frequent discussions with the most experienced teachers, that no general, and, indeed, no perceptible effect will be produced upon the average attendance, by this system, unless it be connected with some pecuniary advantage, some system of prizes or rewards, or be recognized in some formal and very public manner by the employers of labour. The truth is that the parents remove their children because they contribute to the support of the family, instead of being a burden upon its resources; and the employers take them because their labour is much cheaper, and, in some respects, more valuable than that of adults. I cannot see that either of these facts is likely to be affected, or the results materially modified, by any distribution of merely honorary rewards. In London, the employers of labour do not represent a distinct class, as of millowners in the manufacturing, or of farmers and landowners in the agricultural districts; they are tradesmen, small householders of every description, for the most part indifferent, and sometimes even antagonistic to the improvement of elementary education. I

shall be glad to see prizes given, still more to see some leading capitalists come forward to support a general system; but so long as the social condition of the country is unchanged, and all interference with parents and employers on the part of Government is repudiated as unconstitutional, or rejected as impracticable, there is little prospect of retaining boys or girls, being the children of day labourers, in school beyond eleven or twelve years of age. What then can be done to supplement the schools? It may be that not much generally, yet something of real value may be effected. I believe that good evening classes conducted with the same energy, talent, and devotedness as has been exhibited by the Rev. W. Rogers, incumbent of St. Thomas', Charterhouse, are calculated to attract many youths who feel their deficiencies, and are anxious to complete their education. At present little is done for such schools. They are not easily inspected. It is very difficult to find good teachers or to pay their salaries. It is not to be expected that many clergymen will or can give up some hours weekly, after a day of laborious ministration in wretched hovels, to the instruction of their young brethren. A strong constitution, unflagging spirits, combined with a genuine vocation for teaching, are qualifications possessed by Mr. Rogers and some others, whom I admire and revere for their unrequited exertions, but they are not less rare than indispensable to the success of such a system.

Night schools.

General Remarks on children's attainments in inspected schools.

The following table represents the opinions of myself and my two colleagues upon the state of instruction in the boys' and girls' schools, 276 in number, inspected by us last year:—

Subjects.	Number of Schools in which subjects enumerated are reported to be taught			are the Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Holy Scriptures	197	22	–	219
Catechism	193	21	1	215
Reading	151	71	1	223
Writing	147	73	1	221
Arithmetic:—				
Simple Rules	131	51	12	194
Compound Rules	155	37	3	195
Higher Rules	89	17	1	107
Geography	146	39	1	186
Grammar	90	71	8	169
History	72	6	1	79
Music from Notes	38	1	–	39
Drawing	27	–	1	28

A few remarks upon each subject may suffice to explain the marks, and to indicate the conclusions which may be fairly drawn from them.

Religious instruction.

The reports upon the knowledge of Holy Scripture, shown

by the children in the great majority of schools, corroborate the statement, which I have so frequently had occasion to make, touching the value of this fundamental subject of instruction. I confess that I am at a loss to understand the depreciating tone in which it is not unusual even for persons of ability and experience to speak of the Scriptural knowledge of boys and girls in national schools. In those schools which I have noted as *fair* the children are conversant with the leading facts recorded in both portions of Holy Writ; they have learned a considerable number of texts bearing mainly upon practical duties, and upon those great truths which all religious persons consider to be essential to salvation; and both the history and the texts are in most cases well explained and illustrated by the master or mistress in collective lessons, for which they are specially trained in the normal colleges. I have no doubt that all the children who attend these schools regularly, and rise to the first division, do acquire an amount of Scriptural knowledge, which will remain with them through life, and be of permanent benefit to them. Of course it would be extremely easy to examine them in such a manner as to fix attention upon their inevitable deficiencies, to detect great chasms in their knowledge, and even to elicit a great number of crude notions and erroneous views, either of historical events or of doctrinal matters. They are after all, but young and very partially instructed children; they bring with them to the school much of error and prejudice, which can scarcely be detected even by an intelligent teacher; they are at a loss to give clear expression even to those thoughts which act most powerfully upon their minds and influence their conduct: and I really believe, that without great patience, and much of that tact, which long experience combined with a natural aptitude alone can give, even the best-informed teachers may fail in eliciting the information, which the children really possess, and which the bystanders at an examination naturally expect them to produce. With regard to those schools which are marked "good" or "excellent" a higher standard has been reached, and results achieved which no candid observer can possibly deny.

Reading.

I have often remarked that good reading, while it is one of the most valuable, is also one of the most difficult attainments in our National schools. The irregular attendance, the constant migrations of the children, and the inaccuracy of their previous instruction, present obstacles scarcely to be overcome by the most able teachers. We have only awarded the high mark "good" to those few schools, in which the elementary lessons are conducted efficiently and systematically, and in which the elder boys or girls read with perfect fluency, accuracy, and correct expression. This is the case with many

schools, but I would particularly recommend any one who wishes to know how well and intelligently girls and boys can be taught to read, to visit the girls' school connected with St. George's Hanover Square in South Street and South Molton Street, and the boys' schools at Kensington, and St. John's Wood. With regard to the system of teaching the elements of reading I feel more disposed every year to deprecate any radical change. The introduction of the phonic or the phonetic method would be attended with practical difficulties, which I believe would be entirely insurmountable; and where the attempt has been made the results, so far as I could ascertain, were not very satisfactory. In fact, where the teachers are intelligent and energetic, and the school well organized, and supplied with requisite apparatus, children do learn to read in the same time, which, as I have ascertained by inquiry, and by personal investigation, is required in those countries in which those systems have been most successfully carried out. Still very much remains to be done in order to bring our own system generally to a satisfactory standard of efficiency. The following deficiencies have attracted my attention in many schools, and some vigorous measures should be taken to supply them. 1. The reading books are often ill adapted to the classes in which they are used; the general fault being that they are not simple or intelligible. In a great number of schools I have reported that a larger quantity of easy reading books is required. 2. Sufficient pains are not taken to illustrate the reading lessons by maps, diagrams, or pictures. 3. The teachers do not generally think it necessary to read the lessons carefully beforehand in order to be able to explain difficult words at once in clear and simple language; indeed, I have not unfrequently found that the pupil-teacher was really ignorant of the meaning of several words in a lesson read by one of the middle classes of a school. 4. Much time is wasted in unnecessary repetitions, spelling long words, taking places, and by a variety of awkward expedients, which save an idle or incompetent teacher the trouble of exerting his own mind, or exercising the energies of his class. Upon the whole I am of opinion that the pupil-teachers require more careful and systematic instruction in the art of teaching to read, than they usually receive. 5. There are not many schools in which the elder boys and girls commit considerable portions of English prose or poetry to memory. I have long been convinced that the neglect of this practice, to which so much time is properly devoted in higher schools, has been most detrimental to the children; and I attribute the great proficiency of the schools, which I have named as excellent in this subject, chiefly to the care and ability with which the recitations of long passages learned by heart have been con-

ducted. It is obvious, however, that no good will be effected unless the passages are previously explained and thoroughly understood, the accent and intonation of the pupils carefully corrected, and the faults of affectation and exaggeration watched and checked. I am happy to say that the principals of training colleges, male and female, whom I have had an opportunity of consulting, fully concur in these opinions, with special reference to pupil-teachers, to whom these observations and suggestions apply with peculiar force.

Writing: penmanship;

Under the head of writing are included penmanship, writing from memory and dictation, and simple composition. I have taken great pains to press on the teachers and pupils the importance of good penmanship. It is true that the writing was very bad a few years since, illegible and inaccurate. An improvement is noticeable, but far more pains ought to be taken, and I seldom find that the children are taught to hold their pens properly, and to sit in a good position. Steel pens, which are often rusty or broken, and very badly made, make it more difficult to teach writing, but as it is certain that quills will never be generally used, considering their expense and the waste of time in mending them, it only remains for the teachers to make the best use of the materials which they have.

writing from dictation;

The writing from dictation is generally fair, sometimes very good; I consider a school to be in an unsatisfactory state unless all the boys and girls between 10 and 12 who have attended regularly can write an exercise from the higher reading-books with few faults of spelling or punctuation.

composition.

Composition is a very weak point in most schools. The general habit of speaking vulgar and incorrect language, so striking a characteristic of our working classes, is certainly not corrected with sufficient care in our national schools. I consider it to be one of their greatest defects. The habit of learning pieces of good English prose and poetry will go far to counteract the tendency, but I am clearly of opinion that more ought to be done than is even attempted in any but the very best schools, to teach children to speak good English, and to produce their little stores of thought and information in a simple and correct style. One obvious mode of doing this is to make children reproduce in writing the substance of collective lessons on common things, which now form a recognized and very important branch of education.

Arithmetic.

These returns relating to arithmetic shew that the compound rules are taught in all boys' and girls' schools in my district, excepting in the few industrial or ragged schools where the age and condition of the children would make it impracticable. The progress is fair or good in five-sixths of the whole number. The higher rules, including decimals, interest, &c., are taught in a satisfactory manner, in rather less than one third. This

may not appear to be a high standard, and I am satisfied that far more can and ought to be accomplished, even under the discouraging circumstances to which I have alluded. But when I look back a few years, and remember that only a small proportion of boys in the first classes of the largest national schools could write down sums correctly, and work them afterwards, without assistance; and that it was then very unusual to find a girls' school in which the first class could make out an easy washing bill, I feel more gratified by the progress, than surprised at the defects which still exist.

Other subjects of instruction.

Upon other subjects of instruction I do not feel it necessary to do more than refer to the observations which I made upon the progress and attainments of the pupils in last year's report.

Diocesan inspection.

I feel it my duty to state the great benefit which has accrued to a large portion of my district by the exertions of the Rev. J. D. Glennie, Secretary and Inspector of the London Diocesan Board of Education. Mr. Glennie's attention has been directed chiefly to those schools which are not in the receipt of annual grants from your Lordships. Most of those schools have been in a very unsatisfactory condition for many years. By his suggestions and active assistance, they have been generally much improved, and a large number, I believe more than forty, have been supplied with certificated teachers, reorganized on an efficient system, and are now under Government inspection. Mr. Glennie's reports are full of interesting information. I feel bound to bring these facts under public notice, since they prove how much advantage may be derived from the cordial co-operation of Diocesan Boards with Her Majesty's Inspectors.

Charterhouse, St. Thomas' schools.

In concluding this part of my report, I cannot refrain from once more calling attention to the vast results that have been achieved in one parish of my district. It is a parish in which all the difficulties which so often prevent the establishment of schools, or cripple their efficiency when established, exist in the most formidable degree None of the inhabitants are even moderately rich. The larger portion are in extreme destitution; their habits have always been disorderly; their occupations, for the most part, of a low and degrading character. The clerical income, after paying curate and expenses, is less than 200*l.* per annum, without a residence; but by great exertions and self-sacrifice, combined with unusual talent in founding, organizing, and managing schools, the incumbent has provided for the educational wants of his district to an extent, which, under the most favourable circumstances, has scarcely been equalled in any parish of this metropolis. I think it, therefore, important to present the following summary of what has been done by Mr. Rogers, the incumbent of St. Thomas', Charterhouse. It is not the first

time that I have spoken of the services which he has rendered to the cause of education. It is possible that in other parts of England similar exertions may have produced similar results; but so far as my own observation has extended, the work here effected has no parallel. I believe that it stands alone.

Charterhouse, St. Thomas'.

The school system in this district is thus organized:—

The district has a population of 9,500, of which by far the greater part consists of extremely poor families, costermongers, &c.

There are three school buildings, two are now fully occupied, and one is in progress, it will be opened early in 1857.

Boys.—There are at present two boys' schools in three divisions,—

1. Upper school for sons of tradesmen, fee 1*l.* per quarter, or 15*s.* Boys promoted from the other schools are admitted to this for 10*s.* per quarter. Number in attendance 80. About one-half the boys come from neighbouring districts.

This school is conducted by a certificated master, an assistant, and one pupil-teacher. The instruction includes Latin, French, Euclid, and algebra, in addition to the usual elementary subjects.

2. National school for boys. 260 in attendance. Two certificated teachers and eight pupil-teachers. School fees 3*d.*, 4*d.*, and 6*d.* Two school-rooms and a class room. Completely organized, and conducted with great liberality.

3. Free school for boys. 90 in attendance, conducted by an assistant master and pupil-teacher.

Total - - - 410 boys.

Girls.—An excellent school, 160 girls pay from 3*d.* to 1*s.* weekly. Certificated teacher, an assistant, and six pupil-teachers.

Infants.—A very good school, in two divisions, the upper division has 70 girls and boys between six and eight years old. It is conducted by an assistant and pupil-teacher. The children pay 4*d.*

The lower division has 200 in attendance. A good teacher, and four pupil-teachers. A well-conducted school.

Total - - - 160 girls.
" - - - 70 mixed.
" - - - 200 infants.

There are very large evening schools in four divisions,—

1. Males from 17 years old, upwards. About 80 attend more or less irregularly. They learn elementary subjects, grammar, geography, algebra, book-keeping. The most popular subjects are writing and arithmetic. They pay 2*s.* monthly. The instruction is given, (1), by four paid teachers, persons employed in various ways during the day. (2), by two assistants from the boys' school. (3), by voluntary teachers, the incumbent and curate.

2. A boys' school, conducted by a certificated master, employed part of the day in the national school. About 100 attend. These boys are at work in the day and do not attend any other school; they are generally between 14 and 17 years old. The school fee 3*d.* to 6*d.* weekly.

3. Females, age from 17 upwards. About 30 in attendance; pay 2*s.* monthly; learn elementary subjects, including geography, grammar, &c. The most popular subject is writing; taught by assistant mistress from the girls' school.

4. Girls from 14 to 17 years old; about 60 in attendance; attend no other school. Usual routine of national school instruction. Pay 3*d.* to 6*d.* weekly. Taught by a second assistant from the infant school, and a paid teacher.

There are also classes for French and drawing. About 30 learn French, paying 2*s.* 6*d.* monthly. About 80 learn drawing, they are taught by a master from the Department of Science and Art. Pay 2*s.* monthly.

The total cost of supporting the schools amounts to 1,000*l.* per annum. The school fees amount to nearly 700*l.*

In addition to these schools, Mr. Rogers has lately built a large institution, with three large school-rooms and two class-rooms, capable of accommodating 1,000 children. These are excellent rooms. He proposes to admit children belonging to the district for 1*d*. The object will be to supply an education virtually gratuitous to all the children of the district. In establishing these schools, Mr. Rogers has received liberal assistance from your Lordships. In conducting them he has, of course, the usual annual grants. These, however, have not hitherto supplied that assistance which is much needed for the day schools in which gratuitous instruction is given, nor for the evening schools: but I am of opinion that the capitation grants, with some adjustment in the scale of payments, will in future make these institutions so nearly self-supporting as not to require a larger amount of subscriptions than can be raised even in this district.

Ragged and industrial schools for destitute children.

In my report last year I expressed my strong conviction that the national school system is by no means calculated, nor indeed intended primarily, to supply instruction and training to the lowest class of children. It cannot give a home to the destitute. It ejects, by an involuntary, and partly unconscious action, elements which it cannot assimilate to the general mass, which, indeed, to the extent to which they are admitted, impair the discipline, deteriorate the general tone of the children, and materially affect the organization. I also stated that two modes of dealing with this part of our juvenile population are now on their trial, viz., ragged schools and houses of refuge, and that of the two, the latter appeared on the whole best adapted to remedy the evil, and to preserve individuals from certain degradation and probable ruin. The subject has been brought under my notice, and some important facts have presented themselves in the course of this last year, during which I have visited several institutions of the latter kind, which are now receiving considerable annual grants from your Lordships. Separate accounts of these are given in the tabulated reports. The following points appear to be such as may properly be here submitted to your consideration. These institutions are intended partly for boys, partly for girls. In one respect they are alike, being intended for destitute children—children either deserted by their parents or having only homes from which no Christian would hesitate to rescue them. They differ, however, so materially, both as regards the objects contemplated by the supporters, and the means by which those objects are attained, that I shall consider them separately.

Girls' schools of industry.

The general object of the homes for girls is to train them for domestic service. This is, in fact, the first object in all these institutions. In all of them the girls are boarded,

lodged, and educated, little communication being allowed between them and their relations. They receive a plain elementary education, and are instructed in all kinds of household work. They are always under the charge of matrons, some of whom possess very peculiar qualifications for their difficult and responsible work; and, in every instance, they are frequently instructed and carefully superintended by a committee of ladies. In one institution several girls are cripples; these are instructed in different kinds of straw-work, knitting, lace-making, and other light occupations, by which they may earn a livelihood. It is impossible to visit these schools without feelings of deep sympathy with the supporters, whose very large pecuniary contributions do but imperfectly represent their Christian benevolence and zeal. The visitors evidently know the children individually, take pains to acquaint themselves with the circumstances under which they have entered the institution, the progress they are making in their studies, and still more, the effect produced upon their principles and habits by the influences by which they are surrounded. There can be no doubt that profound and permanent impressions are made upon the minds of these girls, that feelings of grateful affection towards their benefactors are developed, and that their spiritual nature undergoes a thorough change in many instances, quite as many, it may be, as the managers expected when they undertook this work. I have remarked in some of these schools that the frequent intercourse with persons of so much cultivation of mind and refinement of habits, animated as they are by a wholly disinterested zeal, gives even a higher tone to some of the inmates than is usually found in our national schools. It is obvious that in some respects girls who are at all hours of the day under the direct control of a well-trained mistress or of Christrian ladies, have peculiar advantages over the children of coarse and uneducated, though industrious and honest parents. Not that I regard this in any way as an objection to the system. I fully agree with one, whose sound sense and thorough knowledge of the condition of the poor is only surpassed by her loving zeal, that no education or training that can be given to girls so circumstanced can put them in all respects, or even in the most important respects, upon a real footing of equality with those who are brought up in an honest home. Do what we can for them, their first entrance upon life will be attended with peculiar trials and difficulties. Miss Carpenter says in her evidence before a committee of the House of Commons:* —"I believe that the children of industrious labourers will always be preferred to workhouse children. I would take a

* See Minutes of Evidence, May 1852, p. 123.

girl as a servant from a well-conducted family rather than school, because I believe that a well-conducted family is the order of Providence, and is more calculated to develop the human being than any school can do." I consider indeed that all the moral, religious, and intellectual benefits conferred upon these girls, and even the special preparation in industrial and domestic habits, are but more or less partial compensations for that first great blessing, a good home, of which they have been deprived for no fault of their own, and very frequently, it may be, owing to defects and positive evils in our social system, for which some portion of responsibility attaches to all members of society, and which the more opulent and influential are specially bound to counteract. There are, however, some considerations applying in different degrees to most of these institutions, which I feel bound to bring under your Lordships' notice. One of the greatest difficulties, and at the same time, of the most essential requisites in every institution for girls, is a perfect system of superintendence and classification. Children from six to twelve years of age are brought from homes in which the most vicious, coarse, or indecent habits have been inculcated from infancy, into the society of others more or less partially reclaimed. If they sleep in the same room, and share in the same occupations with their schoolmates, it is evident that a constant influx of contamination must counteract the work. Now I cannot say that my inquiries upon this point have elicited satisfactory answers. I have not the least doubt that the matrons and the visitors are generally alive to the fact, and watchful in checking, if not in preventing, the progress of contamination; but still, in point of fact, the children are sometimes mixed in the dormitories, to a degree that appears to me highly dangerous, and they have in most cases many opportunities of conversing freely in the absence of adults and responsible superintendents. I fear that the difficulty of adjusting the claims of those, who are destitute and perishing, to immediate admission, with that complete separation of the partially reformed inmates from all deteriorating influences, is too often evaded. Nor do I see how it can be altogether surmounted, excepting by such a combination and mutual agreement between the managers of different institutions as would enable them to transfer the children from one to another, until a perfect system of classification could be carried into effect; or, on the other hand, by the adoption of a more general system, which, for some other reasons, appears to be required in order to meet the real exigencies of the case. The imperfect classification, which seems inevitable under existing circumstances, has also sometimes a material effect upon the instruction of the girls, and what is of far more im-

portance, upon their industrial training. To supply both these desiderata to some thirty or forty girls of all ages, and all degrees of ignorance and awkwardness, requires a very complicated and also expensive organization. The result is either that a great number of persons are employed in several departments, each with a very small number of girls, or that the girls are left to do part of the work without proper superintendence, and receive a less complete course of teaching and training than the managers themselves consider desirable, if not indispensable.

Boys' schools of industry.

The foregoing observations do not apply to the same extent to the institutions for boys. It is clear that girls must, at any cost, be rescued from contagion. It will not be sufficient to inculcate right principles; they must have the safeguard of modest and decent habits. Their entrance into one of these homes is the commencement of a life during which, so far as depends on their benefactors and friends, they are to be members of Christian families, with the restraints and occupations and safeguards of Christian homes. It is the intention and the hope of their friends that they will be separated and kept aloof from contact with those forms of evil which have surrounded their infancy or childhood. It cannot be so altogether with the boy; he must learn not merely to avoid, but to resist bad influences. He must earn his livelihood in whatever place or circumstances his lot be cast, amidst temptations, which, if not severer, are, at any rate, coarser, than those which can reach the female servant in decent families. And, therefore, it is not an evil, at least, not an unmixed evil—it may be a practical advantage,—that during his residence in one of these homes he may see boys such as he himself once was, gradually assimilated to the tone of the institution. It may be a stern but useful lesson. I believe also that the influence of those who are truly, though partially, reformed is likely to tell very powerfully upon the new comers. This, of course, implies two things, first, that the superintendent has a vigilant eye and keen discernment; and, secondly, that the institution is conducted on sound principles, and with complete efficiency. The industrial schools for boys are of two kinds. In some the attendance is only for the day, when the boys learn some very easy trades; others, in which they are boarded and lodged, and instructed in carpentering, shoemaking, matmaking, tailoring, &c. The instruction is not always given on the same premises. In one instance the boys attend ragged schools (either an unhappy misnomer or a too true indication of the effects upon part of the children,) in the neighbourhood. I am of opinion that schools ought not to receive annual grants unless the system include all that is

necessary and practicable for the moral, intellectual, and industrial training of the inmates. One very interesting point connected with all these insitutions touches the future condition of the inmates. What situations they generally procure—what testimony we have that a fair proportion of them are permanently benefited by the system—what means the supporters have of ascertaining these facts, of watching over their progress, and of interposing when necessary, between them and the dangers to which they may be exposed by an injudicious or unfortunate choice of a situation.—These are questions which I have frequently proposed. From the answers generally given to the two first questions, I have reason to believe that the managers are justified in dwelling thankfully upon the past and anticipating good results for the future. Situations in decent, sometimes in very respectable families, are readily obtained for the girls, provided that a favourable account of their dispositions and habits can be given. The boys generally go to the colonies or find remunerative employment in our great industrial marts. With regard to the latter point, I think more may be done, or, at least, that what is done, may be done more completely and systematically.

Reformatory schools for criminal and abandoned children.

In the case of reformatories, attention has been drawn to this subject both in this country, and, to a greater extent, in France. In Colonel Jebb's Report on the Discipline of Convict Prisons for 1854-5, p. 31, the necessity of an effective system for watching the boys who leave reformatories is spoken of as a special subject of concern and exertion to the promoters and managers of schools by the Rev. Sydney Turner. In the same report, Mons. De Metz and Mons. De Persigny bear testimony to the importance of the system known in France by the name of patronage.* That is a society, or rather societies, established for the express purpose of finding situations for youths on leaving reformatories, and of giving them such advice and assistance in circumstances of difficulty as may be found practicable. An excellent account of such a society, established at Paris in 1833, by M. De Beranger, and which counted among its members peers of France, councilors of state, many deputies and persons of high station, is given in the Appendix to this Report (*Appendix* B.) Of course, the work would be encumbered with less difficulties and attended with more satisfactory results if applied to industrial schools, such as those now under consideration. I am certainly of opinion that a committee acting in union with the Ragged Schools Com-

* I observe, however, that M. De Persigny regrets that the Patronage societies, from want of stimulus and encouragement, have, in a great measure, abandoned their work. He holds out a prospect, doubtless since realized, of assistance from the Imperial government.

mittee and the managers of these homes of refuge, could render great services to the cause, partly by looking out for situations, and still more by keeping up a communication with the youths in after life and with their employers; nor do I think that a judicious distribution of rewards for good conduct, chiefly of an honorary character, would be attended with much trouble or expense, while it might produce very beneficial results. The great want of many of these poor youths must be the want of sympathy. Their most depressing feeling must be that in case of neglect, ill treatment, or depravity on the side of their employers, they are abandoned to their own weakness. They have little to comfort, encourage, or restrain them in the recollections of their infancy and childhood, and though it may be, no mere stranger's influence can compensate for that heaviest of all deprivations, yet such kindly care will supply much that is needed for their encouragement in resisting evil and persevering steadily in good. I am well aware that this object is kept in view, and, in some instances, with excellent results, by the managers of these institutions; but their energies, as well as their resources, are not more than sufficient for what they have already undertaken; and the formation of such a society might at once conduce to the improvement and completion of the system now in operation, and contribute vastly to the permanent benefits which it can achieve. There remains one other point which I approach with considerable hesitation; but which is too important to be passed over in this first report upon the system. I mean the financial question, What is the cost of these institutions compared with the number of children educated and maintained? I must say, previously, that too liberal a view can scarcely be taken of this question. The deliverance of a very small number of boys and girls from such utter degradation as must otherwise have been their lot is not to be measured by any merely pecuniary considerations. Still it is a question, not whether it is an expensive system, but whether the expense incurred produces the largest amount of good that can be reasonably anticipated. It is quite true that as the contributions are purely voluntary, no responsibility, properly speaking, can attach to the contributors for any unnecessary outlay. But, as I am well assured, these benevolent and most conscientious persons would not elude the question on that ground,—they really wish, not only to do good, but to do the greatest amount of good in their power: and they feel, moreover, for the most part, that they stand in the double position of liberal contributors and also administrators of funds supplied by others who have implicit reliance both upon their zeal and judgment. Besides, after all, there are certain limits to public charity; what is expended in one way is, to some extent,

withdrawn from other channels, and if larger sums than necessary are spent on the reformation of the children of the vagabond, or the support of the destitute, the sources from which education is supplied to the children of the honest and industrious poor may be materially affected. The actual income and expenditure of the schools in question is shown in the following table:—

Name of School.	Number of Children.	Expenditure last year not including Rent.	Grant from Committee of Council.	Character and Objects of the Institution.
		£ s. d.	£ s. d.	
Westminster—St. Anne's Lane	28	405 0 0	57 0 0	These boys learn to fold paper and to make bags for grocers and bakers. They have a printing press, but do not learn to compose. They are instructed in neighbouring ragged schools. The institution is doing good, but both the industrial and educational departments might be advantageously extended and more completely organized.
Coburg Row -	12	120 0 0	26 15 0	Twelve destitute girls are trained for domestic service. The premises are inconvenient. About 130 children of both sexes are instructed in day schools by a careful mistress, assisted and superintended by lady visitors.
Dacre Street -	41	395 7 4	30 10 0	The home is intended for girls who, either through the loss of their parents, bad associations, or evil habits, are peculiarly exposed to temptation. They are boarded, clothed, and lodged, receive a very good plain education, and are trained for domestic service. The premises are very imperfectly adapted for this purpose.
Dorset Square, Nile Street, Female Refuge.	28	542 10 6	63 0 0	A home intended to train girls for domestic service. The *cripples* learn straw-hat, bonnet, basket, and mat making. This industrial institution is very complete, and conducted with remarkable skill and energy. It is an excellent institution, but the premises are far from convenient, excepting the laundry. There is a good nursery.
Paddington Home for Destitute Girls	12	316 3 3	49 17 0	These girls receive a very good education, and are well trained for domestic service. The premises are good and conveniently arranged.
St. Giles's and St. George's, Bloomsbury, 19 Broad Street - Boys,	630	1,126 9 3	234 15 0	The boys learn several trades under a very able and intelligent master. The girls are trained for service, and receive a plain education. In both the energy and conscientiousness of the teachers deserve high praise. The home for girls is a handsome and commodious building.
Girls,	30		134 19 6	
Dalston Refuge, Girls,	75	2,803 18 8	243 0 0 97 10 0	A very successful reformatory, conducted with great energy and good sense. The girls are kept at hard labour and trained for service. The instruction is confined to elementary subjects. Arithmetic not sufficient.
Marylebone, Grotto Passage.	16	1,143 7 3	58 0 0	There are three departments. (1) Free School for Boys, 31 present. (2) Do. for Girls and Infants, 76 present. (3) The Refuge, 14 resident, 9 daily attendants, Boys who learn various kinds of industrial work. This department appears to be conducted with energy and in an excellent spirit.

It is impossible to ascertain the average expense for the boys and girls who are maintained in these institutions

Some of them are connected with large ragged schools; in others a part only have board and lodging; in others the boys attend some hours daily; sometimes the expenses include considerable sums for materials, &c., which are worked so as to produce a fair amount of income. So far as I can judge, from a consideration of the several returns, the food of the children averages about 9*l.* yearly. The expense of rent is very large where the premises are at all convenient; and in small institutions the total average expense is excessive as compared with the results. These facts seem to lead to the conclusion that a more general, more effectual, and less expensive system ought to be attempted. I am well aware of the difficulty. No merely functional system would answer. The work must be done by individuals animated and directed by Christian zeal, or it had better be left undone. If, however, those who have at heart the deliverance of, *not a few individuals*, but, the great mass of the wretched children of this metropolis, would combine their efforts, and found large institutions in some localities within reach of London, and yet where land and provisions were not so expensive, it would, in my opinion, be possible to ascertain the way in which the minimum expenditure could secure the maximum of good. This might have been regarded as a mere Utopian dream a few years ago; but M. Wichern in Germany, and M. Metz in France, have proved that it is possible to combine those family influences, without which all real moral training is impracticable, and that Christian and disinterested zeal to which alone children deprived of parental aid can be safely entrusted, with *complete classification*, and an efficient system of organization and supervision. Such institutions conducted on sound principles, taking into consideration the mental and physical well-being and the social and political condition and prospects of these youths, may command the adhesion of the thoughtful statesman and secure the steady support of rational philanthropists. I could not visit these institutions, possessing such strong and peculiar claims upon my attention, without feeling the, weight of these considerations. It does appear to me that while there is more of spontaneity, more vigorous and energetic life in the Christian philanthropy of England than in any country in the world, a larger infusion of the principles of order and of combination is much to be desired; and, in reference to the best mode of dealing with the dense mass of misery and destitution, I believe that at this juncture a well-directed effort, aided by contributions from the State, would probably be attended with great success.

I have the honor to be, &c.

F. C. Cook,

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix A.

Summaries of Tabulated Reports, for 1855–6, on Schools inspected by Rev. F. C. Cook, Rev. F. Temple, and Rev. J. G. C. Fussell.

Summary *a*.

Attendance, &c.

Number of Schools *actually inspected* between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children							
No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*				In *Average Attendance.*	For whom *accommodation* is provided, at 8 square feet of superficial area per Child.	Number of *Certificated Teachers.*	Number of *Pupil-teachers.*
	Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.				
161	131	131	89	14	16,530	11,790	10,984	1,227	35,994	50,814	248	678

Per-centage of Children on *School Registers*

Aged

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
8·40	7·26	9·01	10·11	13·71	12·39	12·30	10·96	7·62	4·98	2·47	·79

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
50·83	22·04	13·40	7·41	3·72	2·6

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 276 inspected, in which

Subjects of Instruction.	Are reported to be taught			Are Subjects of a Report.
	Excellently Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Holy Scriptures	197	22	–	219
Catechism	193	31	1	215
Reading	151	71	1	223
Writing	147	73	1	221
Arithmetic:—				
Simple Rules	131	51	12	194
Compound Rules	155	37	3	195
Higher Rules	89	17	1	107
Geography	146	39	1	186
Grammar	90	71	8	169
History	72	6	1	79
Music from Notes	38	1	–	39
Drawing	27	–	1	28

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
273	58	10	309	15	2	273	54	10	213	11	–	269	57	9	272	49	6	265	16	7

Summary *d*.

Income and Expenditure.

Aggregate *Annual Income*, as stated by Managers, of 145* of Schools enumerated in Summary *a*.

From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	Average Income per Scholar in attendance.†
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
2,972 13 8	23,717 14 8½	12,364 3 10½	6,241 14 8½	45 296 6 11½	1 6 5¼

Aggregate *Annual Expenditure*, as stated by Managers, of 145* of Schools enumerated in Summary *a*.

Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary *d*. relates.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
24,069 15 7¼	3,566 6 4¾	18,268 9 11½	45,904 11 11¾	1 6 9½	34,264

Summary *e*.

Salaries of Teachers.

	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
	Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.
Average pecuniary emoluments (including Government Grants and all professional sources of income) – – –	£ s. d. 102 7 7	£ s. d. 99 14 11	£ s. d. 71 12 3	£ s. d. 50 5 10¾	£ s. d. 64 13 11½	£ s. d. 39 15 4¾
Number on which average is taken –	121	23	98	32	23	60
Number provided with house or rent-free –	77	15	69	19	13	30

Summary *f*.

School Fees.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
129	40,647	29·71	51·35	11·2	4·08	3·6

* The number of Schools inspected during the year was 161; but from 16 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

Appendix B.

The following Statements are extracted from a French Pamphlet, Œuvre de St. Nicolas, published in 1849.

In the year 1827 M. de Beranger opened an asylum for children deserted by their parents, or having no natural guardians. He began with seven children in an attic room in the Faubourg St. Marceau. After some changes of situation, to accommodate the rapidly increasing number of applicants, he became the proprietor of two large establishments, one at Paris, Rue de Vanguard 112, the other at Issy, an ancient chateau, about six miles from Paris, and at the time when this pamphlet appeared had 1,000 inmates.

The distinctive character which particularly recommends these institutions to the attention of men devoted to the interests of humanity is the cheap rate at which they are conducted, taking into consideration that the work is thoroughly well done. As the writer of the note says, we must begin by proving that we do the work well before we can be allowed to boast that we do it economically.

The object is to teach the children a trade, under religious influences and in a house conducted in a paternal spirit. They are careful not to occupy too much time in devotional exercises. Their instructors are not men bound by any monastic vows, but are called brothers, to remind them continually of the mission of charity which they have accepted, and of the spirit in which it should be fulfilled.

They do not ordinarily admit children above twelve years of age. A preference is given to indigent orphans, illegitimate children, and children of criminals, young vagabonds also are admitted, but not criminals. There is no distinction made between the inmates, although among them are found some whose ancestors have held the highest offices in the State.

One of their principal objects is to form schools of agriculture. Too many children, in the opinion of the managers, are destined to trade and manufactures. The fields need intelligent workmen. There the children will find a healthier air, purer manners, and a more secure position. They have, therefore, an establishment for horticulture in the old chateau of Issy.

They also propose to have separate houses of correction for very refractory children.

The course of instruction comprises religious and moral instruction; reading, writing, the elements of grammar, and the French language; elementary geography, outlines of sacred and of French history; oral calculation, arithmetic, book-keeping, practical geometry, and mensuration, linear drawing, vocal and instrumental music; elementary notions of physics, chemistry, mechanics, and natural history applied to common things.

The domestic duties are performed by sisters of charity.

After some good remarks on food, clothing, and cleanliness, it is noted that the children are under active and discreet superintendence day and night. The dormitories are lighted at night, the children are never left alone, and change neighbours frequently. Great attention is paid to their play hours. The exercises are encouraged which are best calculated to strengthen the children, and to give suppleness to their limbs; they have lessons in gymnastics and swimming; they take long walks, and sometimes in summer, as an extraordinary privilege and encouragement, they make long excursions, taking with them provisions for the day.*

* This is frequently done in Switzerland. It is very pleasing to see a number of boys and girls, accompanied by their teachers, exploring the beautiful scenery of their native land, evidently both enjoying and understanding much that, in exploring his own country, would be a sealed book to the child of an English peasant or mechanic.

It is remarked that this establishment, so numerous, composed of so many different elements, receiving no support from the public authority, accessible to all impressions from without, which has had 900 inmates, 250 of whom are young workmen, has passed through 22 years of agitation without knowing what is the meaning of a revolt.

The expenses of the two establishments are thus stated :—

	Total.	Average Cost per Head.
	Francs.	Frs. cts.
Salary of secretary (frère caissier), expenses of printing, office, postage, and other small items -	3,000	3 0
Salaries of almoners, sacristans, organists, singers, and chapel expenses - - - - -	7,000	7 0
Salaries of medical men, sisters in the infirmary, and expenses of infirmaries - - -	2,750	2 75
Wages of servants, expenses of utensils and sewerag-	3,250	3 25
Salaries of 19 resident and 22 non-resident professors - - - - - -	14,000	14 0
Furniture for class-rooms - - - - -	6,000	6 0
Housekeeping expenses - - - - -	60,000	60 0
* Food, including expenses of garden and some of the domestics - - - - - -	124,000	124 0
Fuel, lighting, and (furnisterie?) - - -	10,000	10 0
Keeping furniture in order - - -	7,000	7 0
Taxes - - - - - - -	3,000	3 0
Interest on debt, &c. - - - -	60,000	60 0
Total - - -	300,000	300 0

Taking away the last item, which has, in fact, no bearing upon the expenses of such an institution, it appears that 1,000 children actually receive an excellent education, are boarded and lodged, and clothed at an average expense of 240 francs, or 9*l.* 12*s.* per head.

N.B. I can state on the authority of a personal witness, J. Ruddock, Esq., one of Her Majesty's Inspectors of Parochial Union Schools, that the children in these institutions are really well fed, well clothed, and their appearance denotes that all proper attention is paid to their physical well-being. They look healthy and strong.

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* They calculate the daily expense of food for each child in 1849 to be only 25 centimes, *i. e.*, 2½*d.* In England I believe that 4½*d.* would be the minimum.

GENERAL REPORT, *for the Year* 1856, *by Her Majesty's Inspector of Schools, the* Rev. H. W. BELLAIRS, M.A., &c., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* WORCESTER, WARWICK, OXFORD, GLOUCESTER, HEREFORD, *and* MONMOUTH.

MY LORDS,

Review of work of inspection.

DURING the past year, I and my colleague, the Rev. J. W. D. Hernaman, have inspected 289 schools held in separate buildings and separately managed. In these institutions there were 399 school-rooms in which separate teachers were employed, viz., 94 boys', 90 girls' 60 infants', and 155 mixed. The number of children present at inspection was 30,010, viz., 7,724 boys, 6,666 girls, 5,192 infants, and 10,428 mixed. The number of certificated teachers employed in them was 192; of pupil-teachers 396; and the number of schools in receipt of annual grants was 216. As regards the condition of these schools I have little to add to my remarks of last year. They are, for the most part, efficient, as far as they can be under present circumstances.

Early removal of children from school.

The removal of children from school at a very early age still continues in the same proportion as before. The per-centages of children on the school registers are as follows:—

PER-CENTAGE of CHILDREN on SCHOOL REGISTERS

Aged												Who have been in School					
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
8·34	7·94	9·02	12·01	13·15	12·44	11·68	9·46	7·01	4·76	2·64	1·55	42·33	20·86	15·4	9·56	6·43	5·42

I think it right to repeat here what I have stated, I believe, in every report submitted to your Lordships, that, so far as this district is concerned, no measures which do not meet the question of early removal from school will produce a general system of education for the poor. Our real difficulty is not so much the want of school buildings, or of efficient teachers in destitute and neglected districts, or of school payments (the honest labouring poor *generally* paying the school-pence willingly when their children are not employed), nor even the want of school subscriptions and support. Juvenile labour and the indifference of careless and dishonest parents are the causes of

our schools being so imperfectly filled; and, until some remedy or mitigation of this evil be found, it is hopeless to expect those results for which so many persons are crying out. The testimony on this point is not from any one part of the district in particular, nor is it applicable only to certain kinds of employment; it is universal. "One of the chief hindrances to education," says the Rev. G. S. Bull, rector of St. Thomas', Birmingham,—a clergyman, who has laboured long and diligently in the work,—in a published letter to the Mayor of Birmingham, "is the mischievously early removal of children, say of mere infants, to our workshops, warehouses, or factories. Many leave us before they can do more than spell their Maker's name, and repeat His Ten Commandments, or the simplest truths of the Gospel." Every manager of every elementary school in Birmingham will corroborate this statement. There is no lack of good schools in Birmingham; the accommodation is good, the teachers are good. The parents do not complain of religious intolerance, or of heavy school payments. But some send their children to remunerative labour, and some to steal, or to idle about the streets and beg; and so they are not found at school. Every town in the district has the same tale to tell. At Coventry I am told that the children are employed in making ribbons; at Bromsgrove, in making nails; at Redditch, in pointing needles. In the colliery districts they "shut and open doors in the pits." In the agricultural districts they "drive teams," "tend the cows," "watch the birds." At Malvern they "drive the donkeys;" at Newport "go to the forges." The schoolmaster at Newport, an earnest hard-working man, and successful as far as circumstances allow him to be, sends to me the following statement of his school:—

Number of boys admitted into school between 29 October 1855 to 29 October 1856 - - - -	327
Number that left school between 29 October 1855 and 29 October 1856 - - - - -	127
Average attendance for last quarter - - -	130
Number on the books on 29 October 1856 - -	180

Of these, twenty-six only have been in the school more than one year. This constant fluctuation and short attendance he attributes mainly to the great demand at Newport for juvenile labour. Another efficient master, in an agricultural part of Worcestershire, in explanation of the irregular attendance of his boys, and their early removal from school, sends the following statement of their employments during the several months in the year:—

January and February.—Plough driving, bean dropping, and wheat setting.
March.—Dropping beans, covering hops, planting potatoes, helping parents with hop poles, getting wheat into barns.

April.—The same, and bird tending.
May.—Binding hops to poles, and preparing poles, bird tending.
June.—Hoeing beans, weeding in fields and gardens, bird tending.
July.—Weeding and moulding late potatoes, helping in the hay fields, and gardening.
August.—Harvesting and gleaning.
September.—Hop and fruit picking—few return to school for three weeks after hop-picking for want of shoes, clothes, &c.
October.—Picking up potatoes, late harvest, and orcharding.
November.—Wheat setting, bird tending, and plough driving.
December.—Plough driving.

Such is the universal cry from schoolmasters and school managers throughout the district, and my own conviction is that no system,—whether the one in existence or any to be propounded hereafter,—will succeed perfectly unless it mitigate or remove this evil. The following facts, which bear upon the question as to how far the population is disposed to embrace good schooling when offered to them, are important:—The population of Painswick in the county of Gloucester, at the last census, was 3,464. The number of children between the ages of 3 and 15 is, in 1857, 746, with a decreasing population; they are thus distributed,—

——	At Day School and not at Work.	At Work and not at Day School.	At neither.
Boys - - -	209	76	84
Girls - - -	208	44	125
Total -	417	120	209

The provision for education at Painswick is in all respects of a very superior character, and yet here there appears to be about a sixth of the child population at work and not at school, and between a third and a fourth neither at school nor at work.

Remedy for neglect of education.

But, although it may be true that no system will succeed perfectly, *i. e.* universally, unless it be enforced by compulsory attendance, whether half time or other, there appear to me to be three ways in which the evil may, to some slight extent, be mitigated. Firstly, by throwing open appointments to competition, and by well-conceived prize-schemes. Secondly, by making the schools more practical. Thirdly, by legislating for the vagabonds and idlers. Of the last-mentioned class I shall speak in a later part of my report.

Prize-schemes.

1. Until lately the poor man has had but little inducement to exercise self-denial for the purpose of educating his child. Patronage and monopoly filled up, for the most part, all offices of responsibility and worth. Here and there he heard of some one of the middle or labouring classes rising

above his fellows, and becoming rich or great, but the cases were so rare, and the circumstances accounting for them so exceptional, that he felt little practical interest about it. Let it once be felt throughout the working classes that merit, and not patronage, is the ladder by which a boy may earn greatness or fame, and the first vibrations of a movement will be produced which in time will extend throughout the country. It may be true that not one in 5,000 will carry off a prize, but the simple fact that the prize is open to anyone who can win it will arouse the emulation of all; and each appointment fairly made, upon honest grounds, will have the effect of producing results of incalculable importance. In the higher grades of society, recent measures in opening certain appointments to competition have already produced their first fruits; the same may certainly be expected in any or all the grades, wherever the same principle can be applied. In this light I regard with great hopefulness the examinations of the Society of Arts for degrees; your Lordships' certificates of good conduct; and the appointment to valuable offices, on consideration of merit, as now adopted by some public companies and private firms. I attach much importance, also, to the working of the special prize-scheme associations, which are being established in several of the mining and manufacturing districts of this country. In the Appendix to this Report will be found the prospectus of an iron and coal masters' association for awarding prizes among the schools of the great mining district of South Wales (*see Appendix* B); and also two letters explanatory of prize-schemes recently set on foot in the counties of Worcester and Warwick, viz., at Worcester, Kidderminster, and Coventry (*see Appendix* C.)

Practical and technical instruction.

2. With regard to making our schools practical, although it is quite true that the parents generally have a very partial and imperfect estimate of education, yet it must be admitted that they know, as well as their betters, when it is of practical value in its immediate application; and I have no doubt that those schools in my district which have judiciously attempted to make their instruction bear upon the employments of their respective neighbourhoods are better attended than those which have confined themselves to the mere routine of study founded upon prescription. The strongest instance which I am able to adduce of this is that of the school at Painswick in the county of Gloucester, of which I have spoken before, where, besides a good system of industrial training in carpentering and printing, the school lessons have a practical bearing. The boys are taught to make drawings for carpenters' and masons' work, and they can produce plans which would not discredit many young professors of the art. To this it is that

the enlightened active manager, Mr. Hyett, attributes much of the increased appreciation of the school in the neighbourhood, and the following very satisfactory results :—

	£	s.	d.
The school fees during the past year amounted to	51	18	10
They were in 1855	26	11	0
Increase	£25	7	10

Claims for Capitation fees in 1856	46
Ditto ditto in 1855	26
Increase	20

Some of the boys and girls in attendance are fourteen and fifteen years old,—and two or three of the former will probably be candidates at the examination in geometry and mechanical drawing by the Society of Arts. I would also mention that Euclid is better taught here than in any school in the district. In this district there are employments of very different kinds. Shipping, boating, and marinership on the side of the Severn and Bristol Channel; mining in Monmouthshire, Gloucestershire, Warwickshire, and Worcestershire; gun making and hardware in Birmingham; silk weaving in Coventry; porcelain and glove making in Worcester, &c. Now, without entering into the question of how far it is possible to prepare a child for its future employment by technical instruction at school, it may, I think, be fairly admitted that the course of study for these several localities may be adapted to the prevalent trades in them so as to introduce the children, at all events, to some of the principles upon which they will afterwards have to work; and that such a course of study would have the effect of enabling the parents to form a rough estimate of the value of the schools to their children.

Compulsory attendance for particular class of children.

3. I cannot leave the subject of irregular attendance without stating some of the obstacles in the way of a general half-time system of compulsory attendance which so many deem to be of easy accomplishment. It is frequently assumed that the large manufactures not embraced within the operations of existing acts present the difficulty. This is far from being the case. With them legislation is comparatively easy. Admitting the right of the legislature to interfere with class labour, as already assumed, that right, of course, might be extended to any kind of employment where the children could be discovered and registered. In this way it is possible that some additional half-time measures may be found to be practicable in our colliery, mining, and manufacturing employments. But, when you come to apply the principle generally, the great difficulty occurs. Omitting all consideration of the multitudes of children

employed in agricultural districts,—in small towns—and in country villages, where, among other descriptions of juvenile employment, the very nurse girls must not be overlooked,—our largest towns and most populous employments present perplexities of the gravest possible kind. In Birmingham, *e.g.*, and Coventry, and Bromsgrove, three important towns in my district, the juvenile labour is not carried on only in large manufactories, but often in private houses, where the employer is very commonly the parent of the child. How inquisitive would be deemed the search, how oppressive the power, which would step into a man's own house and forbid him the use of his own child! I do not intend to say that present circumstances would not justify such a measure,—we may easily conceive circumstances which would justify it,—but I foresee an amount of hostility to any measures of this kind which do not make me very sanguine as regards their immediate adoption.

Progress of schools under inspection.

With reference to our progress during the last year, I find that, whilst in 1855 there were 188 teachers employed in 489 school-rooms, there were in last year 192 in the 399 school-rooms reported on. This does not show the full amount of increase of certificated teachers, nor the absolute number no w employed in the district. I have quoted it simply to show an increase. The present incomes of teachers compared with those of last year appear to be thus:—

	£	s.	d.
Average salaries of certificated masters taken in 118 schools, in 1855 - - - - -	88	5	2
Ditto in 1856 - - - - -	87	10	8
Decrease per head - - - -	£0	14	6
Average salaries of certificated mistresses, in 1855 -	57	11	3
Ditto ditto in 1856 -	58	9	1
Increase per head - - - -	£0	17	10
Average salaries of certificated infant mistresses, in 1855	58	15	4
Ditto ditto in 1856	63	1	10
Increase per head - - - -	£4	6	6

I can easily account for the increase of salaries in the school-mistresses from the great demand there is for that class of teacher. But I cannot account for the decrease of salary in the masters, although it is but slight, inasmuch as I understand that the demand for masters, although not so pressing as that for mistresses, still greatly exceeds the supply. It is probable, that accidental circumstances connected with the schools upon which the average has been struck would account for this

decrease. The demand for teachers is a hopeful sign of the progress we are making, and, so long as it continues, we have one certain evidence of the success and extension of your Lordships' measures.

Income of schools.

The average income of schools per scholar in attendance was:—

	£	s.	d.
In 1855 -	1	0	6½
1856 -	1	0	1¾

Nothing, I think, can fairly be inferred from this decrease of income. It may arise from the circumstance before alluded to, or from the reduction of the number of pupil-teachers allowed.

Expenditure.

The same remarks apply to the average expenditure per scholar in attendance, which was:—

	£	s.	d.
In 1855 - - -	1	1	5¼
1856 - - -	1	1	0¾

	£	s.	d.
The voluntary contributions towards the support of the schools reported upon this year appears to be -	10,654	18	11½
And the school-pence - - - - -	5,968	8	3½
Total -	£16,623	7	2

The amount from these two sources in 1855, on 274 schools, was—

	£	s.	d.
Voluntary contributions - - - -	14,630	6	9½
School-pence - - - - -	9,386	5	11
Total -	£24,016	12	8½

i.e., whilst in 1855 the voluntary contributions and school-pence amounted to 87*l.* 5*s.* per school on those reported upon, in 1856 they amounted to 73*l.* 4*s.* per school. This I should regard as an important evidence against the voluntary system in operation, if it could be shown that the averages had been struck from the same schools; but that is not the case, and, therefore, for all accurate conclusions the figures are worthless. They are valuable, however, I think, for the purpose of calling attention, on the one hand, to the amount of pecuniary aid absolutely contributed voluntarily towards the support of our schools; and, on the other hand, to some approximation of the relative amount of voluntary aid as compared with that of previous years, and with that afforded by the State. With reference to the first, whether this amount be considered by financiers an important item in the pecuniary support of schools or not, it must, I think, be regarded as conditional upon the present or some other such system. Rates would, so far as I can see, infallibly dry it up. Considering it merely as an item

of finance, it does not appear to me as important as is frequently assumed. Its great value, in my opinion, is connected with its moral influence upon the supporters of the schools in their several localities, and upon the parents of the children. In this light, if it should ever be deemed expedient to introduce a rate-system, one of the greatest difficulties, I suspect, will be to substitute the great moral element, not only represented, but in a great measure, preserved by these sums. No Government officers radiating from a metropolitan centre, nor mere paid servants of local centres, nor official functionaries elected by ratepayers, can be expected to bring to the work that amount of moral earnestness which has been developed and is represented by the voluntary contributions of the subscribers and the penny payments of the poor parents. At the same time, whatever may be its value in this or in the other mentioned point of view, it is, I think, evident that, independently of all other considerations, if its relative amount is reduced, the existing system must fail.

Age of children.

The average age of the children in the first classes examined during the past year is somewhat under twelve years. In the appendix I have placed a list of seventy-three schools, with the ages of the first classes examined in each of them. (*See Appendix* D.)

Capitation grants.

The per-centage of children claiming capitation grants on the average attendance in schools of which I have taken an account ranges from 10 to 70 per cent. I have again to express my regret at the partial extent of your Lordships' operations. There are, at all events, very many places in which there are inefficient schools. This is the case quite as much in the towns as in the rural districts. How far the extension of the capitation grants to towns will meet the difficulty remains to be seen. I have few statistics to produce on this head. It is much to be wished that a trustworthy inquiry into the educational deficiencies of the country could be made. At present, the statements on this subject are so vague and contradictory that it is almost impossible to arrive at anything like an approximation to the truth.

Church education in diocese of Worcester.

Important measures for promoting Church education have been adopted in the diocese of Worcester, which afford a faint notion of the amount of the deficiencies in some of the agricultural parts of that diocese; but they are not sufficient to enable one to form any correct impression on the subject, nor do they embrace the large and important towns. I think, however, that these measures deserve to be brought under your Lordships' notice. The diocesan inspectors, in their last annual report upon 122 schools,—in which there were present 16,344 children,—state as follows:—"The number of schools visited

in the archdeaconry of Worcester is 83, in that of Coventry 39; 53 of them in the county of Worcester, 69 in county of Warwick; of these there are,—very good, 9; good, 66; moderate, 39; bad, 8." The schools were examined by gentlemen in some instances acquainted with the standard by which Her Majesty's Inspectors test the schools under Government inspection. The report gives no idea of the number of schools not inspected, nor of the districts without schools. Mr. Melville, one of the inspectors, makes the following remarks in his report :—

"1. Number under education relative to population.
"2. Hindrances to education,—
(*a*) Deficient supply.
(*b*) Defective use, through poverty, indifference of parents, &c.
(*c*) Religious differences or conscientious scruples.
"3. Whether free education or payment preferable.

"As to the first he considers, in ordinary cases, the ratio to be about one in eight.

"2. Mr. M. considers the deficiency to be more in the use than the supply of educational means; partly from indifference, partly from necessity, but mainly through the dislike of the employers of juvenile labour.

"Of course many cases of absence from religious scruples might occur, and be unobservable; but, whilst he found many Dissenters' children attending the weekday and Sunday school, without objection, he could only ascertain one case of open remonstrance, and there the parent begged his child might not be taught the Church Catechism or the Ten Commandments.

"3. It is hard to come to a positive conclusion, one way or the other, touching free or paying scholars. On the whole, the payment system has more to be said for it, and is found to work the best. Mr. Melville reports very favourably of the general character of the schools he has inspected. The first class, at least, was almost always satisfactory. St. Martin's school, Worcester, is, at least intellectually, by far the best in the deanery."

I would take this opportunity of expressing my sense of the improved manner in which the diocese of Worcester is working in the cause of education. Besides the system of diocesan inspection, to which I have alluded, and which is conducted generally with considerable ability, and, I doubt not, with valuable results, prize-schemes have been commenced in the archdeaconries of Worcester and Coventry, as already mentioned, and which bid fair to be successful. There is also, at the present time, a committee established in Birmingham, for the purpose of inquiring into the condition of education in that town, and of attempting to provide proper remedies for defects. This committee, although not of a diocesan character, owes its existence to the general interest excited in the diocese, on the subject of education, and to some useful pamphlets written by the Hon. and Rev. G. M. Yorke, the Rector of St. Philip's, the Rev. G. S. Bull, the Rector of St. Thomas', and Mr. Stevenson, of Shirley.

Diocese of Hereford.

I have placed in the appendix a summary of the proceedings of the Hereford Diocesan Board of Education, for which I am

indebted to the Rev. W. Poole, the Secretary. (*See Appendix* E.)

Effects of day schools upon children's character.

It is sometimes asserted that the effects of our schools upon the characters of the children are so slight as scarcely to deserve notice, because they are mere day schools, and that the home influences are the exclusive agents in the matter. It would be a great mistake to underrate the importance of home influence, but no less a mistake, I think, to depreciate the importance of school training, even when that school is a day school. My own experience in this matter is that, as is the master, so is the school. If he be careless and slovenly, however high his attainments, or skilful his methods, carelessness and slovenliness will be the characteristics of his school. If his standard of truthfulness and integrity be high, this standard will be felt and acted up to, more or less, by his scholars, whether they be the children of truthful and honest parents or of liars and rogues. Nor are the precepts taught in school of less importance in determining character. Each precept well planted is a germ which grows, and produces fruit. What is the preaching of the Gospel itself but so much inculcation of precept, whether taught by the history of the life of our great Exemplar, or by the truths which He uttered? I wish not to underrate the mischief of bad home influences; it is very great. I am only vindicating for our day schools that important position, in the work of determining the character of our population, to which they are fully entitled. It would be wrong to leave this part of my subject without alluding to the great moral and religious advantages, in training the young, which the Church schools have derived from your Lordships' encouragement of sound scriptural and religious instruction. I have no wish to speak disparagingly of the discipline of that Church to which I belong, or to point out her deficiencies in not insisting upon some regular and systematic method of instructing the young members of her communion in the doctrines and morals of Christianity; but I cannot doubt that the operations of the Committee of Council have had a very marked influence upon these most important subjects. When first I had the honor to hold my present office, many earnest-minded but prejudiced persons had a suspicion of evil on the part of the Government, on account of the examinations into the religious knowledge of the children, the pupil-teachers, and the masters and mistresses. That suspicion, in this district at least, has, I believe, entirely ceased, and I have no hesitation in expressing my belief that, among the majority of the clergy and the managers, the greatest possible disappointment would arise if there were any diminution of your Lordships' interest in this matter. It is frequently asserted that such

inquiries as are made into the religious knowledge of the poor are not made in the case of the rich. This assertion—alas!—is too true; and the admission of its truth ought to be received as the confession of a great national sin, the results of which may be easily seen in the miserable ignorance of the Bible, not only among boys and girls at public and proprietary schools, in the upper and middle classes, but, among the great bulk of our so-called educated classes. In my opinion, no greater affliction could happen to this country than to have the amount of "scriptural knowledge" in our "national schools" reduced to that which is allowed in some of our most popular "public schools." As to the deteriorating home influences to which our poor children are subjected, no doubt they operate very prejudicially against the precepts and training of schools; and much it is to be desired that better wages,— especially in the agricultural districts,—and better cottages, and more leisure, and more sources of innocent recreation, and less vice, could be obtained. These, however, are subjects with which, in many respects, it is impossible to deal; and we are not to be deterred in our task because we are impeded in it, nor are we to discredit our work because it does not do all that we wish it to do. Our process may, in some respects, be an inverted one, but at least it is a progressive one. The children are insensibly influencing their parents, and "by the mouths of babes and sucklings we are perfecting praise."

Length of school hours.

It is very doubtful whether the usual practice of keeping boys at their lessons in school from five to six hours a day is the best. My impression is that four hours' schooling, with two hours' industrial work, and home lessons at night, would be a much better arrangement; it is tried at Painswick, and at some other places, with success.

Attainments and qualifications of teachers.

In the course of the year I am obliged to listen to many complaints with regard to the standard for teachers' attainments, and some new schemes are in agitation; one, *e.g.*, in Herefordshire, in which it is intended to train mistresses with lower attainments than those proposed by your Lordships, to take small village schools at low salaries. My impression is, that, with the latitude given by the registration examination, by which there are no less than eleven different grades of certificate, it would be impossible to lower the qualifications without stultifying the whole of our proceedings. Another common impression is that the Government ought to afford more aid to schools than is now given. I do not see how this can be carried out. The reply from your Lordships' Secretary to the Hereford Diocesan Board, in Appendix E. before referred to, will illustrate this point.

School management.

I regret that in the matter of school management the laity

are not enlisted by the clergy to more active interest. The management of our national schools has been so often considered as that to which the rector or vicar has sole claim that the laity in many places have ceased to recognize any duty in the matter. It is possible that, if admitted to a larger share of administration, they would be willing to act. Despotic governments may in some particular instances be best, but, as a rule, one may assert that they are not. Clerical despotism is as liable to evil as any other despotism, and in all possible cases should be avoided. The difficulty of inducing the laity to co-operate in management is often placed to the account of dislike to it in the abstract, when other explanations of it might be given. Let the cause be what it may, it is a great misfortune, and I should be glad to see it lessened. One very striking instance of the evil of it has occurred within the last few months at Bristol, where the Rev. A. O. Wellsted, the incumbent of the large district of St. Jude's, informs me that he can find no laymen in the place to co-operate with him in holding the trust of some new schools, in the erection of which he has solicited your Lordships' aid.

School books.

I am not at all clear that the reading-books in use in our schools are well adapted to their purpose. The majority of of them are either extracts from promiscuous authors or compilations upon very many and very various subjects. In this way a child is called upon to read a lesson in geography in page 1, in biography in page 2, and in some other subject in page 3. My own inclination would be to get rid of these compilations and miscellaneous books, as far as possible,—at all events in the first classes,—substituting for them some works of a popular character from some of our best authors. If this were done, the books in most instances would be read by the children over and over again, at their own homes, without the intervention of the teacher; far more interest than there is at present would be felt in the lessons; a taste for literature generally would be encouraged, and an intimacy with good authors, and an affection for them and their works would be produced. Many persons would be surprised to hear that some of the most popular works in the nurseries of the rich, on which their children feast day after day with never flagging interest, are utterly unknown to the children of the poor. Some works of this kind, at all events, might very profitably be substituted for the scraps and shreds of divers unknown authors now in use.

Reformatory schools.

It is with some regret that my connexion with reformatories has ceased. I have taken great interest in them, and feel very strongly the importance of their success. The following convictions I would venture to leave as subjects for consideration

to those who may succeed me in this work :—1. The imperfect manner in which religious truth is made the fundamental ground of hope for success ; the proof of this to be seen in the imperfect means for its practical application. 2. The general absence of recognising mental cultivation as one of the most important means of moral discipline, as well as of religious enlightenment. 3. The necessity of classifying inmates, either by separate wards if in the same institution, or by a division of reformatories into separate classes ; *e. g.*, one class to be for probation, another for slight offenders, a third for determined criminals.

Ragged and industrial schools.

The class of schools called "ragged and industrial" is also, with few exceptions, passing out of my hands. The institution at Birmingham is still very efficient, and a model of its kind. The general defects of these schools appear to be the want of sufficient definite aim in the managers. I sincerely trust that some effective plans may be adopted to relieve the country of those children who belong properly either to this kind of institution or to the reformatory.

Statistics of education and crime.

There has been much discussion lately as to the connexion between education and crime, and great confusion as to the results of our labours, from attempting to test them by criminal statistics. The fact is that our operations generally have little or nothing to do with the class of children that fills the calendars of crime. Some of them, indeed, pass in and out of our elementary schools, but without receiving any permanent influence from them. The greater number are educated in the streets, not only in crime but by crime. Crime is the instrument by which their faculties are developed. Some few of them learn to read and write, either during some temporary attendance at school or in some other way ; but such accomplishments, if not attained for the purpose of crime, are at all events immediately used in it. It is absurd, therefore, to attempt to draw any accurate conclusions, as to the value of education as a preventative to crime, from figures which, so far as real education is concerned, represent nothing. Before the first step can be taken towards an accurate conclusion as to the moral results of elementary education upon the labouring poor, the class of which I am speaking should be removed from the tables, and, when the numbers belonging to this class is considered, at the merely rough calculation which we are able to make, the importance of this point will, I think, be admitted. On the principles of Mr. Horace Mann's calculation we had, in 1851, 4,908,696 children between 3 and 15 years of age. Of these 2,046,848 were at school, and 599,829 employed, and 2,262,019 undescribed ; and, after all deductions for reasonable absences, 1,614,413,—*i.e.* 32 per cent. of children who might be educated,—were totally uneducated. Accepting

this statement, we have some fearful figures to contemplate. Call the 1,614,413 children a bare million; from these again deduct the infants, and all above fourteen years of age, and call the remainder half a million. In whatever way we may treat it, still it must be admitted that there is this formidable interference with all calculations as to the effects of education; a mass of child idleness existing, which is day by day developing into crime; which in fact, if not crime in the blossom, is at least crime in the bud; and which is, not only independent of, but, absolutely hostile to all our educational efforts.

Our statistics of education compared with those of foreign countries.

The same remarks may in their measure be applied to the statistics which, giving the per-centage of children throughout the kingdom under instruction, contrast our educational operations with the returns from other countries. Certain conclusions from these figures may undoubtedly be drawn, but not the conclusions which frequently are drawn, viz., that this kingdom is so far behind other kingdoms in its willingness to *provide* education for the labouring poor, as is represented by the numbers actually at school. The children disposed to go to school in England, or, in other words, the children who do attend school without *compulsory enactments*, are not much more than a moiety of those who would attend if compelled to do so, according to the figures before stated. When therefore, *e. g.*, it appears that only one-eighth of the population in England are under instruction, it is not fair to assume that there is provision only for one-eighth of the labouring poor, or that the supporters of schools are not prepared to educate more. On the contrary, if it can be shown that they now educate one-eighth of a population of which a large proportion refuses to be educated, it is fair to assume that they would educate a number, at the least, much greater than one-eighth, if the children would attend. The point of contrast is not the relative attendance under a paid system and a free system of schools, but the relative attendance under a system of voluntary and a system of compulsory attendance of scholars. If it should ever be possible to deal satisfactorily with the children now utterly uneducated, our educational statistics, in spite of the deficiencies from partial and interrupted education, would not suffer, as they do now, by a comparison with those of other countries. I think that something may be done with that class, at all events. There may be difficulties in the way of applying a compulsory half-time system to children at work; and some arguments may be adduced to show the amount of compensation in hand-labour for the loss of head-work; but these points cannot be urged against the expediency of adopting some stringent regulations with the idle and vagabond class to which these utterly uneducated children prin-

cipally belong. Nobody can say that the cost of production will be enhanced, or that agricultural work will be interferred with, by sending to school the children who are not employed; nobody can assert that idleness and vice are compensations for the loss of school instruction. How far a compulsory enactment would involve a constitutional question I will not undertake to say, but it occurs to me that some little infringement of personal liberty might be conceded, when it is notorious that to a great extent these children are an hereditary caste, the sons and grandsons of thieves; that they form, not only the nursery of crime, but, the Great Tempter's agents, and the training school for vice throughout the kingdom, inoculating and influencing and destroying, year after year, hundreds of those who, but for them, would remain innocent. Self-defence, at least, and the very security of the common weal require some interference on the part of the civilized community. In the appendix I have placed a table showing the number of the juvenile apprehensions and commitments in the borough of Birmingham, for the years 1852, 1853, 1854, and 1855, for which I am indebted to the Rev. G. S. Bull. (*See Appendix* F.)

Industrial work.

The extension of industrial work is making some progress in my district. Additional cases have occurred, and the methods in use are improved. Some of the best instances of this kind are Painswick, already alluded to, Forthampton, Tetbury, (*see Appendix* G. for garden accounts and rules at Tetbury,) Hagley, often mentioned in my former reports, Henley-on-Thames, and a little parish in Warwickshire, where the school is supported and managed by Lady Guernsey. The boys are instructed in gardening by Lord Guernsey's gardener, on certain days in the week, both in their plots of ground and in his lordship's garden; and in tailoring on Saturday afternoons, by the village tailor, who attends for that purpose. It is proposed, I believe, to send them at certain times to the carpenter's shop. The girls are instructed in needlework, washing, ironing, and mangling. The washing is conducted partly by hand, and partly by machine. The washing machine is easily worked by a small child. The heavier articles are washed by the machine; the lighter articles by hand. The woman who superintends this department has the charge of the infants. The parents of the children are allowed to have their clothes washed at 2*d.* per dozen; other persons are charged at a higher rate. This makes the work popular in the parish, and supplies the girls with materials for work.

Importance of industrial training,—especially for girls.

I have no wish to underrate the difficulties of introducing a system of industrial work in connexion with our national schools; but I believe it would be no easy matter to overstate its importance, especially as regards girls. Boys may learn the

nature of some of their future employments in those fields of labour into which they go on leaving school. When they close their books, they begin a course of rough instruction in the nature of land and of animals, in ploughing and "tending," in digging, thatching, reaping, &c. But with girls the case is different. A girl, in very many instances, when removed from school, loses all opportunity of learning those branches of industrial work in which her future life ought to be spent. She is employed, perhaps, as nurse to younger brothers and sisters, or to an infant away from home, or else she enters service with a small tradesman or with a farmer, or at a public-house. Here her employments are of an uniform character, which occupy all her time. She has few opportunities of acquiring a knowledge of such work as cutting out garments, or tailoring, or washing and ironing and mangling, or cooking; and so she passes into a higher situation in service, or into married life. In the former case, she has now to learn how to do many kinds of work with which she ought to have been thoroughly conversant before. Few *men*, I believe, are sufficiently aware of the great domestic discomfort that is produced throughout the country by the ignorance of servant girls in such matters as these of which I am speaking. Inspectors are aware of it, because they are perpetually taxed with the deficiencies of the servant-maids, and are made responsible for all their shortcomings. In the case of marriage, the evil is still greater. An artizan or a labourer, with a wife ignorant of cooking or washing, or making or mending clothes, is subjected to a positive loss, which, in many cases, makes the difference between comparative affluence and wretched poverty; and it is no exaggeration to assert that a great part of the public-house evils of the country arise from the discomfort of wretched homes caused by the wives. There is one part of this industrial work which is frequently overlooked, viz., its importance in forming character. Formation of character should be the most important of educational aims, as it is of educational results. Character is as superior to attainments, as wisdom is to knowledge. Industrial teaching, I submit, has a great influence upon character; so much so that lessons of labour, economy, cleanliness, tidiness, and exactness, learned and practised in the garden, in the carpenter's shop, or at the washing tub or the kitchen grate, would, I conceive, produce effects upon the character which would prove to be valuable to their possessor throughout life. Doubts are frequently expressed as to the possibility of carrying on cookery. On this head I would observe that, in some places, a certain number of girls are selected for the cooking class, who attend one day in the week, and cook their own dinner; the materials being varied. This

plan, I believe, works well. It has sometimes occurred to me to inquire why so few of our schoolmasters practise any industrial work themselves. They belong, very generally, to that class in society which is engaged in manual industry; as boys, many have been employed in such work. One cause I suspect to be the usual training of the pupil-teacher during apprenticeship, and of the student in college. As a rule, in neither of these periods is industrial work practised. The consequence is that, on leaving college, the muscular system and the habits generally are unfitted for bodily work requiring much exertion. If, therefore, it should ever be determined that instruction in manual industry ought to form a part of the peasant's education at school, it would be necessary for your Lordships to encourage it, or insist upon it, on the part of the pupil-teachers and the students in training colleges. I see such clear and unmistakeably good results from gardening, when the master takes to it in earnest, that I cannot but entertain hopes that the practise of this will, at all events, increase. A master with a good garden has, not only a perpetual source of innocent, inexpensive, and healthy recreation within his own reach, but, an easy means of increasing his income. When horticulture is blended with agriculture,—as in the case of Forthampton, where the master, in addition to his garden, has a small farm, with dairy and piggery,—the financial advantages are still greater. Of the disinclination of teachers generally to industrial occupations, I had a striking instance at the recent examination for certificates of merit at Cheltenham. Out of 104 male candidates 4 only, and out of 78 females 1 only, had been at schools where industrial work was attempted.

Schools for farmers, tradesmen, artizans, &c.

I am afraid that, in my district, there are but few instances of schools for farmers, small tradesmen, artizans, and others of that class; and yet it would be difficult to mention any description of school that is more important. The 10*l* householder is not only an important element in our legislative system, but should occupy a prominent place in all measures that concern the common weal. He is the link between the capitalist employer and the manufacturing labourer, between the squire and the peasant. There is no class of society so imperfectly educated, or whose opinions are so crudely formed.

Cheltenham trade schools.

The present Dean of Carlisle has established a trade school for girls at Cheltenham. I have inspected this school twice. The mistress informs me that the greater part of the girls, when admitted, are very ignorant in the common subjects taught in elementary schools. My own impressions corroborate this statement. Their knowledge of Holy Scripture is, in general, very imperfect; and their attainments in arithmetic, and other simple subjects, unsatisfactory. In those cases where

they have received previous instruction, it has been of a flimsy character, simply calculated to produce fallacious appearances, and not to strengthen the intellectual faculties or to form the character. There is also a school of this character for boys at Cheltenham, of which the same remarks may be made. This trade school is used as a practising school for the training college.

Aid to middle schools, and control over endowed grammar schools.

The subject of schools for the middle classes is far too important to be overlooked, and I would venture to express a hope that your Lordships may be disposed to afford to them the benefit of so much of Parliamentary aid as is involved in simple inspection upon invitation. It is much to be regretted that the Charity Commissioners have not full powers to deal summarily with the endowed grammar schools, which would supply much that is wanted for the middle classes, especially for boys. In many instances these funds are now so ill administered as, not only to fail in providing good education for the places to which they belong, but actually to prevent its coming from any other source, and thereby to insure a condition of permanent ignorance and inferiority for the population in whose behalf the endowment was originally bequeathed; as an illustration of this, I add to the appendices a letter from the Earl of Ducie, bringing to light a striking instance of the kind. (*See Appendix* H.) The formation of middle schools in fair sized towns would, I believe, be much easier than is generally supposed. A payment by thirty children of 10*l.* each, or by sixty of 5*l.*, would produce an income of 300*l.* a year,—a sum sufficient to carry on the ordinary expenditure of an institution of this kind. I have received some curious information from other parts of my district respecting this class of society. From an elementary school, where one-sixth of the children in attendance belong to the trade and artizan class, the master writes:—

"My experience with the children of this higher class goes to prove their value as an educational element in the school as regards cleanliness, regularity, and intelligence, arising from their superior home associations; but it is but fair to state that I have never met with such deep deceit, and such deep-rooted idleness, as has been shown by some of this class."

I have the honor to be, &c.

H. W. Bellairs.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix A.

Summaries of Tabulated Reports, for 1855–6, on Schools inspected by Rev. H. W. Bellairs and Rev. J. W. D. Hernaman.

Summary *a*.

Attendance, &c.

Number of Schools *actually inspected* between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children							
No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*				In *Average Attendance.*	For whom *accommodation* is provided at 8 square feet of superficial area per Child.	Number of *Certificated Teachers.*	Number of *Pupil-teachers.*
	Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.				
289	94	90	60	155	7,724	6,666	5,192	10,428	26,831	42,954	192	396

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
8·34	7·94	9·02	12·01	13·15	12·44	11·68	9·46	7·01	4·76	2·64	1·55

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
42·33	20·86	15·4	9·56	6·43	5·42

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools out of 339 inspected, in which

Subjects of Instruction.	Are reported to be taught.			Are Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Holy Scriptures	227	52	40	319
Catechism	206	67	45	318
Reading	171	113	33	317
Writing	218	83	16	317
Arithmetic:—				
Simple Rules	97	57	161	315
Compound Rules	126	62	81	269
Higher Rules	74	25	23	122
Geography	150	54	50	254
Grammar	97	54	50	201
History	44	23	19	86
Music from Notes.	33	7	1	41
Drawing	16	4	1	21

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly, or Badly.	Excellent, Good, or Fair	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
324	29	23	317	33	7	277	26	72	262	17	34	295	23	57	287	46	40	214	11	9

Summary *d*.

Income and Expenditure.

Aggregate *Annual Income*, as stated by Managers, of 227* of Schools enumerated in Summary *a*.

From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	Average Income per Scholar in attendance.†
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
3,163 16 9	10,654 18 11½	5,968 8 3½	2,832 10 1½	22,619 14 1¼	1 0 1½

Aggregate *Annual Expenditure*, as stated by Managers, of 227* of Schools enumerated in Summary *a*.

Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary *d* relates.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
16,738 7 8	1,761 11 5½	5,565 6 9¾	24,065 5 11¼	1 1 3¼	22,454

Summary *e*.

Salaries of Teachers.

	Schoolmasters.		Schoolmistresses.		Infants Schoolmistresses.	
	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
Average pecuniary emoluments (including Government Grants and all professional sources of income – – – – – –	£ s. d. 87 10 8	£ s. d. 52 2 9	£ s. d. 58 9 1	£ s. d. 30 3 7	£ s. d. 63 1 10	£ s. d. 31 18 11
Number on which average is taken – –	114	52	66	63	8	35
Number provided with house or rent-free –	80	28	37	35	4	11

Summary *f*.

School Fees.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
196	24,908	48·1	41·24	7·07	2·04	1·55

* The number of Schools inspected during the year was 289; but from 62 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

APPENDIX B.

PRIZE-SCHEME FOR SOUTH WALES.

To Schoolmasters and Schoolmistresses.

1. The attention of schoolmasters and schoolmistresses is called to the subjoined rules and regulations of the Iron and Coal Masters' Association, for awarding prizes in elementary schools for the working classes.

2. Schoolmasters and schoolmistresses, who intend to send candidates to compete for these prizes, are requested to comply carefully with the rules laid down in the conditions of competition, and with the directions of § B.

3. It will be observed, that the competition is open to schools of every denomination, whether under Government inspection or not, provided that they are approved of by some member of the Association.

4. The object of this early notice is, that schoolmasters and schoolmistresses may prepare as many candidates as possible, to take part in the competition.

IRON and COAL MASTERS' ASSOCIATION for awarding ANNUAL PRIZES among the Schools of the MINING DISTRICT, from Dowlais to the to the Taff Vale, Aberdare and Rhonda Valleys inclusive.

President.—THE HONBLE. R. WINDSOR CLIVE, M.P.

Patron.—THE RIGHT REVEREND THE LORD BISHOP OF LLANDAFF.

Committee.

HENRY AUSTIN BRUCE, ESQ., M.P.
ROBERT CRAWSHAY, ESQ.
RICHARD FORMAN, ESQ.
ANTHONY HILL, ESQ.
JOHN NIXON, ESQ.
THOMAS WAYNE, ESQ.
MR. DAVID WM. JAMES.
J. INSOLE, ESQ.
THOMAS POWELL, JUNR., ESQ.

Subscribers.

	£	s.	d.
Trustees of the Dowlais Iron Co.	10	0	0
Richard Forman, Esq., Penydarran	5	0	0
Robert Crawshay, Esq., Cyfartha Castle	10	0	0
Anthony Hill, Esq., Plymouth Ironworks	10	0	0
The Hon. R. Windsor Clive, M.P.	5	0	0
J. Bruce Pryce, Esq., Duffryn	5	0	0
Thomas Wayne, Esq., Gadlys, Aberdare	5	0	0
J. Nixon, Esq., Cardiff	5	0	0
Mr. David Wm. James, Llwyncelyn, Newbridge	3	3	0
Thomas Powell, Esq., The Gaer, Newport	3	0	0
J. Insole, Esq., Cardiff	2	0	0
J. Worthington, Esq., Lancaiach, Newbridge	3	3	0
Mr. Calvert, Gelliwysted House, Newbridge	3	3	0
Messrs. Carr, Brothers, and Co.	2	2	0
W. I. Cartwright, Esq.	1	1	0
George T. Clark, Esq., Dowlais House	5	5	0
H. A. Bruce, Esq., M.P.	5	5	0
Total	£83	2	0

Honorary Secretary and Treasurer.—GEORGE T. CLARK, ESQ., Dowlais House.

The object of this Association is to induce parents to keep their children at school longer, and more regularly than is, at present, the custom; and to hold out to the children themselves an additional motive to diligence and good conduct.

Conditions of Competition.

1. Candidates to be boys or girls (not pupil-teachers) who have attended for a period of at least two years, an elementary school for the working classes, approved of by some member of the Association.

2. They must be at least ten years of age.

3. They will be required to produce a certificate from their teacher that they have attended the day school at least 176 days during the twelve months ending the 1st June preceding the examination.

4. Certificates will also be required of good character, and of satisfactory progress in religious knowledge, signed by their teacher, and countersigned by their clergyman or minister.

5. All candidates will be expected to read tolerably; to write a fair round

hand; to spell simple words correctly from dictation; and, in arithmetic, to have a fair knowledge of the first four rules, simple and compound.

Those competing for the higher prizes will be examined in decimals and the higher rules of arithmetic, and in grammar and geography.

Girls will be expected to possess skill in needlework, and should bring with them the requisite materials for cutting out and making some article of clothing.

§ A. The above rules have been drawn up with a special view to the first year's examination. In subsequent years it may be judged expedient to modify them.

§ B. Managers of schools, who wish to send candidates to take part in the above competition, must forward, on or before the 1st day of June next, a list of such candidates, specifying the age of each, together with a certificate that the schools are approved of by some member of the Association, to the Rev. H. W. Bellairs, or J. Bowstead, Esq., Her Majesty's Inspectors of Schools, Privy Council Office, London.

§ C. The examinations for the year 1857 will be held at Cardiff, in the month of July next.

The day and hour of the examination will be duly announced by public advertisement.

§ D. Prizes, not exceeding on the whole 100*l.*, of 3*l.*, 2*l.*, and 1*l.* each, will be given to the successful candidates according to their proficiency, as shown by the examinations.

Smaller prizes in addition to the above may also be given on the recommendation of the Inspectors.

The name of each successful candidate will be registered in a book, to be provided by the Association, to which reference may always be made.

A handsomely printed card will be given to each successful candidate, certifying that he has gained a prize. The prizes and the cards will be delivered to the successful candidates at a public meeting, which will be held after each annual examination.

These cards will form a lasting certificate of diligence and good conduct at school, and will be not only a just object of satisfaction to the possessors of them and to their friends, but a valuable testimonial to any employer.

In some parts of the country the employers of juvenile labour have signified their intention of giving a preference to those children who are possessed of these cards, signed by Her Majesty's Inspectors.

The expenses of the successful candidates in attending the examination and the meeting will be defrayed by the Association, together with such other casual charges as the Inspectors may recommend.

§ E. In order to encourage boys to keep up and extend their knowledge after leaving school, to show them the value of good character, and to teach them habits of economy, it is further proposed to offer, in subsequent years, prizes of 5*l.* each, to candidates who pass a satisfactory examination in some one or two books, which may be selected from a list of works to be hereafter advertised, and who can produce certificates, signed by their minister, and also by some member of the Association,—

a. That they have gained one of the preceding prizes.

b. That they are employed in connexion with the works of some member of the Association.

c. That their character is good.

This prize will only be awarded once to the same individual.

The sum will be invested in the savings' bank, in the name of the successful candidate, and at the expiration of two years from its being awarded, the savings' bank book, containing the statement of the original sum and the interest will be given over to him.

If any boy who has become entitled to this sum dies before the two years are completed, the money will at once be given over to the parents.

A printed card will also be given with this prize.

Appendix C.

PRIZE SCHEMES IN WORCESTERSHIRE AND WARWICKSHIRE.

Dear Sir, St. Peter's, Droitwich, 12 December 1856.

In the Archdeaconry of Worcester there are two schemes in operation; (1), at Kidderminster; (2), at Worcester.

The Kidderminster scheme has now been at work nearly four years, in the year 1853-4. The Worcester Board took the subject into consideration; but, before entering upon a scheme for the whole archdeaconry, it was thought advisable first to make an experiment in some one district, and Kidderminster was selected, from the facilities afforded through Mr. Claughton's co-operation and influence; and also because the schools were particularly affected by the demand for juvenile labour.

A meeting was held at Kidderminster in the spring of 1854, at which more than 100*l.* in annual subscriptions was promised for a period of three years, and a local committee was formed, of which Mr. H. Brinton, jun., has been the secretary. This meeting was also attended by two members of the Worcester Board, who were authorized to promise on behalf of the Board an annual subscription of 25*l.* for a similar period.

The area from which candidates might be sent comprised the town of Kidderminster and eight adjacent parishes, but of these parishes two have not availed themselves of the advantages offered by the scheme.

The first examination was held in May 1854; the second in June 1855; the third in June 1856. On the average, candidates have been sent from nine different schools; each candidate has been required to produce,—

(1.) A certificate of regular attendance at school, for boys of twelve years of age, for a period of five years; for boys of eleven, for a period of four years; for boys of ten, for a period of three years.

(2.) A certificate of good character and conduct signed by the clergyman and master of the school.

Examiners have been appointed each year by the Worcester Board. The subjects of examination have been, religious knowledge, reading, writing from dictation, arithmetic as far as proportion and practice, geography, and grammar. Questions which imply an acquaintance with the leading facts of English history have also been incidentally introduced. The candidates have hitherto been examined in three divisions, according to age, of twelve, eleven, and ten and each division has been separately classed according to proficiency, and the class list has appeared in the county paper. The highest prizes have been given to the twelve year boys who have been five years at school. On the average they have received 2*l.* each, the highest prize being 4*l.*, the lowest 1*l.* For boys of eleven and ten the prizes were of smaller amount. The sum of 80*l.* in money and 15*l.* in books has been distributed in this manner, on the average, each year since the commencement of the scheme. In addition to this, each boy (unless his prize was a book) has received a testimonium card.

The objects of this scheme being to induce parents to keep their children at school for a longer period, you will wish to know the result. I send the statistics of the three largest schools at the end.

At the examination of 1854 twenty-seven boys of the age of twelve and upwards presented themselves for examination from nine schools; in 1856 there were sixty-six boys of the age of twelve and upwards from the same number of schools.

The money given in prizes is generally satisfactorily accounted for. In many cases it is placed in the savings bank, in others it is expended in clothing or in the necessities of the family.

Several of the prize boys have become pupil-teachers, others have obtained good situations from parties who rightly regard the testimonium cards as recommendations of a high class. The boys themselves set a high value upon them and bring them with them each year, generally framed and glazed.

Many instances have occurred in which parents have been induced to keep the children an additional year at school in order to enable them to compete for the prizes. In this respect the scheme has undoubtedly been successful; but I cannot speak positively as to its effect on parents, who were indifferent to education. My own idea is, that it has not had much effect upon them.

The Worcester scheme first came into operation in June 1856. Notice was sent by the Diocesan Board to schools in and within nine miles of Worcester that an examination would be held, at which prizes would be given to boys above the age of ten who showed a fair amount of proficiency. They were also required to bring with them certificates of regular attendance for three years, and of good character and conduct from the clergy and masters of their respective schools.

There were sixty-six candidates from thirteen different schools. They were examined and placed in three classes, according to proficiency, irrespective of age.

The prizes consisted of books, which were given by the Diocesan Board. Special prizes were also given by the Dean, by Canon Wood, and by the Rev. J. H. Hastings, and others, to boys who passed the best examination in religious knowledge, arithmetic, grammar, geography, &c. No money prizes were given. It was hoped that the books, from their value as recommendations for employment, would be sufficient inducement.

The prizes were given publicly in the Guildhall at Worcester, the boys and the masters of the schools having been previously entertained at dinner by the Dean and Chapter in the college hall.

The Worcester Diocesan Board are now organizing a plan to extend a system of prize-schemes over every part of the archdeaconry of Worcester. They will probably be in operation in the ensuing year.

Yours very truly,

The Rev. H. W. Bellairs. (Signed) W. Lea.

The following statistics, which have been very carefully drawn out by the masters of the several schools, may be of interest:—

		Yrs.	Mo.
Average Age of the First Class:—			
Stourport School - - -	Christmas 1853	11	3
,, ,, - - - -	,, 1856	11	11
Kidderminster, St. Mary's - -	,, 1853	10	0
,, ,, - -	,, 1856	10	3
,, St. George's - -	,, 1853	10	9
,, ,, - -	,, 1856	12	$2\frac{1}{6}$

		Boys.
Number of Boys on School Books:—		
Stourport - - - -	Christmas 1853	96
,, - - - -	,, 1856	113
Kidderminster, St. Mary's - -	,, 1853	113
,, ,, - -	,, 1856	180
,, St. George's - -	,, 1853	97
,, ,, - -	,, 1856	124

In each case the number of the first class is a little increased. It would now average in the 3 schools 28 in each.

Taking the three principal schools on the scheme the results are:—

The age of the first class has been raised to 11 years $5\frac{1}{2}$ months from 10 years 8 months.

The numbers to 517 from 306.

Shirley Parsonage, near Birmingham,
14 January 1857.

My dear Sir,

I proceed, in compliance with your request, to furnish you with an account of the educational prize-scheme instituted in 1855 by the Coventry Archidiaconal Church Extension Association. If I subjoin the regulations and subjects of examination, and prefix a short statement of the plan on which the examination is conducted, I shall perhaps supply the information required in the most intelligible shape.

I must commence by stating that, with the exception of the borough of Birmingham (excluded from local circumstances), the archdeaconry of Coventry is the area to which the operations of the scheme are limited, and that all parochial schools of the Church of England, whether boys' or girls', within this district are permitted to send as many candidates as they may deem right.

The clerical examiners, of whom there are three, are appointed by the archdeacon, and it is their province to draw up the questions and determine on the marks for each subject and adjudicate the various prizes.

The examination, which is conducted entirely on paper, is held annually early in the season of Lent on the same day throughout the archdeaconry, and at such places within each rural deanery as the different rural deans may think needful and convenient. Previously to the day named the rural deans are supplied with a sufficient number of the printed papers of questions.

On the day of examination the whole of the candidates assemble at ten o'clock in the morning at the different appointed schools, and are allowed three hours for answering the questions on the subjects prescribed by the association. After an interval of an hour such as deem themselves qualified reassemble, and during the two next hours proceed to answer the questions of one of the special subjects for which prizes have been given by private individuals. The subjects selected have been Scriptural knowledge, the Book of Common Prayer, history of the Church of England, catechism, English history, arithmetic, and grammar. A private prize was awarded for good writing and general neatness of exercise, and this year additional private prizes will be contended for by the girls for quickness and neatness in sewing a model shirt sleeve, for darning and knitting, and for marking two or three letters. The adjudication of these last prizes will be decided by a committee of ladies.

The children are seated in alphabetical order, and are permitted to speak to no one but the rural dean, who is present throughout the entire period of the examination ready to reply to fair questions and observant of any attempts at copying or unfair play.

On the day following the examination the whole of the children's papers are remitted by post to the examiners, and, after having been examined and classed by them separately, are again carefully looked over by them collectively, and are then finally numbered and classed in their respective order of merit.

The prizes, consisting of handsomely-bound Bibles and Prayer Books from the Christian Knowledge Society, of money, and of ornamented certificate cards for such as are highly commended, are presented to the children in St. Mary's Hall, Coventry, on the occasion of the anniversary of the Church Extension Association. Last year they were presented by the Venerable Archdeacon, and in the presence of the principal clergy and gentry and teachers of the schools in the archdeaconry.

While the plan was being matured and prior to the examination, many seemingly practical objections were urged against the scheme by friends supporting it in the main. It was alleged as unfair that girls should contend on equal terms with boys; that no allowance or limitation should be made for age; that country schools should have to compete with town schools; and schools not under inspection with such as were. The answer to these objections is to be found in the names of the successful schools and candidates.

Of the twenty-two schools amongst whom the prizes were divided ten were not under inspection and at least ten may be termed rural. Advanced years appear to be the proof rather of neglected early education than of matured intellect and superior proficiency. The girls were competent to hold their place with the boys. In the general examination they secured a fair quota of the prizes, and occupied the second, third, seventh, thirteenth, and seventeenth position in the order of merit. In the examination on special subjects they were still more successful. In the Book of Common Prayer they were classed fifth, seventh, and eighth, while in catechism and Scriptural knowledge, the subjects that demanded the largest amount of intellect, they actually carried off the first prizes; and in the former subjects were also classed in the fifth, sixth, and eighth places, and in the latter subject in the third and sixth places.

Care should ever be taken not to damage an experiment by rating it at more than its worth or by auguring too confidently of its success until it has endured the damaging test of time. I may, however, venture to assert, even after only one year's experience, that this prize-scheme adopted by the Archidiaconal Board has proved satisfactory in result and is hopeful in prospect. For the first time the Church, in her corporate capacity, has summoned her children together to a competitive examination, and upwards of 200 of the most advanced scholars obeyed the call. The examination was searching and minute in the ordinary subjects of an English elementary education, as also in the distinct dogmatic teaching of the Church in her catechism and Prayer Book. As the course extends over three years for the successful candidates, and is defined and progressive, it may safely be predicted, at any rate in regard to these children, that their secular instruction will be something more than a sham (an assertion, alas! too true of the mass that leave our parochial schools), and that their doctrinal training will enable them to prove and hold fast the form of sound words of the communion of their mother Church. While the prizes of the association guarantee general information, the prizes of individuals elicit and foster special talent in particular subjects. Printed copies of the questions and results of the examination are forwarded to every school in the archdeaconry, and thus two objects are effected. Incompetent teachers are furnished with specimens of the standard of information attained in efficient schools, and competent teachers are justly rewarded by a public acknowledgment of their labours and merits before their brethren and the clergy and managers of schools. The certificate of a year's attendance of 176 days required of all candidates is promoting and ensuring regularity at school, and the second and third year prizes (to be obtained only in succession), will retain many for a more lengthened period than would otherwise remain.

I am, &c.

(Signed) Nash Stephenson,
Hon. Sec. to the Coventry Archidiaconal
Church Extension Association.

The Rev. H. W. Bellairs.

Appendix D.

Average Age and Number of Children in First Class of Seventy-three Schools.

Name of School.	Average Age of 1st Class.	No. upon which Average is taken.	Name of School.	Average Age of 1st Class.	No. upon which Average is taken.
	Y. M.			Y. M.	
St. Paul's Practising, Cheltenham, Boys	10 10	18	Brought forward	422 2	403
Tetbury, Boys	12 4	23	Witney, Boys	11 0	8
Trinity, Cheltenham, Boys	11 5	30	Cowley	10 2	12
Cheltenham Model	12 5	18	Henley, Boys	11 0	16
Bengeworth, Boys	12 2	7	„ Girls	11 6	15
„ Girls	11 6	6	Oxford, St. Aldate's	11 6	8
Hagley, Boys	12 0	14	Banbury, Boys	11 6	16
„ Girls	11 7	8	Deddington, Boys	11 8	9
Alcester, Boys	10 11	22	Great Tew, Boys	10 6	7
Kinwarter, Girls	10 10	9	Woodstock, Girls	13 0	7
„ Boys	9 11	6	Cuddesden	11 11	10
Lea Marston, Boys	12 2	11	Beckley	40 0	16
„ Girls	11 6	12	Oxford Blue Coat	12 10	17
Bentley, Boys	11 4	11	Launton	10 6	9
„ Girls	12 7	11	Nuneham	11 9	20
Kingsbury, Boys	11 0	15	Oddington	10 5	9
„ Girls	10 10	5	Madley	11 0	19
Powick, Boys	16 2	6	Hentland	12 3	13
„ Girls	11 4	10	Hereford Blue Coat	12 8	11
Trinity, Coventry, Boys	10 0	19	Leintwardine	12 0	17
„ Girls	19 9	8	Croft	12 0	8
Offchurch, Girls	12 9	7	Leominster	10 8	9
„ Boys	9 6	2	Mansel Lacey	13 4	10
Stoneleigh, Boys	10 7	9	Much Marcle, Boys	11 10	11
„ Girls	11 5	11	Deritend, Boys	11 2	20
Clifton-on-Tame, Boys	11 0	5	Edgbaston, Girls	10 6	9
„ Girls	11 0	4	Birmingham, St. Paul's, G.	11 0	13
Tenbury, Boys	11 4	14	Rugby, St. Matthew's	11 4	13
„ Girls	12 6	9	„ Parochial	11 6	16
Martley, Girls	11 6	13	Cubington, Boys	14 4	5
„ Boys	10 6	9	„ Girls	10 6	17
Keresley, Boys	12 0	9	Clifton Dunsmoor	9 8	21
Saltley Practising, Boys	12 2	15	Edgbaston, St. George's	10 6	10
Watermoor	10 10	10	Long Itchington	9 0	13
Broughton	11 0	7	Pontypool	11 10	20
Oxford, St. Mary's	11 6	10	Newport-on-Usk, Boys	10 6	24
			„ Girls	12 0	15
Carried forward	422 2	403	Cradley, Boys	9 7	14
			Total	870 7	890

	Y.	M.	D.
Average of Seventy-three Schools	11	11	3

Appendix E.

Hereford Diocesan Board of Education.

The following is a short summary of the proceedings of the Hereford Board during the past year:—

grants have been made towards the erection of schools, but more frequently see
is improving the fittings, and more frequently still towards a better portio
of maps and apparatus.

Board have occasionally, and with good effect, made their assistance equal
on increased subscriptions being furnished by the landowners, the age; t
schools
tions is t
ndowners being generally very ready to aid in school-work.

They have undertaken to contribute towards the expense of several persons in training colleges, and have still nominations open for that purpose.

They have endeavoured to promote the improvement of school-teachers by encouraging the formation of district associations, putting at their disposal a collection of appropriate books, and assembling all the teachers of the district for an annual dinner, at which Her Majesty's Inspector, Mr. Bellairs, was this year present.

Diocesan inspection is in full operation; all schools, with very few exceptions, being open to their visits, so that these inspectors' returns furnish interesting and complete results.

The Board have organised a scheme of examination to extend to all schools in the county. It had to aim at the double object of bringing the examination near to every school, and at the same time securing proper publicity and uniformity of standard.

They have taken steps to give greater efficiency to school libraries, and to increase their number.

They have endeavoured to aid teachers desirous of passing an examination before Her Majesty's Inspectors, by lending them the requisite books, and paying their expenses to and from the place of examination.

Their great difficulty is with the small parishes. They are organizing a plan for training women of sufficiently advanced years to teach efficiently reading and writing in dames' schools, or to act as "work-mistresses" in other schools. The matter has waited for some months, pending a correspondence with the Committee of Council.

The Board having elected as honorary members those gentlemen who have erected schools chiefly at their own expense, they are gratified to find how numerous such instances of munificence have been.

Reply to Memorial addressed to Committee of Council.

Education Department, Privy Council Office,
25 August 1856.

Reverend Sir,

I have the honor to acknowledge the receipt of your letter dated 4 July 1856, inclosing a memorial from the Hereford Diocesan Board of Education.

Their Lordships desire me to request the attention of your Board to the inclosed copy of a Minute dated 29 April 1854.

My Lords are not aware in what sense exactly the term "Dame School" purports to be used in the memorial; but, if it means a school of private adventure, kept in the teacher's own cottage, without proof of her own attainments, and without the appliances needful for instruction, I am not authorized to hold out any prospect of assistance for such schools from the Parliamentary grant.

The recognition of inefficient schools answers no object except that of keeping the need for more vigorous action out of sight.

Supposing, however, as my Lords are willing to believe, that your Board does not mean schools of this kind, but contemplates the provision of proper school-rooms, with a reasonably good supply of furniture, books, and apparatus, under competent mistresses, the Minutes already in force are not inadequate to meet such cases.

Their Lordships cannot do better than refer you to the Dean of Hereford's paper inserted in the *Hereford Times* of the 26th of July, for a general account of the aid which may be had from the Parliamentary grant.

With regard to the application of the Minutes to the county of Hereford, you will see that the Dean points out the necessity of schools for *combined* parishes.

The following calculations (which, of course, are liable to vary in particular instances) may be of use to your Board in its deliberations.

A school-room (only) capable of accommodating fifty children, with the necessary offices, may be built and furnished, so as to fulfil the conditions required by the Committee of Council, for something less than 200*l.*, and a grant of about 80*l.* from the Parliamentary fund may be obtained towards the expense. This valuation is not a low one for the buildings and furniture, but it is exclusive of the value of the land, about giving which there is seldom any difficulty in rural districts. If the plans included a residence, the grant would be about 120*l.*, and the total expense, probably, 350*l.* The pecuniary outlay may be considerably reduced if the farmers will lend their teams for carting materials. The time of building should be adjusted so as to secure this assistance.

With regard to the maintenance of such a school, if as many as fifteen out of the fifty children attended for 176 days in the course of a year, the capitation grant upon them would amount to 4*l.* or thereabouts; and, if the average fee charged equalled 2*d.* per week, and if thirty-five children paid at this rate for thirty-five weeks in the year, the annual sum resulting from this source might be set down at 10*l.*; as much, therefore, as 14*l.* would be forthcoming at this stage of the calculation, independently of subscriptions.

The next point to consider is how to obtain a registered or certificated teacher, without whom pupil-teachers are not allowed, nor the capitation grant continued.

If the teacher in charge of the school were incapable of passing the proper examination, and if a trained teacher were advertised for, a mistress probably would expect not less than 30*l.* per annum, and a master not less than 50*l.*, exclusively of a house rent-free, and of the government grants which they might obtain in augmentation of their salaries or for the instruction of pupil-teachers.

These rates of remuneration are *above* the minimum pecuniary conditions insisted upon by the Committee of Council, but they are rather *below* the average remuneration which trained teachers, in common with other skilled workers, can command in the general market.

The clergyman of a parish is not, however, necessarily driven to public advertisement as the only mode of obtaining a certificated or registered teacher.

It may safely be stated that any one who is fit to continue to hold the office of teacher may, by a moderate degree of private study, under the guidance of an educated person, pass the needful examination, in which the high marks assigned to real proficiency in the elementary subjects ensure success to those candidates who have mastered them, although such candidates may be less well prepared in some of the other branches.

By elementary subjects are understood:—1. Religious knowledge; 2. Reading; 3. Writing; 4. Arithmetic; 5. Grammar and composition; 6. The theory and practice of managing a school. In addition to which a teacher, in order to be able to conduct the instruction of pupil-teachers, ought to have a fair knowledge of English history and of geography, and (if a master) of Euclid.

It is, however, to be repeated that, by the scale of marks in use, a teacher who obtained the maximum in each of the first six subjects might receive a high certificate, or might, although the number of marks obtained therein were considerably lower, be registered, if qualified by age.

Returning now to the supposed case of a school of fifty children, with fees amounting to 10*l.* per annum, let us assume it to be supported by voluntary subscriptions to the extent of seven guineas per annum, and to be under the charge of a mistress, who has a house rent free, and who receives, by help of the capitation grant, conditionally allowed for one year, 20*l.* in salary. As soon as the mistress has passed the examination, the following consequences ensue, viz.; she may receive 10*l.* per annum in addition to her salary, and a pupil-teacher may be apprenticed to her, for whose instruction she may obtain a further sum of 5*l.* per annum, while the stipend of the pupil-teacher is paid entirely out of the Parliamentary Fund.

The accounts of the same school for the next year will then stand as follows :—

Local :—	£.	s.	d.
Fees	10	0	0
Subscriptions	7	7	0
From Parliamentary Fund :—			
Capitation	4	0	0
Augmentation	10	0	0
Gratuity	5	0	0
Pupil-teachers' stipend (annual average)	15	0	0
	£51	7	0

In other words, the local funds for education (17*l.* 7*s.*) are now augmented by a sum nearly twice as great (34*l.*) on the part of the Government; and this consequence follows at once upon proof that the school is in charge of a competent teacher.

In reality, the benefit would be much greater; for, with the improvement of the school, the attendance would improve, thereby adding both to the amount of the fees and to the amount of the capitation grant; nor has the separate assistance, which may be obtained towards the purchase of books and maps, been taken into account.

In all probability, a school which had gained this start would be able, in a few years, to support a certificated master and a sewing mistress, thereby bringing the Minute of 29 April 1854 (already referred to) into play for the older boys. There is no reason why such a school, if sufficiently good to attract the sons of the farmers, should not flourish like your Dean's school at King's Somborne.

Nothing is gained for the improvement of education until good teachers are placed in the schools. This is the point to which the attention of your Board should be turned. As soon as this desideratum is gained, the public aid follows in liberal measure. Your Board might encourage parishes to combine, and, by disposing of a central fund, might contribute towards the erection of schools, or towards the salaries of certificated teachers, in those localities where the greatest difficulty is experienced in taking the first steps. Instead of agreeing to pay the whole salary of a certificated teacher, it would generally be enough if your Board guaranteed the deficiency for two or three years, requiring, as a certain condition of every such grant, strict proof that the most had been made of all local and public means. No pecuniary contribution would, however, be so valuable as to bring clearly before the persons occupying, or interested in the property of, each locality, the urgency which exists for making an effort, and the perfect feasibility of the work so soon as each particular district will earnestly undertake its own task for itself.

I have the honor to be, &c.

(Signed) R. R. W. Lingen.

To the Rev. William Poole, Hentland, Ross.

Appendix F.

Number of Persons apprehended and convicted, or committed, in the Borough of Birmingham.

Mr. Bull attributes the great increase of female delinquency shown in these tables:—"1. To the brutalizing effect of female drudgery in large warehouses, workshops, and factories. 2. To the legal permission, and even licence, of all sorts of demoralizing pastimes—penny theatres."

Ages.	Sex.	Apprehended, 1852-3.	Discharged, 1852-3.	Apprehended, 1854-5.	Discharged, 1854-5.	Summarily convicted. 1852-3.	Summarily convicted. 1854-5.	Sent to Sessions, 1852-3.	Sent to Assizes, 1854-5.
12 years and under	Male	208	107	272	186	85	144	10	8
	Female	19	13	47	34	6	11	–	2
From 12 and under 16	Male	816	391	1,139	577	341	445	136	117
	Female	134	76	82	82	40	53	18	20
From 16 and under 21	Male	1,251	686	1,480	834	373	348	201	298
	Female	579	252	490	302	51	81	76	100

Appendix G.

Tetbury School Garden Account for the year ended 31 December 1856.

No. of Poles.	*Dr.*	£ s. d.	Per Centage.	*Cr.*	£ s. d.
10½	William Cox.				
	To produce - - -	1 10 5	15·31		
	Deduct seeds and rent -	0 12 0		By seeds and rent -	0 12 0
	Nett profit - -	0 18 5	8·76		
16	John Smith.				
	To produce - - -	2 3 8	13·6		
	Deduct seeds and rent -	0 19 3		By seeds and rent -	0 19 3
	Nett profit - -	1 4 5	7·35		
14	John Bond.				
	To produce - - -	1 11 4	11·2		
	Deduct seeds and rent -	0 13 5		By seeds and rent -	0 13 5
	Nett profit - -	0 17 11	6·4		
9	John Wall.				
	To produce - - -	1 7 11	15·508		
	Deduct seeds and rent -	0 9 10		By seeds and rent -	0 9 10
	Nett profit - -	0 18 1	10·04		

Dr. *Cr.*

No. of Poles.			Per Centage.		
9	WILLIAM SIMPKINS.				
	To produce - - -	2 1 0	22·77		
	Deduct seeds and rent	0 10 4		By seeds and rent -	0 10 4
	Nett profit - -	1 10 8	17·03		
6	EDWARD REED.				
	To produce - - -	1 1 10	18·19		
	Deduct seeds and rent -	0 5 2		By seeds and rent -	0 5 2
	Nett profit - -	0 15 8	13·54		
		£ *s.* *d.*			
3	LEVI HUNT.				
	To produce - - -	0 18 1	30·13		
	Deduct seeds and rent -	0 3 4		By seeds and rent -	0 3 4
	Nett profit - -	0 14 9	24·58		
3	EDWARD KIRBY.				
	To produce - - -	0 11 11½	19·91		
	Deduct seeds and rent -	0 2 7½		By seeds and rent -	0 2 7½
	Nett profit - -	0 9 4	15·55		
3	ISAAC MANN.				
	To produce - - -	0 17 6½	29·23		
	Deduct seeds and rent -	0 4 4		By seeds and rent -	0 4 4
	Nett profit - -	0 13 2	21·94		
3	ALBERT BARNES.				
	To produce - - -	0 11 7½	19·32		
	Deduct rent - - -	0 1 6		By rent - -	0 1 6
	Nett profit - -	0 10 1½	16·87		
3	WILLIAM LAMB.				
	To produce - - -	0 7 7	12·6		
	Deduct seeds and rent -	0 2 9		By seeds and rent -	0 2 9
	Nett profit - -	0 4 10	8·05		
3	HENRY WAGER.				
	To produce - - -	0 10 9	17·91		
	Deduct seeds and rent -	0 2 1½		By seeds and rent -	0 2 1
	Nett profit - -	0 8 7½	14·37		
3	JOHN BROOM.				
	To produce - - -	0 14 5½	24·096		
	Deduct seeds and rent -	0 3 2½		By seeds and rent -	0 3 2½
	Nett profit - -	0 11 3	18·61		
3	CHARLES COX.				
	To produce - - -	0 15 9	26·25		
	Deduct seeds and rent -	0 3 6½		By seeds and rent -	0 3 6½
	Nett profit - -	0 12 2½	20·34		

No. of Poles.	*Dr.*		Per-Centage.	*Cr.*	
3	CHARLES DAVIS.				
	To produce - - -	0 11 3	18·75		
	Deduct seeds and rent -	0 2 1		By seeds and rent -	0 2 1
	Nett profit - -	0 9 0	15·27		
3	JOHN CULL.				
	To produce - - -	0 9 6	15·83		
	Deduct rent - - -	0 1 6		By rent - -	0 1 6
	Nett profit - -	0 8 0	13·33		
3	WALTER MANN.				
	To produce - - -	0 8 3	13·75		
	Deduct seeds and rent -	0 1 9		By seeds and rent -	0 1 9
	Nett profit - -	0 6 6	10·82		
3	CHARLES LANG.				
	To produce - - -	0 9 0	15·		
	Deduct rent - - -	0 1 6		By rent - -	0 1 6
	Nett profit - -	0 7 6	12·5		
3	CHARLES BOULTON.				
	To produce - - -	0 10 10	18·55		
	Deduct seeds and rent -	0 2 2½		By seeds and rent -	0 2 2½
	Nett profit - -	0 8 7½	14·37		
3	EDMUND LAMB.				
	To produce - - -	0 12 2½	20·34		
	Deduct seeds and rent -	0 2 9½		By seeds and rent -	0 2 9½
	Nett profit - -	0 9 5	15·69		
3	JOHN PRICE.				
	To produce - - -	0 7 0	11·66		
	Deduct seeds and rent -	0 2 6		By seeds and rent -	0 2 6
	Nett profit - -	0 4 6	7·5		
3	CHARLES NEWCOMBE.				
	To produce - - -	0 10 5	17·36		
	Deduct seeds and rent -	0 1 6		By rent - -	0 1 6
	Nett profit - -	0 8 11	14·86		
3	ISAAC COX.	£ s. d.			
	To produce - - -	0 13 5	22·36		
	Deduct seeds and rent -	0 5 0		By seeds and rent -	0 5 0
	Nett profit - -	0 8 5	14·02		
3	CHARLES BOND.				
	To produce - - -	0 14 2	23·61		
	Deduct seeds and rent -	0 3 9		By seeds and rent -	0 3 9
	Nett profit - -	0 10 5	17·38		

Dr. *Cr.*

No. of Poles.					Per Centage.			
3	WILLIAM ROBINSON.							
	To produce - - -	0	11	8	19·44			
	Deduct rent - - -	0	1	6		By rent - - -	0	1 6
	Nett profit - -	0	10	2	16·94			
3	ELIJAH MANN.							
	To produce - - -	0	7	5	12·36			
	Deduct rent - - -	0	1	6		By rent - - -	0	1 6
	Nett profit - -	0	5	11	9·86			
3	WILLIAM BUYE.							
	To produce - - -	0	10	6	17·5			
	Deduct rent - - -	0	1	6		By rent - - -	0	1 6
	Nett profit - -	0	9	0	15·			
	THOMAS LONG. EDGAR WILKINS. JOHN FERGUSON. The above three boys employed in assisting the master.							
27½	J. W. KEILLER.							
	To produce - - -	7	17	8	23·11			
	Deduct seeds and rent -	1	7	9		By seeds and rent -	1	7 9
	Nett profit - -	6	9	11	23·056			
	Total under cultivation, 160 poles.							
	Total produce - - - -	29	7	2	18·34			
	Deduct total of seeds and rent -	7	18	3				
	Net profit on the acre - - -	21	8	11	13·403			

RULES of the INDUSTRIAL DEPARTMENT of the TETBURY SCHOOL.

1. The gardens to be cultivated wholly by the boys themselves, and at such times as the master shall deem proper.

2. No boy to plant anything in his garden without first consulting the master.

3. The produce to belong to the boys, who are to keep an account of the expense of seeds, &c., and also of the produce. A regular rotation of crops will be enforced, and each boy to find manure for his own garden, and to pay half the rent. Every boy is recommended to plant a few fruit trees (such as currants and gooseberries) in his garden; also to allot a small piece of his ground for flowers, as there will be prizes given for them each year.

4. Trees planted by any boy will be taken off his hands, at cost price, on his quitting the school.

For the promotion of industry and neatness, the following prizes will be given :—

LIST OF PRIZES.

	s.	*d.*		*s.*	*d.*
For the neatest garden, first prize -	5	0	For the best dozen of onions, first prize	2	0
Ditto ditto, second prize -	2	0	Ditto ditto, second prize -	1	6
For the best half-peck of potatoes, first prize - - - - -	2	0	For the best peck of peas, first prize -	2	0
Ditto ditto, second prize -	1	6	Ditto ditto, second prize -	1	3
For the best six parsnips or carrots, first prize - - - -	2	0	For the neatest flower-bed, first prize -	5	0
Ditto ditto, second prize -	1	6	Ditto ditto, second prize -	2	6
			Ditto ditto, third prize -	1	6

The show to be immediately before the harvest holidays.

Appendix H.

Dear Sir, 80, Eaton Place, London, 7 March 1857.

As I have reason to believe that you agree with me in wishing that the Charity Commissioners for England and Wales were invested with ampler and more summary powers, I venture to call your attention to the following case; knowing that in its main features it is sufficiently typical of many endowed educational institutions of the minor sort, and thinking that in its past history and its present operation you may find more than one argument in favour of your proposition.

Towards the end of the 17th century, A—— H——, who, as a boy, had absconded from W——, a small town, of about 1,000 inhabitants, returned in affluence, and (with a benevolence which subsequent events will, I think, prove to have been, if not misguided, at least misapplied) bequeathed a certain amount of property for the establishment and maintenance of a school for the benefit of poor children in that town; at the same time constituting the mayor and corporation the managers of it. Some litigation took place concerning the will, which, with other legal business of the charity, produced no less than ten orders of the Court of Chancery before the year 1700. From the very commencement of the school, abuses and local differences appear to have manifested themselves; for one of the orders alluded to was in answer to a petition from the mayor and corporation, who, while stating that the schoolmaster assumed a tenure of his functions to which he was not entitled by the founder's will, added that, although he was in receipt of an ample salary, he had only five or six boys in the school, and that of these he had broken the arm of one, and pulled off the ear of another. The counter-petition, on the part of the schoolmaster, retorted that the mayor and corporation, in appealing to the Court of Chancery, were actuated only by a desire to appropriate the funds of the charity to their own uses. The Court of Chancery confirmed this schoolmaster in his post for two years; at the expiration of which period he would, according to the founder's will, be subject to re-election. In spite of these proceedings, he appears to have retained his post until his death in 1720; and an explanation of his reconciliation with the mayor and corporation may be found in the fact that, in 1734, some of the inhabitants of W—— stated, in an affidavit, that he had given a bribe of 30*l.* to the mayor and corporation; while, for the four or five years preceding his death, he had had no scholars, and had been permitted to convert the school-room into a thrashing-floor. The same affidavit stated that the succeeding schoolmaster obtained his post by a bribe of 25*l.* In 1693, the Court of Chancery, with a view of checking abuses, elected five of the neighbouring gentry, who, with the mayor and senior alderman for the time being, were constituted trustees of the charity. Thus early was the founder's will (by which the trust was vested in the mayor and corporation alone) set aside. In 1696, an order in Chancery directed the trustees, with the mayor and corporation, to consider, and submit to the Court of Chancery, a scheme for the government of the school. This, however, the mayor and corporation, jealous of an interference with their presumed rights, refused to do. In 1734, certain inhabitants of W——, complaining of great abuses on the part of the schoolmaster, petitioned that a sufficient number of neighbouring gentry should be elected to act with the mayor and corporation, the previous trustees being all dead. An order was granted, and one of the Masters in Chancery was directed to select five gentlemen. This order, however, was never acted upon, and the charity continued in the hands of the mayor and corporation until 1806. In 1806, on the expiry of certain leases, one M—— came to W——, and, after having entertained some of the aldermen at dinner in a neighbouring public house, prevailed upon them to renew these leases to him. The other aldermen, justly indignant, petitioned the Court of Chancery to set aside these leases, and to appoint proper persons from the neighbourhood to act with the mayor

and corporation in the management of the charity. The litigation in this affair (in which the petitioners were defeated as to the leases, but successful in procuring five gentlemen as trustees) lasted until the year 1815, and cost no less a sum than 1,000*l.*, which was not paid off until 1820. In 1834, Mr. G——, of W——, with the concurrence of the mayor and corporation, presented a petition to the Court of Chancery, in which certain reforms were prayed for; among them the appointment of trustees to fill up death vacancies. The prayer of the petition was acceded to, and a considerable and beneficial change took place. A scheme of education also was adopted, which, although objectionable in one or two matters of detail, was upon the whole satisfactory. In 1856, the trustees, with one exception, being all dead, the Court of Chancery was petitioned to elect fresh ones, and upon this occasion they departed from their previous custom by electing as trustees two persons who were or had been aldermen of the town. The rector of the parish and a neighbouring proprietor were at the same time elected. The surviving old trustee, now living at a great distance, is never likely to attend the meetings; and the consequence is that the two first mentioned trustees, who are closely related to the mayor (an *ex officio* trustee, representing the corporation, and by his office assuming a casting vote) can at any moment outvote the other trustees, even if the old trustee were present. It appears therefore, that, in spite of 160 years' experience, during which there have been no less than five periods of litigation, of various duration and cost, the prospects of the charity are not much better than they were in 1690, and the power of the mayor and corporation, against which so many appeals have been made, and which has proved so prejudicial to the cause of education, is again firmly established. The net income of the charity is about 130*l.* per annum, a sum sufficient for the salary of the schoolmaster and mistress, but not adequate to the extra expense which attends the election of trustees, and utterly inadequate to the burden of placing the school premises in an efficient state. The premises, according to the testimony of Her Majesty's Inspector of Schools, are in a condition, and of a construction, unfit for the purposes to which they were originally designed. It is scarcely necessary for me to enter into the defects of the general system adopted at this school, except to mention that boys are not permitted to stay after attaining the age of fourteen years, and that the number in the whole school is never to exceed forty; the effect of which is that the number of boys educated at this school is just sufficient to prevent the establishment of another school, and yet not sufficient to provide for the education of all the boys belonging to the town and neighbourhood. I find an actual record of no less than twenty-five orders and decrees emanating from the Court of Chancery; and I find evidence of the existence of other similar documents which appear to have been lost. Litigation upon various subjects appears to have extended over twenty years. These are some of the facts which, I think, show that a less costly and a more summary action than that of the Court of Chancery is required in dealing with cases of this kind; and, in the event of the Charity Commissioners being invested with sufficient powers, I cannot but think that, in addition to gaining the advantages of greater simplicity of action, and less costly proceedings, the Commissioners would be found to act generally upon some fixed principle, and would not reverse—as the history of this charity shows that the Court of Chancery has reversed—a practice which long experience has shown to be the only way of meeting certain abuses. I beg leave to call your attention to the foregoing statement, knowing that it is not in your power to offer any direct assistance, yet hoping that an acquaintance with the case may tend to confirm you in your opinion, and may encourage you to use the influence which your official position ensures to you in urging the introduction of a further reform in the mode of dealing with charitable trusts.

Believe me, &c.
(Signed) Ducie.

To the Rev. H. W. Bellairs,
Her Majesty's Inspector of Schools, &c.

GENERAL REPORT, *for the Year* 1856, *by Her Majesty's Inspector of Schools, the* Rev. FREDERICK WATKINS, B.D., &c., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the County of* YORK.

MY LORDS,

Review of work of inspection.

MY colleagues (Rev. W. W. Howard and Rev. A. R. Grant) and myself have been employed during the last official year in inspecting schools connected with the Church of England, in Yorkshire; in preparing and revising examination papers; and in the manifold duties of Her Majesty's Inspectors of Schools in that great county. The nature and extent of our work, and the employment of our time, is shown in a table (No. 1, in *Appendix* B.) appended to this report, and in statements made below. The particular account of each school inspected is given in our Tabulated Reports, printed separately for distribution in my district. I proceed, therefore, here to lay before your Lordships the general results of our inspection.

Additional schools under inspection.

With regard to what may be called the *machinery* of education, there is a steady and satisfactory increase in my district. Thirty-two schools have been added to my list during the official year.

New school buildings and internal improvements.

New buildings,—most of them handsome in appearance and spacious and convenient in arrangement,—have been completed at nine places, and are in the course of erection at seven other places. Some of these are very important works. One at St. Peter's, Leeds, will probably not cost less than five thousand pounds. Considerable additions and improvements have been made in nine localities. In several rooms much attention has been paid to improved ventilation and heating apparatus. There are, however, yet many schools which are extremely deficient in both these points. There are also several places where the rooms are either insufficient in size, inconvenient in form, or otherwise unfit for the higher requirements of elementary education in the present day. I append lists of all the cases mentioned above (*Appendix* B.)

Increase and improvement in staff of teachers.

With regard to the *working power*, I can report a satisfactory increase in quantity, and, it is not unfair to add, improvement in quality. By this I mean that teachers are now better trained for their duties, and have larger and more thorough knowledge of their subjects of instruction than they had a few years ago. The number of certificated teachers in my

district has increased (about 17 per cent.) during the last year, from 264 in 1855 to 309 in 1856. The number of assistant teachers has also become larger; rising from 22 to 27 (about 18 per cent.). The pupil-teachers have risen from 693 in 1855 to 802 in 1856, an increase of 15 per cent. So far, then, there seems to be cause for satisfaction and prospect of improvement.

Attendance at school.

There are, however, other points which, if not absolutely discouraging, are at least of doubtful interpretation. First, I observe that the number of children in attendance at school during the last official year is not so great as in the preceding year. During 1856 the attendance has only been 61 per cent. of the accommodation provided. In the year 1855 it reached 63 per cent. The decrease, though not large, is unsatisfactory. The more important and significant result obtained by the inspection of last year is *that* with regard to the age of the children and the duration of their schooling. Year after year I have laid before your Lordships lengthened statements on this subject, which is, indeed, the most important with which we have to deal. I regret that the report of this year is again unsatisfactory, and shows that the evil is not only not arrested, but that it is increasing. The state of the case is as follows:—

Age of children.	1855.	1856.
Under 7 years of age	25·89 per cent.	36·84 per cent.
Under 10 „	66·45 „	71·87 „
Above 10 „	33·55 „	28·13 „
Above 13 „	4·44 „	3·65 „

And this return is the more striking when I state that of the schools from which it was taken 15½ per cent. in 1855 were infants' schools, and only 14 per cent. were of this class in 1856. We should, therefore, be justified in expecting a smaller (in proportion) number of very young children in this year than in last.

Stay in school.

If we turn to the other head, the stay of children in their school, the return is not much more satisfactory.

Children who have been in school	1855.	1856.
less than 1 year	46·07 per cent.	47·54 per cent.
„ who have been 1 year	22·94 „	21·54 „
„ „ 2 years	13·51 „	13·8 „
„ „ 3 „	8·48 „	8·07 „
„ „ 4 „	5· „	5·03 „
„ „ 5 „	4· „	4·02 „

It is hardly necessary to say that these returns show the state of elementary education in Yorkshire to be unsatisfactory,

and especially so because the evil lies at the very root of the whole matter. It is a radical, deeply-seated, and widely-spreading evil, not at all confined to my district, but nearly, if not quite as mischievous in all parts of the country. Is there any remedy for it? what is the remedy? are the most important questions that we can ask. The man who answers them practically will deserve well of his country. The cause of the evil is patent. No one at all conversant with the subject ever doubts that it is not the payment of the school fee which keeps the child away from school, or shortens its stay at it; but it is the larger and (to the parent) more touching consideration of the gain or loss of his child's wages. It is not 2*d.* or 3*d.*, or 4*d.* per week, which the parent is either unable to pay, or grudges to pay; but it is the sum varying from 2*s.* to 12*s.* (and even more than this), which he thinks more valuable than his child's education. It is a question entirely of present profit or loss, of paying or receiving money. So far as this, then, it regards the parent and the child; the advantage or the mischief done to the individual only. But it is not really a question of individuals; it is a great national question, which puts itself plainly in this shape: How can the child-labour, necessary in the working of this great country, be supplied with fairness to the employer and justice to the employed? Would compulsory education effect this end? I have gone largely into the subject of children's wages, as affecting the school apprenticeship, and I think it is difficult to deny that compulsory education in the manufacturing and mining districts, where child-labour is much used and highly remunerated, is practically impossible. I mean by this expression, compulsory attendance at school until the age of thirteen or fourteen years, *i.e.* about five times as long as the usual school-stay now is, and continued for about three years after it now ceases. For I conclude that no compeller of education would venture to affix a higher penalty for the infraction of the education law than a fine, and that not of very large amount. This is the case in Prussia, and wherever the circumstances of Prussia at all resemble those of the districts of which I am speaking, there the education law is broken, and the fine paid over and over again. A parent could afford to do this out of the high wages of his child, rather than lose the whole of the wages. A statement has been made, which seems incredible, that in the town of Elberfeld, with its population of 40,000, there were in one year 12,000 convictions of parents for breaking the educational law, and preferring to pay the fine imposed upon them. Even allowing for considerable exaggeration here, one may fairly conclude that in that district, where child-labour is valuable, the law was broken continually and contemptuously.

Nor can anyone doubt that something of the same kind would happen in manufacturing Yorkshire. And what, we may well ask, would be the moral effect on the minds of the people living under a law which they hated as much as they despised, which they evaded whenever they were able, and broke whenever they could afford it? But, if a compulsory enactment be impracticable or highly inexpedient, is there nothing that can be done to increase the age and lengthen the stay of children in the elementary schools of the country? No one who knows the present state of the case can either be satisfied with it or rest content without some attempt to improve it. Many such attempts have been made. Prizes, varying in value and differing in character, have been given in some districts. Scholar's certificates, which I had the honor of proposing to your Lordships, have been tried with fair effect, considering the short time that they have been known to the country; and night schools, under different circumstances of discipline, attendance, and instruction have been established in many towns, and in some of the large manufacturing and mining villages. Let me say a word on each of these heads.

Prize-schemes.

With regard to the first of them, viz., prizes, there has been little done hitherto in my district, except by private management. In many schools the managers and patrons give a quantity and variety of prizes, either after, or without, an examination. For this purpose books are usually given, sometimes money. In either case, I am inclined to think that no permanent good arises. If the prizes be few, the majority of the children fail to get them, and, consequently, their parents are dissatisfied and envious, while the receivers are proportionally elated. And if the prizes be many in number they seem to lose their character as prizes, and to degenerate into an uncertain and very questionable method of paying the scholars for attendance at school. I have never been able to ascertain, in any case where prizes were thus given, that they had produced any decided effect in lengthening the stay or increasing the regularity and punctuality of the children's attendance. Two associations for the purpose of giving prizes to the children of workmen in the coal and ironstone mines are being formed in the northern and southern parts of the great Yorkshire coalfield. The northern district contains the large towns of Leeds, Bradford, Wakefield, and Dewsbury; the southern has within it—Sheffield, Rotherham, and Barnsley. In their present state, it would be premature to say more than that they are to be established on the same principles, and under much the same rules, as those which have already produced some good effect in Staffordshire and Shropshire. Certain modifications of the rules have been made to

suit the character of the population and the nature of their work. Committees of intelligent and practical men have been appointed, and the most influential proprietors of the two districts have signified their desire to encourage and assist the good attempt.

Scholars' certificates.

Under the second head of Scholars' Certificates, I have to report that they have been given in twelve schools in my district, viz. :—

	No.		No.
Horbury - -	3	Brampton Bierlow -	1
Elsecar - -	2	Leeds, Newtown -	2
Leeds, St. Peter's -	1	Ripon, Cathedral -	2
Leeds, St. George's -	4	Lockwood - -	1
Wentworth - - -	4	Slaithwaite (Lower) -	7
Wentworth (Barrow) -	3	Denby Grange - -	2

making a total of thirty-two children (twenty-one boys and eleven girls), who, in a period of three months—during which time only they have been obtainable,—have been recommended by the managers of schools for this distinction. It would be unwise to speak confidently of the result of this experiment, which has yet had so short a trial. But one thing may fairly be said of it,—that it draws out to public notice, and rewards, with no invidious distinction, those children whose conduct is exemplary, and whose progress is creditable; that it substitutes no false motive for the right one of endeavouring to do duty; and that it does not tend to impress upon the youthful mind that money and money's worth are the "be-all" and "end-all" of this life; but that there are, in every class of society, better and higher rewards than pounds, shillings, and pence. I have no sympathy with the movement that has been made in Birmingham, and elsewhere, to attach a certain money value to these scholars' certificates. That they have a money value is undeniable—*that* value which a good character always commands—and for which, as the story goes, the notorious Colonel Charters declared that he would give ten thousand pounds. But I desire—and surely the thing is not impossible—to make school children feel that the better part of the school certificate is that which money cannot buy, and which cannot be sold for money.

Night schools.

Under the third head, of Night Schools, as a means of supplementing the deficiencies and shortness of day instruction, I have little to report. Only two such schools in my district have, as yet, applied for assistance under your Lordships' late Minute. I have before pointed out the practical difficulty of inspecting these schools, both in enforcing the attendance of the scholars at the time of inspection, and in ensuring their willingness to be examined when present. At Mr. Akroyd's

establishment at Haley Hill—where everything is done both liberally and thoughtfully—a judicious division has been made, since my last visit, of the older from the younger scholars. In both divisions I found no difficulty in my examination, but great interest in it, and readiness to answer the questions proposed. I believe that, at present, the night schools in my district contain only a moderate per-centage of those for whom they are intended. There are some branches of labour, such as potteries, glass-furnaces, ironworks, collieries, which unfit those who are employed in them for any exertion either of body or mind after the day's work is over. Sheer exhaustion seems to demand entire idleness, or it leaves a craving for unhealthy excitement, rather than for steady employment. The most interesting attempts that I have seen in Yorkshire to remedy this evil are in an evening school supported and directed by Mrs. Martineau, at Whitkirk Vicarage, for lads and young men employed in the neighbouring collieries (*vide Appendix* C.); and in a sewing school for factory girls at Leeds, supported and most kindly superintended by Mr. and Mrs. George Hyde (*vide Appendix* D.) In both these places the influence of the cultivated mind upon the uncultivated, and the true sympathy of the higher with the lower class of life have produced decided effects, *educational* in the true and highest meaning of the word.

Apprenticeship of pupil-teachers.

The subject to which I particularly wish to draw the attention of your Lordships is the disadvantage under which, in the manufacturing districts, the school apprenticeship lies, and the many and great hindrances which beset it. During the last year I have made inquiries on this point in the chief manufacturing towns of West Yorkshire, and have received returns from persons in them well qualified to give the requisite information. From Leeds and its neighbourhood, from Sheffield, Halifax, Huddersfield, Bradford, Rotherham; from several of the large manufacturing villages; the principal coalfields, ironworks, potteries, and glassworks, I have obtained reports in several instances from the employers of labour, in all cases from persons whose situation enables them to judge fairly, and whose intelligence makes their testimony very valuable. In order to appreciate this evidence rightly it will be necessary to bear in mind that the salaries of pupil-teachers, considered as weekly payments, stand thus:—

Boys and girls,	14	years of age,	3*s.* 10*d.*	per week.
,,	15	,,	4*s.* 9½*d.*	,,
,,	16	,,	5*s.* 9*d.*	,,
,,	17	,,	6*s.* 8¾*d.*	,,
,,	18	,,	7*s.* 8¾*d.*	,,

The apprenticeship commences at the age of thirteen, but all payments are made at the end of the year.

From Leeds my correspondent writes:—

"I find the rate of wages given to lads and young men in this neighbourhood in mechanics' shops commences with:—

3*s.* per week at 13 years of age.
4*s.* „ 14 „
5*s.* „ 15 „

increasing 1*s.* per week every year until the age of twenty-one. This may appear to be low, and it certainly struck me as such. But, in the first place, the boys are considered to be *learning* a *trade*, which a pupil-teacher is not thought to be doing; and, in addition, the clothing of a pupil-teacher is considered to cost more than if he were working at a trade."

Again Mr. —— has furnished me with the following memorandum of wages, per week of sixty hours, paid to young people in Messrs. —— works:—

	Boys.	Girls.
13 years of age,	3*s.* 10*d.* to 4*s.* 0*d.*	3*s.* 9*d.* to 4*s.* 0*d.*
14 „	4*s.* 2*d.* to 4*s.* 4*d.*	4*s.* 0*d.* to 4*s.* 3*d.*
15 „	4*s.* 6*d.* to 5*s.* 0*d.*	4*s.* 4*d.* to 4*s.* 9*d.*
16 „	5*s.* 6*d.* to 6*s.* 0*d.*	4*s.* 9*d.* to 5*s.* 0*d.*
17 „	- - - -	5*s.* 0*d.* to 5*s.* 6*d.*
18 „	- - - -	5*s.* 6*d.* to 6*s.* 0*d.*

The usual wages of young people in other parts of Leeds are these:—

Trades, &c.	Salary.	Age.
Grocers' errand boys	3*s.* 0*d.* to 7*s.* 0*d.*	12 to 16 years.
Hatters' „	3*s.* 6*d.* to 8*s.* 0*d.*	12 to 16 „
Drapers', &c. „	3*s.* 6*d.* to 12*s.* 0*d.*	12 to 19 „
* Butchers' „	4*s.* 0*d.* to 8*s.* 0*d.*	13 to 15 „
* Butchers' apprentices	4*s.* 0*d.* to 16*s.* 0*d.*	15 to 21 „
Mechanics' „	5*s.* 0*d.* to 12*s.* 0*d.*	13 to 18 „
Whitesmiths' „	5*s.* 0*d.* to 12*s.* 0*d.*	14 to 21 „
At foundries (not apprentices)	5*s.* 0*d.* to 18*s.* 0*d.*	13 to 18 „
„ Mills „	4*s.* 0*d.* to 10*s.* 0*d.*	13 to 17 „
„ Chandlers „	4*s.* 0*d.* to 10*s.* 0*d.*	12 to 15 „
„ Warehouses „	4*s.* 0*d.* to 16*s.* 0*d.*	13 to 18 „
„ Carver and gilders „	3*s.* 6*d.* to 10*s.* 0*d.*	14 to 21 „
„ Shoemakers „	4*s.* 0*d.* to 10*s.* 0*d.*	13 to 21 „
„ Plasterers „	4*s.* 0*d.* to 12*s.* 0*d.*	14 to 21 „
„ Masons „	4*s.* 0*d.* to 12*s.* 0*d.*	14 to 21 „
Printers' apprentices	4*s.* 0*d.* to 10*s.* 0*d.*	14 to 21 „

N.B.—The advantages of working and being paid for overtime are considerable. Some of the lads will occasionally double their wages. So much is to be made in the way of jobbing that there is a general complaint among the masters that lads for regular apprenticeship are difficult to obtain.

The following statement is from Messrs. Walker, among the largest employers of labour in Bradford and its neighbourhood:—

* Intelligent likely lads are well paid here—some of them at 16 years getting 14*s.* per week.

"In answer to your inquiry, I beg to annex what I believe te be a fair average of the rate of wages earned by young persons from thirteen to eighteen years of age, when employed in factories. I might add that in many cases these rates are much exceeded by some weavers (a large class), for at my own works at Clayton, about a month ago, I was standing near the person who was taking in and examining the "pieces" of several girls. After expressing my satisfaction with the goods (the work being well done), I inquired of the book-keeper the ages and wages earned by these three weavers for a month past, which I found to be 13*s.* 6*d.*, 14*s.*, and 14*s.* 6*d.* per week, or rather over. Their ages were respectively 15¼, 15½, and 16 years.

"The rates annexed are, however, the most correct, as an average, that I am able to make out:—

	13 Years.	14 Years.	15 Years.	16 Years.	17 Years.	18 Years
	s. *d.*	*s.* *d.*	*s.* *d.*	*s.* *d.*	*s.* *d.*	*s.* *d.*
Boys' wages per week -	4 9	5 9	7 0	8 0	9 0	10 0
Girls' wages per week -	5 0	6 0	7 6	8 6	9 6	10 6

"I am quite satisfied that the great difficulty of obtaining pupil-teachers arises from the fact that the parents are unwilling to accept the lower rate of remuneration given when they are apprenticed, and it is to be lamented that they do not regard the *future advancement* of their children so much as a *present income* for their labour. But so it is."

From the same neighbourhood I have the following return of the payment of other kinds of labour:—

Better Bed.

"Colliers, 13 to 15 years of age, 9*s.* 6*d.* per week of five days.
" 15 to 18 " 14*s.* 0*d.* "

Black Bed.

Colliers, 13 to 15 years of age, 7*s.* 6*d.* per week of five days.
" 15 to 18 " 12*s.* 0*d.* "

"These wages are taken at an average. It is impossible to give the accurate weekly amount.

"In the ironworks I think you may take the wages of boys—
13 years of age, 9*d.* to 1*s.* 2*d.* per day.
15 " - - - 1*s.* 4*d.* "
18 " - - - 1*s.* 9*d.* "

Females. Average.

"In our factories—spinners, 13 years of age, 5*s.* 6*d.* per week.
" " 15 " 6*s.* 6*d.* "
" weavers, 18 " 12*s.* 6*d.* "

The return made to me from Sheffield is very full and accurate. There is much more employment there for boys than for girls, and there has consequently been always much less difficulty in obtaining the latter as pupil-teachers in the schools.

AVERAGE EARNINGS per week of Boys and Girls, when prices are good and plenty of Employment, in the several Branches in the SHEFFIELD TRADE.

Trade, and Branch thereof.	Boys or Girls.	Age and under.	Amount.	Observations.
Penknife cutlery	Boys	13 to 15	5*s.*	
„	„	15 „ 18	8*s.*	
Penknife grinding	„	13 „ 15	7*s.*	
„	„	15 „ 18	12*s.* to 14*s.*	
Penknife blade forgers	„	13 „ 15	5*s.*	
„	„	15 „ 18	10*s.*	So much depends on skill in this branch, that a boy at 18 will sometimes earn as much as 20*s.* a week.
Rasor grinding	„	13 „ 15	7*s.*	
„	„	15 „ 18	12*s.* to 14*s.*	
Cutler's rasors	„	13 „ 15	7*s.*	
„	„	15 „ 18	14*s.*	
In warehouse	Girls	13 „ 18	6*s.*	
Table knife hafting	Boys	13 „ 15	6*s.*	
„	„	15 „ 18	10*s.*	
Table knife grinding	„	13 „ 15	10*s.*	
„	„	15 „ 18	15*s.*	
Forks, filing	„	13 „ 15	5*s.* 6*d.*	
„	„	15 „ 18	7*s.* 6*d.*	
Forks, forging	„	17 „ 18	10*s.*	No boys work till 17.
Forks, grinding	„	13 „ 15	10*s.*	Very dangerous.
„	„	15 „ 18	15*s.*	
Finishing and burnishing	Girls	13 „ 15	3*s.*	
„	„	15 „ 18	6*s.*	
Brittania metal	Boys	13 „ 15	7*s.*	
„	„	15 „ 17	10*s.* or 12*s.*	
„	„	17 „ 18	16*s.* to 20*s.*	
„	Girls	13 „ 15	4*s.*	
„	„	15 „ 18	6*s.*	In some branches as much as 8*s.*
Silver plating	Boys	13 „ 15	7*s.*	
„	„	15 „ 17	10*s.* to 12*s.*	
„	„	17 „ 18	16*s.* to 20*s.*	
„	Girls	13 „ 15	4*s.*	
„	„	15	8*s.* to 18*s.*	Girls at 15 can do women's work, earnings depend on ability and quickness.
Handles, cutting wood	Boys	13 „ 15	10*s.*	
„	„	15 „ 18	15*s.*	

It must not be understood that the whole of the above earnings are paid to the boys and girls; but as regards boys, they receive on an average 7*s* or 8*s.* per week for maintenance, with pocket-money varying from 6*d.* to 2*s.* 6*d.* or 3*s.*, according to state of trade, good conduct, &c., the remainder is the profit retained by the party to whom the boy is apprenticed.

The statement from one of the large manufacturing villages, in the neighbourhood of Huddersfield, is as follows, from the Rev. T. B. Bensted:—

"I have taken two or three days to obtain the information which you desire, in order that I might, by comparing statements, be more accurate. I think that I can also give you other information, which, conjointly with the rate of wages, will show the reason why Yorkshire parents are backward in accepting our offers of receiving their children as school-apprentices.

		Wages per week.	Age.
Male and female	Billy-piecers	4*s.* 6*d.*	13 to 15 years.
„ „	Mule ditto	5*s.* 6*d.*	14 to 17 „
Males	Tail-enders	5*s.* 0*d.*	14 to 16 „
„	Scourer's boy	6*s.* 0*d.*	15 to 17 „
„	Giggers	6*s.* 0*d.*	14 to 17 „
„	Teesers	7*s.* 0*d.*	16 to 18 „
Females	Feeders	7*s.* 0*d.*	16 to 18 „
„	Healders	7*s.* 6*d.*	15 to 17 „
Males	Dyer's boy	7*s.* 0*d.*	15 to 17 „
„	Presser's boy	7*s.* 0*d.*	15 to 17 „
Male and female	Weavers	9*s.* 0*d.*	16 to 18 „

"By a comparison of these wages with the grants made to pupil-teachers there appears to be, in some cases, only a very small advantage on the side of the factory wages; but they are paid every week. The grants are annual, and, I fear must be so. But the parents scarcely know how to wait so long. Could they be paid quarterly?

"Another reason of backwardness is this—a pupil-teacher leaves his father's house at 18, and must for two years more entail expense upon his father. A factory 'lad' will bring his wages into the family from 18 years of age up to 22 or older. The same may be said of a 'lass.' These wages, in the case of males, will go on increasing to 14*s.*, 16*s.*, 18*s.*, 20*s.*, and sometimes 24*s.* per week. I think the backwardness of which we complain might in part be removed, by increasing the grants to an amount equivalent to 5*s.* per week for the 1st year, 6*s.* per week for 2nd, 7*s.* per week for 3rd, 8*s.* per week for 4th, and 10*s.* per week for the 5th year of the apprenticeship."

From the hardware district about Rotherham the following statement has been sent to me:—

"I have made inquiry respecting the wages of young persons at several manufactories in the town (Messrs. Sandford and Owen; Yates, Haywood, and Co.; Corbett and Co.; Smith, Dymond, and Co.; and Guest and Chimes; Messrs. Hazlewood, &c.) Mr. Haywood gave me the enclosed document, but stated that many of their workmen employ their own boys, who work at piece-work, and earn from 2*s.* to 3*s.* per week more than the firm gives to its own apprentices. The same scale of wages is paid at five other firms to their own apprentices; and the same remark respecting piece-work applies to these firms. Mr. ——, of the firm of ——, kindly shewed me their wages-book, in which I saw that one youth, about 18 years of age, had earned 4*l.* in three weeks, and there were several others about the same age, earning about the same wages. I also saw that many of their workmen are receiving from 2*l.* to 2*l.* 10*s.* per week. There is scarcely one youth in fifty completes his term of apprenticeship at the scale of wages entered on the indenture, as it is the custom of the town for the masters to give their apprentices the privilege of piece-work when they arrive at the age of 17 or 18. The effect on the morals of these youths by the high scale of wages is in almost all cases decidedly bad. One youth, only 18 years of age, who had earned in four weeks the sum of 4*l.* 16*s.* 4½*d.*, is living with a married woman, whose husband has left her in consequence. This wretched pair pass their evenings and Sabbaths in drinking from public-house to public-house.

"At the flax mill they chiefly employ females, and their wages range between 2*s.* 9*d.* and 9*s.* per week. There are girls, of 14 years of age, earning 9*s.* per week, and there are others (new hands), 16 or 17 years of age, earning from 4*s.* to 5*s.* per week; but the wages of females, between the ages of 13 and 18, range between 3*s.* and 9*s.* per week, according to their skill and the time that they have been employed.

"Scale of Wages in Stove, Grate, and Brass Works, Rotherham, of Boys and Young Men (if under 13 years 6 months of age to be taken as 13 years old, if above 13 years 6 months, to be taken as 14 years old).

(1.)	s.	d.	(2.)	s.	d.
13 to 14 -	3	6	14 to 15 -	4	0
14 to 15 -	4	6	15 to 16 -	5	0
15 to 16 -	5	6	16 to 17 -	6	0
16 to 17 -	6	6	17 to 18 -	7	0
17 to 18 -	7	6	18 to 19 -	8	0
18 to 19 -	8	6	19 to 20 -	10	0
19 to 20 -	10	6	20 to 21 -	12	0
20 to 21 -	12	6			

"The difference between these two columns arises from the difference of age at which a boy begins to work. It will be seen from them that the earlier he begins the more valuable is his labour; that if, for instance, he commences at 13, his labour, at 14 years old, is worth 6*d.* per week more than if he began at the latter age. If he begin at 12, he is far more valuable to his employer when he arrives at the age of 14, than the one who begins at 13, &c.

"In other words, the earlier that a boy is withdrawn from school and educational influences, the better it is for him in a pecuniary point of view.

"Rates of Wages for Apprentices.

From 14 to 15 years of age, 5*s.* per week.
„ 15 to 16 „ 6*s.* „
„ 16 to 17 „ 7*s.* „
„ 17 to 18 „ 8*s.* „
„ 18 to 19 „ 9*s.* „
„ 19 to 20 „ 10*s.* „
„ 20 to 21 „ 11*s.* „

"Nearly all these apprentices work piece-work after they are 17 years of age, and can earn from 12*s.* to 22*s.* per week."

The evidence from the potteries and glassworks is very striking. My correspondent, Rev. J. Levett, says,—

"To begin with the potteries:—the pay varies with the nature of the work and the quantity done. There is no restriction of age nor sex; both boys and girls are employed at the wheel, and those working under a good journeyman turner, will earn 10*s.* per week, those under an apprentice 5*s.* or 6*s.* per week. A good journeyman will earn 30*s.* per week; an apprentice, of 17 years of age, ought to earn 15*s.* They begin at the age of 12 to 14 years, with 5*s.* or 6*s.* per week, and increase gradually.

"In the printing department—

Girls of 14 will earn 5*s.* per week.
„ 15 „ 6*s.* „
„ 16 „ 7*s.* „
„ 17 „ 8*s.* „

"A transferrer (a female) will get 12*s.* or 13*s.* per week; and a girl of 11 or 12 years old employed under her will earn 2*s.* 6*d.* per week.

"A presser (a female) of 10 or 11 years of age, will earn 3*s.* or 4*s.* per week;

At 12 years of age, 3*s.* 6*d.* per week.
„ 13 „ 5*s.* or 6*s.* per week.

"Boys employed about the ovens are generally paid by the day—

At 15 years of age they can earn	7*s.* 6*d.*	per week.
„ 16	„	„	8*s.* 6*d.*	„
„ 17	„	„	9*s.* 6*d.*	„
„ 18	„	„	11*s.* 0*d.*	„
„ 19	„	„	12*s.* 0*d.*	„
„ 20	„	„	13*s.* 0*d.*	„
„ 21	„	„	14*s.* 0*d.*	„

and afterwards 3*s.* per day. This is hard work, and those employed in it are subject to great changes of temperature.

"A dipper's boy, up to 14 years of age, will earn 5*s.* per week, and then more. This is a most injurious employment, as the lead soon affects the constitution of children. I have now before me the case of a lad who was sent to this work when nine years old. After four years, he was nearly killed by it; he was sent to the Sheffield Infirmary, where he remained for nine weeks, and now, after an illness of fourteen months, he is unable to do work of any kind, but goes about with the help of a stick.

"In the glassworks the wages are higher. Apprentices are paid by the gross, and they are required to make so many gross for their wages, which are from 10*s.* to 12*s.* per week. In busy times they are allowed to make more than the regular quantity, for which excess they are paid extra. This payment is called *plus;* and when there is a great demand, a man or boy may make as much by his *plus* as by his wages. Thus, a boy of 12 or 13 years of age, who has regular wages of 9*s.* or 10*s.* at a busy season, will earn 18*s.* or 20*s.* per week. Their work is very hard, and they are exposed to great changes of temperature. Boys of 11 or 12 years of age, employed in the packing department, earn 4*s.* 6*d.* to 5*s.* 6*d.* per week, and so increase up to 1*l.*, and even 30*s.* at the age of 18 to 20. The temptations to which they are exposed are terrible.

"In the forge, boys of 14 will earn 5*s.* to 6*s.* per week, and at the age of 18, 2*s.* 6*d.* per day. From this you will see, that had our pupil-teacher been sent to the pottery, he would easily have earned 15*s.* per week when 18 years of age.

"We have had instances of boys 12 years old making 20*s.* per week in the glassworks. There is now a strike amongst the glass-men. I have taken considerable pains in obtaining these statistics, and believe that you may rely on them."

From another large village, which is now the seat of considerable and increasing glassworks, the clergyman writes as follows:—

"With regard to the wages which young people receive in the glasshouses, they are these:—Under 13 years of age, 6*s.* to 7*s.* per week; 14 to 18 years old, 8*s.* to 12*s.* per week; and, with *plus*, about 10*s.* more. Some of the glass-blowers can make 50*s.* to 60*s.* per week. Improvidence is their general character, and the public houses receive at least half of the wages. This is clearly proved by the quick manner in which the publicans have realised large sums of money.

"In the pottery, the girls earn from 7*s.* 6*d.* to 10*s.* per week; but few, I believe, have more, on an average, than 8*s.* These girls commence working at the early age of 7 or 8 years. They go to work at 6 o'clock in the morning, and do not leave off till 8 o'clock in the evening. They have no time for instruction, as in the evening the body is too weary for the mind to work. The same remark applies to the boys who work in the glasshouses.

They commence so early that schooling is out of the question. Latterly there has been a strike amongst the glasshouses, and some of them are, no doubt, suffering; but they have brought it entirely upon themselves. The people here will not pay money for their children's schooling; they care little how they are brought up."

The statement from Halifax is as follows:—

"I enclose you returns of the wages of young people (between the ages of 13 and 18) employed in Mr. —— works. Many of the weavers are young girls of 14 years and upwards, living at home with their parents; they seldom earn more than 10*s.* per week.

"Earnings per week at the weaving-shed: full-time hands vary from 5*s.* to 20*s.*, but will average from 7*s.* 6*d.* to 8*s.*"

Again:—

		s.	*d.*	
Mill hands	lowest	4	6	per week.
„	highest	5	9	„
Combing hands	lowest	5	6	„
„	highest	7	0	„
Warehouse	lowest	4	6	„
„	highest	9	0	„

I have, my Lords, gone into considerable details on this subject, as I am convinced that it is the most important to which an Inspector can direct his attention, and report to you. It is plain that in every branch of labour the payment of young persons is higher than that of school apprentices. It is also *immediate, i. e.*, made weekly or fortnightly, and it is unconditional. On these three points then, value, readiness, and facility, it completely domineers over the pecuniary circumstances of the pupil-teachers. No wonder, then, that short-sighted young people and blinded parents, blinded by the glitter of present high wages, should choose the one and reject the other, remembering the old proverb, that the bird in the hand is worth two in the bush, though that bush be the tree of knowledge. Nor must we forget that, if the state of the child-labour market affect injuriously the position of the pupil-teacher, who does receive some payment for his work, *à fortiori* it affects the position of the school-child, who, as long as he is at school, is paying only, and receiving nothing. If the managers of a school could afford and were willing to pay every child in it a payment corresponding to his age and to the position he would occupy in the labour-market, even then the child remaining at school would be at a disadvantage, as he would not acquire that readiness and dexterity requisite in almost every branch of labour, which can be gained only by very early employment in it. It is by no means a satisfactory conclusion to state my belief that it is impracticable, in the present circumstances of the country, to keep any considerable

number of children much longer at school than they now stay; whilst, on the other hand, it is hardly possible, even for teachers of the highest qualifications, to give larger or deeper instruction to the children under their care, as they come and go for two or three years, and finally leave school at an age when the rich man's child is going to it.

Tabulated Reports on schools inspected.

The Tabulated Reports contain, as I have stated, a circumstantial account of each school which has been inspected by myself and my colleagues during the official year. The present condition of these schools, as affecting the general state of education in my district, I report here, annexing such remarks as Mr. Howard and Mr. Grant have made respecting their portions of the work.

I have inspected in the year 233 schools, viz.,—

Boys.	Girls.	Infants.	Mixed.	Total.
59	59	40	75	233

Two of them were closed at the time of my visit. Ten of them were visited twice within the twelve months. In the schools inspected there were 22,977 children present on the day of examination. With regard to condition, they may be thus classified:—

Good.	Fair.	Moderate.	Bad.	Total.
75	94	42	20	231

I am very glad to report so many as good. By this expression I mean good in their respective situations, "good" for a town, or "good" for a village. Some of them, indeed, ought to be called excellent.

Sheffield, Carver Street.
„ Pittsmoor.
Harewood.
Ripon, Cathedral.
Halifax, Copley Factory (Upper Division).
Richmond, Corporation.
Gilling.
Walton.
York, Bishopgate, Girls.
York, Manor, Boys.
Doncaster, Christ's Church, Boys.
Neswick, Girls.
Escrick.
Hull, Christ's Church, Boys.
„ Salthouse Lane, Boys.
Roos, Boys, Girls, and Infants.
Wentworth, Barrow.
„ Infants.

are worthy of special mention in their different circumstances of town and village, manufacturing and agricultural districts. Some of the bad schools are very bad indeed, but as there is hope of amendment in some, it seems unnecessary to make special mention of them.

Mr. Howard states:—

"I find that I inspected in the year ending 31 Augst 1856, the following schools:—

Boys.	Girls.	Infants.	Mixed.	Total.
49	42	20	135	246

Nineteen of these may be called really good.

Almondbury, Boys.
Boroughbridge, Mixed.
Barnsley, Boys.
Beverley, St. Mary's, Boys.
Farsley, Mixed.
Halifax, King's Cross, Boys. (This school has since fallen off).
" Girls.
" Infants.
" St. James', Victoria Street, Girls.
Halifax, St. James', Victoria Street, Infants. (The best infants' school that I have seen in Yorkshire.)
Huddersfield, Longroyd Bridge, Boys.
" " Girls.
Langbaurgh, West (Stokesley), Boys.
Leeds, St. Saviour's, Boys.
Marsden, Mixed.
Sheffield, St. George's, Girls.
" Trinity, Boys.
Slaithwaite, Lower, Mixed.
West Tanfield, Mixed.

" There is another class, principally of country schools, also 19 in number, which I need not mention by name, nearly equal to these, but less decidedly 'good.' Then a larger division (of 27) just above 'fair;' same of which promise very well. A fourth division comprises (135) above half of those which I have inspected; they range, with differences difficult to describe, between 'fair' and 'bad.' Finally, there are 46 which I must call 'bad;' some of them in a state disgraceful both to the managers and teachers; a few with prospect of amendment, others holding out no hope at all.

" I wish to take especial notice of Batley and Scholes, as two schools under masters who have no certificates, who are working almost single-handed, and whose pupils would put to the blush those of many schools under certificated masters, assisted by a large staff of pupil-teachers. I do not think I can name a school where history is properly taught. Geography, in general, is a very meagre knowledge of England and the very outlines of Europe. Arithmetic is generally taught too mechanically. Those children who possess a knowledge of fractions can seldom apply them to the very simplest problems. In most schools there is a very small per-centage of the children who can write down from dictation numbers under 100,000. I have no doubt you have often observed the mistakes made by candidates for apprenticeship through want of practice in notation.

" After arithmetic, I think that the Church catechism seems to be worst taught. I seldom find, even in good schools, more than a very few children who know the meaning of the words which they repeat without mistake. Reading lessons are also very defective; the children are seldom examined thoroughly in the meanings of the words used by them. I think the best reading I have heard in any school in Yorkshire was at Scammonden, a little school in one of the wildest districts in the county."

Mr. Grant reports thus :—

" The results of my inspection are these :—

	Boys.	Girls.	Infants.	Mixed.	Total.
Schools visited - -	36	33	26	92	187

Two of these were closed at the time of my visit.

" Of 185 schools, I consider 10 good.

Beverley Minster, Boys.
Bridlington Town, Girls.
Croft, Boys.
Leeds, Little London, Boys.
" St. Andrew's, Infants.
Market Weighton, Mixed.
Queenshead, Mixed.
Sheffield, St. Mary's, Girls.
York, St. Cuthbert's Boys.
" Walmgate, Girls.

" I call 86 fair, 73 moderate, and 16 bad, but my 'fair' is rather wide in its limits in both directions. The 10 " good " appear to me decidedly beyond the rest. The 16 'bad' are really disgraceful.

" It has struck me, that though the unsatisfactory condition of schools may often be fairly attributed to the great demand for juvenile labour, yet in a great many cases it is owing to want of proper support in the way of

funds. Every penny, in many places, seems to be obtained with difficulty, and nothing is spent upon the school when it can be avoided. Then the school is ill-found and incomplete, and owing to the smallness of the salaries, the teachers are always changing, a thing in itself sufficient to account for a bad school. Indeed, the change of teachers may account for many schools never getting on at all. Managers, in general, have never got to understand that, if they want a good teacher, they must pay a good salary, and the consequence is, that in a large number of schools there is no proper instruction, good teachers will not stay, and children will not come.

"I think that this cause of the bad condition of schools is not sufficiently considered, partly because it is much easier for people to complain of parents taking away their children so young, than to put their shoulders to the wheel and make a really good school. Of course, I do not deny the existence of the other cause, but you see it very much modified where there is a thoroughly good teacher, and a squire or clergyman, or both, to back him, especially when the teacher has been long in the place, and has gained the confidence of the people. Many instances of this will occur to you at once.

"In the working of schools I should like to see more general attention paid to accuracy, or perhaps rather completeness, in the teaching. Most teachers are apt to be satisfied with imperfect results; lessons ill read and sums done wrong. They correct the mistake, perhaps, in reading, but do not impress the right way on the child, who will often make the same mistake if tried in the same piece again. This is particularly the case with pupil-teachers. I have been surprised at the small number of cases in which the sums I set, which are generally very easy, are done rightly."

Elementary drawing.

I have to report that considerable dissatisfaction exists in my district with regard to the exercises in drawing, both as to the number of prizes awarded to them and the character of the exercises to which they are given. I do not profess to be able to give an opinion on this subject, but think it right to mention the fact. The general result is this:—Thirty-one schools in Yorkshire have sent in seventy-two candidates for drawing prizes (sixty-seven males and five females); fifteen of these (thirteen males and two females) have obtained prizes, *i. e.*, more than twenty per cent. have been successful. This would be a small per-centage of success in any other subject of elementary education, but drawing has been practised for so short a time as a school study, and has, as yet, taken so little root in Yorkshire, that it would be premature to say that, as a branch of national education, it has not been sufficiently encouraged by prizes from the Department of Science and Art. In some of the large towns, Sheffield more than any other, very considerable progress has been made in this study. In others, Huddersfield, Halifax, and Bradford, little attention has been paid to it by the pupil-teachers and upper classes of the elementary schools, to whose case my remarks chiefly apply. I may add, in proof of the feeling which I have mentioned above, that, though there is no town where knowledge of drawing is more likely to be useful than in Sheffield, there is, at the same time, no place in which pupil-teachers and school children seem to have taken so little advantage of the School

of Art planted in it. I quote a statement made by Mr. Cole, the Inspector-General of the Department of Science and Art, at the inauguration of a new School of Art in Sheffield :—

"The Sheffield School of Art stood at the head of all the schools in the country; but its position, in relation to other places, was this :—Exeter, with a population of 40,000, had an average number of students, from the parochial and other schools, 835, besides 190 students in the School of Art. Cheltenham, with a population of 35,000, had 1,350 students from the different schools. In Chester there are 1,200, and in Worcester nearly 500; but in Manchester, with its population of 300,000, they had only 230 students from the parish schools; and in Sheffield, with 135,000 souls, there were eighteen of these students under the superintendence of the master of the School of Design."

Industrial schools.

Of industrial schools I have little to report. As I have before explained to your Lordships, they are not likely to increase rapidly in manufacturing or mining districts, where work is generally plentiful and well remunerated. I append a report (*Appendix* E.) made by the master on the school-garden at Elsecar, which, like many other educational works in that neighbourhood, owes its existence and vigour to the intelligent liberality of Lord Fitzwilliam.

Libraries and reading-rooms.

School libraries and reading-rooms are increasing, both in number and value. Some of them are doing great good. I append a report (*Appendix* F.) of one of the most successful,—the Harewood literary and scientific institution,—furnished to me by one of its officers (Mr. Jones).

Position of Yorkshire, in educational progress.

In conclusion, let me state how my district, the great county of York, stands in what may be called "the educational world." Yorkshire contains rather more than one-tenth of the whole area of England and Wales, and not quite one-tenth of the population. But its share of the various educational grants has been larger than this. It has received nearly one-eighth of the whole grant for certificated teachers, 19,557*l.* out of 159,221*l.*; it has received more than one-eighth of the whole grant for pupil-teachers, viz., 85,175*l.* out of 663,596*l.*; it has received more than one-eighth of the capitation grant, viz., 2,441*l.* out of 16,083*l.*; it has received about one-eighth of all the building grants, viz., 72,693*l.* out of 580,381*l.*; and it has received nearly one-eighth of the grant for books and maps, viz., 2,022*l.* out of 16,925*l.* The proportion of one-eighth of the whole public money seems to have fallen on Yorkshire and her children. For the last year the proportion seems to be on the increase. For certified teachers, 5,234*l.* out of 40,000*l.*; for assistant teachers, 790*l.* out of 4,500*l.*; for pupil-teachers, 16,162*l.* out of 120,000*l.*; *i.e.*, more than one-eighth, more than one-sixth, and more than one-eighth respectively. In the above statement I have included all the schools under inspection in Yorkshire. Those belonging to the Church of England

are about four-fifths of the whole number, and receive that proportion of the grants. So that, tested by the amount of money received from public grants, which always bears a relation to the amount raised locally, and to local exertions in the cause, Yorkshire is in advance of other parts of England. Of the importance of the money question no one is inclined to doubt; but in the subject of education it is becoming yearly more important, as will be shown by the following statement. Out of twenty-two school districts connected with the different religious bodies in Great Britain, *there are but two in which the expenditure is not greater than the income.* The return of the whole shows a deficiency of nearly 20,000*l.* in the year 1855–6; viz., income, 464,715*l.*; expenditure, 483,037*l.* For the year 1856–7, I have only the return for my own district which, as far as it goes, shows an increase of the habit of *running into debt.* In the first-named year the excess of expenditure over income was 6 per cent.; in the latter year it was about 7½ per cent. But the educational position of Yorkshire may be proved by another test. The population of Yorkshire, 1,789,047, is not one-tenth of the whole population (17,927,609) of England and Wales; but the number of children that its school buildings will accommodate (speaking only of schools under inspection, from which returns can be obtained) is 92,946, whereas the whole number for England and Wales is 794,848, so that Yorkshire approaches here also to her proportion of one-eighth. In the returns, also, of children in average attendance at school, the proportion, is between one-eighth and one-ninth of the whole number, 57,314 out of 506,009. I may add that there is but one school district in England (Staffordshire) which offers so large a per-centage of school accommodation to school population, and only two (Lancashire and the Metropolitan) which have so large a proportion of children in average attendance at the elementary schools. Another striking feature of Yorkshire education (which I have before brought under your Lordships' notice) is the large amount that is paid by parents for their children's schooling, amounting year after year to nearly half of the whole expense. This seems to me a fact very creditable to the working people of Yorkshire, and one in which they far surpass their fellows in other parts of England. Out of a total income of 39,340*l.*, the sum of 19,100*l.* was received this year by the school-pence of the children. This is rather below the average of late years. Last year the different school districts connected with the Church of England contributed in the following manner:—

	Per-centage of School-pence of whole income.		Per-centage of School-pence of whole income.
Metropolitan district -	27	South-Eastern district -	26
Western district, Gloucester, Hereford, &c. - -	29	Lancashire ,, -	48
Yorkshire - - -	49	North-western ,, -	39
South-western district -	23	Northern ,, -	39
Eastern ,, -	28	South Midland ,, -	28
Midland ,, -	34	Wales ,, -	30

Nor is it little to the credit of the higher classes in Yorkshire that their voluntary contributions to the education of their poorer neighbours amount to 33 per cent. of the whole cost. Indeed, as I have before been glad to remark, the nobility and gentry of Yorkshire have always been the intelligent and liberal promoters of elementary education. The schools at Wentworth, Harewood, Escrick, Newton-on-Ouse, Danby, Wykeham, Walton, Sledmere, and Sharow are but a few out of many proofs, both of the intelligence and liberality of the landed aristocracy, whilst the colossal establishments at Halifax, Haley Hill, Copley Factory, Holbeck, and Bradford, Low Moor, and many others on a smaller scale, but not less effective in their results, speak as plainly of the zeal and munificence of the great manufacturers of the county.* Of the clergy it is difficult, within the moderate compass of a report like this, to say anything; for whatever is said must fall far short of what ought to be said of their zeal, of their intelligence, and of their self-denying liberality in the education of their parishioners. I could, were I allowed, mention instance after instance, where considerable sacrifices have been made by them, and great self-denial practised, in order that the school might be supported. Still, notwithstanding all that has been done, and that is being done, the great obstacle to progress remains,—the school children are too young to be taught much, too soft to be permanently impressed. Neither the head nor the heart, at their tender age, is fit for the burden laid upon it, nor the duty required of it. No wonder, then, that the crop does not answer our expectations, and that, when we might, under fair circumstances, expect a return hundredfold, we are content if we get our seed again, and all does not perish under the choking tares.

I have the honor to be, &c.

To the Right Honorable
The Lords of the Committee of Council on Education.

FREDERICK WATKINS.

* I cannot observe the death of Lord Downe without mentioning his works, in the cause of education, which have come under my observation in Yorkshire :— At Sessay, a church and school erected by him ; at Wykeham, a church, parsonage, and school ; at Pollington, a church, parsonage, and school; at Cowick, a church, parsonage, and school ; at Shipton, a church, parsonage, and school ; at Baldersby, a church, parsonage, and school; at Hensall, a church, parsonage, and school ; at Danby, a school, parsonage, and the church rebuilt; and in some of these places Lord Downe also gave endowments to a considerable amount.

Appendix A.

Summaries of Tabulated Reports, for 1855–6, on Schools inspected by Rev. F. Watkins, Rev. A. R. Grant, and Rev. W. W. Howard.

Summary *a*.

Attendance, &c.

Number of Schools *actually inspected* between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children							
No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*				In *Average Attendance.*	For whom *accommodation* is provided, at 8 square feet of superficial area per Child.	Number of *Certificated Teachers.*	Number of *Pupil-teachers.*
	Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.				
499	145	139	95	297	15,147	12,184	7,650	21,748	51,651	83,920	309	802

Per-centage of Children on *School Registers*

Aged

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
7·09	8·18	10·06	11·51	11·87	11·67	11·49	10·19	8·24	6·05	2·45	1·2

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
47·57	21·54	13·8	8·04	5·03	4·02

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 581 inspected, in which

Subjects of Instruction.	Are reported to be taught			Are Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Holy Scriptures	425	99	40	564
Cathechism	374	123	42	539
Reading	375	181	12	568
Writing	429	125	9	563
Arithmetic:—				
Simple Rules	305	185	56	546
Compound Rules	353	144	42	539
Higher Rules	252	115	53	420
Geography	305	154	46	505
Grammar	238	148	69	455
History	135	93	52	280
Music from Notes	41	1	–	42
Drawing	41	16	2	59

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
597	66	2	583	65	10	463	106	66	445	55	12	482	94	44	521	113	21	366	17	8

Summary *d*.

Income and Expenditure.

Aggregate *Annual Income*, as stated by Managers, of 438* of Schools enumerated in Summary *a*.												Average Income per Scholar in attendance.†	
From Endowment.			From Voluntary Contributions.			From School Pence.			From other Sources.			Total.				
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	s.	d.
3,126	1	2½	13,042	6	0¾	19,100	8	5	4,071	13	10½	39,340	9	6¾	15	8

Aggregate *Annual Expenditure*, as stated by Managers of 438† of Schools enumerated in Summary *a*.									Average Expenditure per Scholar in attendance.†		No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.			Books and Apparatus.			Miscellaneous.			Total.						
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	s.	d.		
31,842	3	1¾	2,467	12	2	8,166	2	4¾	42,475	17	8½	16	11	50,157	

Summary *e*.

Salaries of Teachers.

	Schoolmasters.				Schoolmistresses.				Infants' Schoolmistresses.			
	Certificated.		Uncertificated.		Certificated.		Uncertificated.		Certificated.		Uncertificated.	
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
Average pecuniary emoluments (including Government Grants and all professional sources of income)	88	12 5½	48	14 9½	63	9 9¾	31	17 1¼	65	16 9½	28	16 1½
Number on which average is taken	200		179		94		76		12		73	
Number provided with house or rent-free	132		87		40		28		6		18	

Summary *f*.

School Fees.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
382	59,063	16·68	55·5	20·78	4·87	2·17

* The number of Schools inspected during the year was 499; but from 61 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

Appendix B.

(Table No. 1.)

Occupation of Time.

	Days.
Inspection of schools	146
Ditto of Normal schools	2½
Examination of candidates for certificates of merit	8
Ditto ditto for registration	3
Ditto ditto for Queen's scholarships	3
Ditto ditto of pupil-teachers, assistant teachers, and candidates for apprenticeship	15¾
Revising pupil-teachers' papers	8½
Ditto papers of candidates for certificates	16
General report	16¾
Correspondence, including conference and other office work	61½
Travelling only	4
Vacation (including three public holidays)	26½
Private business	1½
Sundays	53
(Leap year)	366

(Table No. 2.)

Schools added to my List during the Year.

Appleton Roebuck.
Bardsey.
Boothbanks.
Boston Spa.
Bramley.
Bridlington, Infants.
Carlton, near Snaith.
Carlton, near Skipton.
Cowcliffe and Netheroyd.
Cowick.
Dewsbury, West Town.
Etton.
Garton-on-the-Wolds.
Golcar.
Goldsborough.
Handsworth Woodhouse.
Hayton.
Huntingdon (York).
Holmfirth.
Hunton, Patrick Brompton.
Kirklington.
Melbecks.
Muston.
Northowram (Coley).
Rathmell.
Sharow.
Stainton, North.
Sutton (Kildwick).
Thorganby.
Topcliffe.
Weeton.
Woodmansey and Thearne.

(Table No. 3.)

New School Buildings.

Boston Spa.
Calverley, Infants.
Cowcliffe.
Hull, St. Stephen's (Girls).
Malton, Old.
Sheffield, St. Luke's.
„ Pittsmoor (Girls).
Stanbury.
Weston.

(Table No. 4.)

Buildings in course of Erection.

Baldersby.
Hull, St. Mark's.
„ Trinity.
Leeds, St. Peter's.
Monk Fryston.
Selby.
Sharow.

(Table No. 5.)

Improved.

Doncaster, Great Northern.	Kirkby Fleetham.
„ Christ's Church.	Meanwood.
Giggleswick.	Rotherham (Boys).
Huddersfield, Seed Hill (Boys).	Wortley (Sheffield).

Additional space is needed at the following places :—

Barnsley, St. Mary's.	Halifax, Cross Hill.
Beverley Minster (Girls).	Huddersfield, St. Paul's (Infants).
Dewsbury (Infants).	„ Longroyd Bridge.
Elland (Infants).	Sheffield, St. Mary's (Infants).
Grewelthorpe.	„ Holy Trinity.
Goole, St. John's.	Wakefield, Trinity.

(Table No. 6.)

Bad School-rooms.

Adwick-le-Street.	Leeds, St. George's (Infants).
Bradford, New Leeds.	Monk Fryston.
Brumpton-on-Swale.	Rawmarsh (Grammar).
Filey.	Scarborough (Girls).
Horsforth, Town.	Selby, Grey Coat.
„ Girls.	Sharow.
„ Infants.	Wath-upon-Dearne (Grammar).
Haley Hill (Boys).	Womersley.
Hull, St. Mark's.	York, Groves.
„ St. Stephen's (Boys).	„ Manor (Infants).
Leeds, St. Peter's.	

The following, also, are reported by my colleagues :—

Barnoldswick.	Osmotherley.
Clayton, near Bradford.	Sunk Island.
Hull, Holy Trinity.	Thornton (Bradford).
Kelbrook-in-Thornton.	Wigginton.
Leeds, St. Luke's.	Yeddingham.
„ St. Thomas'.	

(Table No. 7.)

Comparison of Income.

1855.		1856.
About 7 per cent.	Endowment	Nearly 8 per cent.
„ 35 „	Voluntary contributions	Above 33 „
„ 49 „	School-pence	48¾ per cent.
„ 9 „	Other sources	10¼ „

(Table No. 8.)

Comparison of Expenditure.

1855.		1856.
About 75½ per cent.	Salaries	Nearly 75 per cent.
Above 5½ „	Books and apparatus	„ 6 „
Nearly 19 „	Miscellaneous	Above 19 „

Appendix C.

Whitkirk Vicarage Evening School.

"The work begun in November 1852, for the benefit of the young working people of Whitchurch parish, still continues to prosper.

"The *singing class* has become a choir for the church, and the young people have attained to a thorough knowledge of music, so as to be able to sing any

of Handel's choruses, reading the notes with perfect ease; they have practised with great diligence, and have derived the greatest pleasure from learning music scientifically from the beginning. The members of the choir consist principally of young persons, employed in skilled labour, belonging to the parish.

"The *collier class* numbers forty pupils, though seldom more than fifteen or sixteen come at a time. They attend from five till seven o'clock two evenings in the week during the greater part of the year. On account of the population being very much scattered, it is found better to discontinue this class during the depth of winter. They assemble again every year the first long days in spring.

"The *library*, now greatly increased, circulates over a very large district. We find that the books are very often read aloud of an evening in the cottages by the best reader in the family. It receives and requires perpetual additions, and is looked upon as a great resource by the parents as well as by the young people. The friendly feeling established in the parish by the constant intercourse with the working boys and young men, is of much use; but we have our troubles and disappointments at times, and are obliged to look forward in faith, in some instances, to the fulfillment of the promise, 'Cast thy bread upon the waters, and thou shalt find it after many days.' We can truly say, that our experience leads us to the conclusion that it is the ignorant youths of this parish who form into bad sets, and that those who take pleasure in learning and reading are for the most part the good and well-behaved. We can have no better judges of this than the parents, whose gratitude for the restraint put upon their boys through their intercourse with us is always most warmly expressed."

Appendix D.

Leeds Factory Girls' Sewing School.

I have much pleasure in complying with your request for an account of our evening sewing school, especially as it may afford a favourable opportunity of encouraging by our success the establishment of similar institutions elsewhere. It will, perhaps, be most convenient to begin with a brief detail of the routine of the school. We meet at seven o'clock on two evenings in the week (all the year round) in a comfortable, well-lighted room, provided with forms and tables. When a scholar applies for admission, her name, age, residence, and occupation are registered, and she receives a card with her name and a number written on it. She may either bring work of her own or order any useful article of clothing, which is cut out and prepared for her against the next night of meeting. To this is attached a ticket with her name and its price, and when delivered out the particulars are entered in an alphabetical book, in which the scholar is from time to time credited with such payments as she makes. When the article is fully paid for she is allowed to take it away, and she has a pass-ticket given her which she delivers to the doorkeeper at the end of the evening. The unfinished work is collected in bags, each article being tied up with the scholar's card outside, so that she may find her own work without difficulty on the next school night. Each table is presided over by one or two ladies as teachers; another takes the general superintendence; and we have also the great advantage of the assistance of two gentlemen, one of whom sits at a separate table to take and enter the sums paid by the girls, the other assists in keeping order. From time to time during the evening the girls sing hymns to simple tunes, which they much enjoy and excel in; and, generally, a half hour is employed in reading to them some interesting story. At nine

o'clock "time" is called, the work collected, and the school closed with a brief address and hymn.

Under this system our institution has now been carried on for four years, and its material results in providing the girls and their families with useful clothing may be judged of by the fact, that in the course of last year they made the following articles:—

292	Haiding slips (worn while working in the mills).
180	Holland and gingham slips.
253	Shifts.
289	Woolsey and other petticoats.
91	Sheets.
55	Shirts, and
390	Miscellaneous articles, such as handkerchiefs, aprons, and children's clothing.
In all, 1,550	

For which they paid (in instalments of a penny or more, as they thought proper) 73*l.* 16*s.* 2*d.*; the greater part of which sum would probably have been otherwise spent improvidently. The nightly attendance of scholars ranged between 90 and 130. No charge is made for teaching, nor for needles, thread, or tape. The articles are supplied to them at cost price, and we are most careful that they should be of good quality, and cut out as economically as possible. To this care, and to the exactness with which the payments of the girls are entered, we attribute the entire confidence they have in our dealings with them.

I have been thus explicit in the detail of our proceedings, in the hope of assisting others who may be desirous of following our example. I shall be glad to give any further information, and will only add a few words on the moral effects of our institution in promoting a healthy intercourse between different classes of society, whose wide separation I look upon as one of the greatest evils of our time. Our scholars are almost entirely mill girls, who have few opportunities of being brought into contact with ladies who know how to manifest a kindly interest in their welfare without trenching upon that independence of feeling which is so marked a feature in our operatives. But their appreciation of a few hours of such intercourse is soon evidenced by the improvement of their appearance and manners, and the thankfulness with which they receive the instruction of their teachers; who, on their part, are amply repaid for their time and trouble by results far more satisfactory than they ever anticipated.

Leeds, 18 February 1857.

Appendix E.

Elsecar School Garden.

Reverend Sir, Elsecar, Rotherham, 30 Nov. 1856.

At your visit to our school in August, you expressed a wish to have an account of the industrial garden. I now beg to forward the same, accompanied by a ground plan.

In the autumn of 1854, Earl Fitzwilliam granted a piece of land contiguous to the school, for the purpose of an "industrial garden," to be cultivated by boys attending the day-school. The piece selected contains about two-thirds of an acre, and is now surrounded by a stone wall, 6 feet high. On reference to the plan it will be seen that a portion at each end is allotted to the master and mistress respectively, while the whole of the middle, with the exception of a small border, is laid out in twenty-four allotments, twenty-one of which are cultivated by scholars, and the other three by the assistant master and pupil-teachers. The area of each portion is about sixty-eight square yards.

The site was formerly part of a wood. After the erection of the wall the trees were felled, and as the ground was very uneven and covered with excavations from the foundations of the buildings, it was thoroughly trenched, drained, and laid out with walks; the latter are five feet wide, and have a bottom of stone eighteen inches deep. The drains are four feet deep, and run into the main drain (*a* to *b*), which is some inches deeper, and has a fall into a main sewer. The inclination of the ground is very favourable for good drainage; the corner B being five or six feet, and A from two to three feet higher than the level of C.

The boys could not enter on their work until the middle of May 1855; however, by losing no time the ground was soon planted, and a crop obtained the same summer. During the winter, all ground not occupied by some such crop as winter greens, was well ridged, that it might be exposed to the influences of the frost and air.

The conditions upon which the plots are held are—

1. Preference is given to the oldest boys, provided they are deserving.
2. No rent is required.
3. Tools and manure are found by his Lordship.
4. Any boy being frequently absent without leave forfeits his garden and crop.
5. Boys who continue in attendance until the end of August and then leave for work, shall be allowed to hold their garden during the remainder of the year.
6. The gardens are to be worked out of school hours, except two hours on Wednesday afternoons.

The effect they have both on the boys and their parents is, generally speaking, very good. I cannot say they are the means of prolonging the stay of children at school, but certainly they create and foster habits of industry, neatness, and order, as well as serving as the basis of some little theoretical teaching in agricultural chemistry.

They are most valued, in a profitable point of view, by those whose parents are employed in the iron works, as such have little or no garden ground attached to their cottages; but as the colliers are all well off in this respect, they are not very anxious about their boys holding an allotment. The boys themselves, with rare exceptions, are very willing to become tenants. On the part of some there was a disposition to turn the allotments into a "potato piece;" but as the chief design of the promoters is, that they shall be cultivated after the model of a cottage garden, they have been allowed to plant one-third or one-half with potatoes, and the remainder with other crops, among which the salads (lettuce, radish, and celery) take well with the parents.

During the two hours on Wednesday afternoon for working in the garden, all the boys in the school are sent out, and all may find employment if they feel disposed and are properly superintended. In planting time, drafts of boys are allowed out oftener, but always in charge of one of the teachers.

Last year the gross profit on the twenty-four gardens amounted to 2*l.* 14*s.* 10½*d.*; this year it will be considerably more. Appended are the accounts of two of the best gardeners for the seasons 1855 and 1856.

Although the addition of an industrial garden throws a considerable amount of extra work and anxiety on the master, yet he is to a certain extent repaid in the physical exercise it causes him to take, conducing very much to the preservation of his health. It also yields him many good opportunities of observing the moral characters of his boys, and of turning the same to practical account.

I am, &c.
(Signed) Wm. Berridge.

Garden, No. 4.—Joseph Batley.

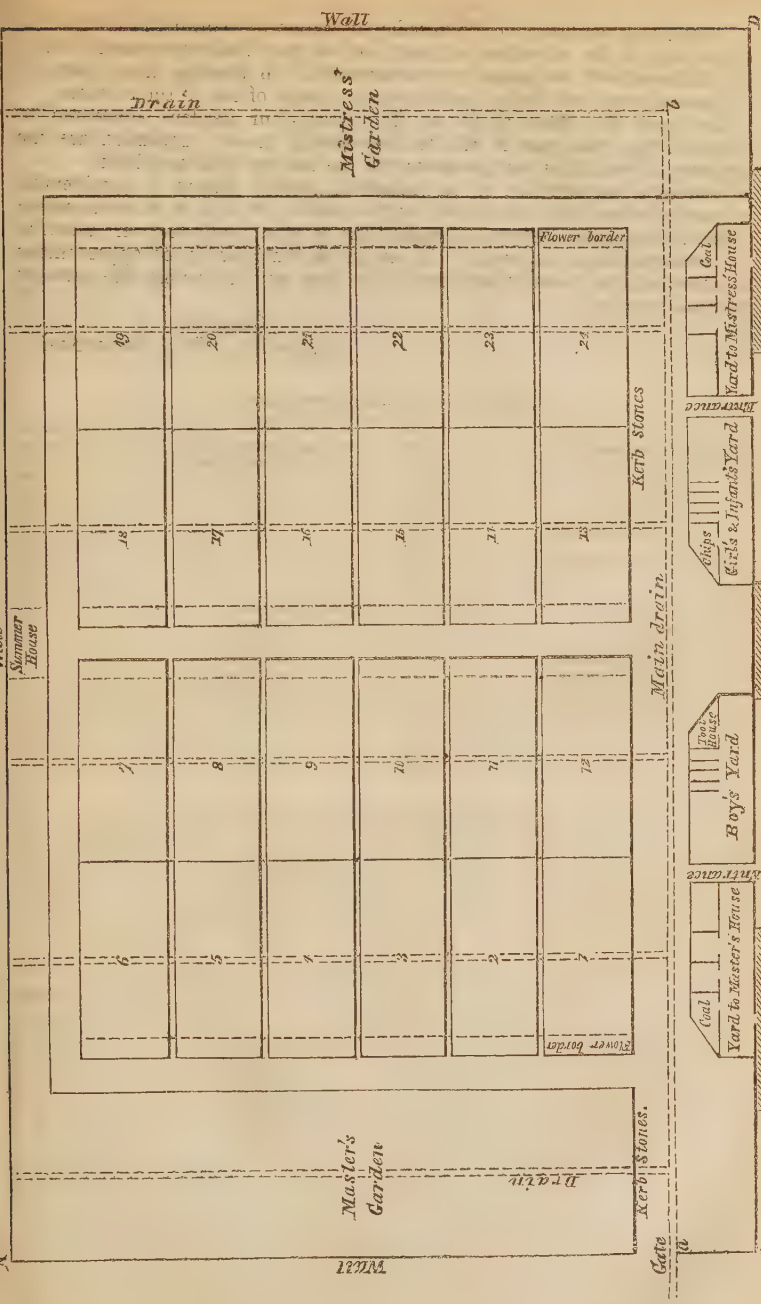
	s.	*d.*		*s.*	*d.*
1855. To onion seed	0	3	1855. By onions	0	6
„ early potatoes	0	6	„ kidney potatoes	2	6
„ late „	0	5	„ late „	2	0
„ radish seed	0	2	„ radishes	0	4
„ lettuce	0	2	„ lettuce	0	6
„ balance (profit)	4	4			
Total	5	10	Total	5	10

	s.	*d.*		*s.*	*d.*
1856. To onion seed	0	2	1856. By onions	1	6
„ parsley	0	1	„ parsley	0	6
„ lettuce	0	1	„ lettuce	1	3
„ early potatoes	1	8	„ early potatoes	5	0
„ brocoli plants	0	4	„ brocoli	1	3
„ brocoli (curled)	0	1	„ brocoli (curled)	0	4
„ celery plants	0	2	„ celery	1	3
„ balance (profit)	8	6			
Total	11	1	Total	11	1

Garden, No. 5.—William Aston.

	s.	*d.*		*s.*	*d.*
1855. To parsley seed	0	1	1855. By parsley	0	6
„ radish „	0	2	„ radishes	0	6
„ potatoes (late)	0	11	„ potatoes	3	2
„ brocoli (curled)	0	2	„ curled brocoli	0	6
„ peas (dwarf)	0	2	„ peas	0	6
„ celery plants	0	3	„ celery	0	10
„ balance (profit)	4	3			
Total	6	0	Total	6	0

	s.	*d.*		*s.*	*d.*
1856. To lettuce seed	0	1	1856. By lettuce	1	6
„ radish „	0	2	„ radishes	0	9
„ broad beans	0	2	„ broad beans	0	6
„ Savoy plants	0	2	„ Savoys	0	6
„ potatoes (late)	0	10	„ potatoes	3	10
„ celery plants	0	3	„ celery	2	6
„ balance (profit)	8	5	„ parsley	0	6
Total	10	1	Total	10	1


Wall
Drain
Mistress' Garden
Flower border
Kerb Stones
Main drain
Summer House
Mistress' House
Coal
Yard to Mistress' House
Entrance
Schools
Chips
Girl's & Infant's Yard
Boy's Yard
Tool House
Master's House
Yard to Master's House
Master's Garden
Kerb Stones.
Gate
Wall

Appendix F.

Harewood Literary and Scientific Institution.

The Harewood Literary and Scientific Institution was established in the month of March 1853. Its objects are very similar to those of the various mechanics' and literary institutions now so common in our large towns and other densely populated localities, and if the Harewood institute belonged to this class, there would be nothing peculiar to notice, either in its constitution or operation.

But when it is borne in mind that it is a successful self-supporting village institute, where the population is considerably under 1,000, and that such institutions are from some cause or other very rare, then it will be allowed that there is something in its constitution and management worthy of imitation and of public attention. It embraces the following departments—reading room, library, lectures, evening classes, and branch libraries.

The Reading Room.

This is held in a large commodious apartment in a partially-occupied house, most generously granted for the purpose by the Earl of Harewood, and most comfortably fitted up by the committee with tables, benches, &c. It is open every evening at 6 o'clock, with the exception of Saturday, when it is open at 3 P.M. On Sundays, of course, it is closed. It is lighted with gas from a private gasometer, and a cheerful fire burns every evening when necessary. A librarian is appointed, who also takes charge of the room, keeps it clean, and is in attendance every evening until 10 o'clock, when it is closed. This person receives from the committee 3*s.* per week for his services. The room is supplied with the following newspapers and periodicals:—

Times, Sun—*daily.*

Leeds Mercury—*tri-weekly.*

Leeds Intelligencer, Illustrated News, Punch, London Guardian, Gardener's Chronicle—*weekly.*

Blackwood's Magazine, Hogg's Instructor, Chambers' Journal, Art Journal, Veterinarian, Mechanics' Magazine, Family Herald, Leisure Hour—*monthly.*

The average attendance at the reading room, each evening, is about twelve, and although this may be regarded as a small number, yet the committee are satisfied that this department of the institute is accomplishing its work, when it is remembered that the attendance during the summer months will necessarily be small among a population purely agricultural.

The Library.

The library contains 700 volumes, consisting of works in every department of literature. About 300 vols. were granted in the outset by the Countess of Harewood from a parochial library which her Ladyship had established for the use of the villagers, but which was not appreciated as it ought to have been. The remaining 400 vols. have been added since by gift and purchase; and the number is steadily increasing. A book is kept in which members are allowed to enter the particulars of any book or books which they wish to be purchased, this is then examined by the committee, and, if approved of, they are obtained. This department of the institute is in a very flourishing condition, the books are eagerly sought after and extensively read; the circulation of books and periodicals, during the year 1854, amounting to an average of thirty-six to each member; while during the past year there was an increase on this number. While great care is taken to exclude polemical, political, or any books of a questionable tendency, the library is well supplied with light reading—the standard novels of Scott, Bulwer, James, and other authors of repute, forming a large and important part of it. This has contributed very materially to its success; and so long as the committee exercise

the same discrimination in catering for the intellectual enjoyment of the readers, so long will the institute continue to flourish. The non-success of a great many parochial libraries may be traced to the neglect of this. Many clergymen, with the best intentions, establish a village library, and crowd it with religious publications, in many instances obtained by grant from the Society for Promoting Christian Knowledge, and they are surprised to find, after the novelty of the thing has worn off, that the people refuse to avail themselves of its use. This is entirely owing to the want of interesting works. Labouring men are fond of amusing publications; as a body they are an ill-educated class, and something mentally palatable must be provided to entice them to the reading room. A taste for reading is created, the faculties are exercised, the public-house is thrown off, low and debasing amusements are discarded, opinions are formed and acted upon by the influence of those principles which are produced by the reading room. The rules for the preservation of the books, time for reading, &c., are stringent and strictly enforced.

Lectures.

The session commences in October and terminates generally in April. The attendance is unusually good, the large village school room being sometimes crowded. Members are admitted free, and allowed to bring a lady; non-members pay 6*d.* each. The whole of the lectures, which are delivered fortnightly, are gratuitous, the committee having never engaged a paid lecturer since the formation of the institute.

The last year's list will convey a fair idea of the character of the lectures:

1855, Nov. 1	Mr. Edward Clapham	Photography.
Nov. 15	Rev. Miles Atkinson, M.A.	The introduction of Christianity into Britain.
Nov. 29	Rev. Jas. Palmes, B.A.	Physical Geography.
Dec. 13	J. G. Smith, Esq.	Electricity and the Electric Telegraph.
Dec. 27	Rev. M. R. Brasher, M.A.	The Solar System and Meteoric Stones.
1856, Jan. 12	Rev. Henry Blunt, M.A.	A Spanish Olla.
Jan. 26	Rev. W. Sylvester, M.A.	Poetry and the Poets.
Feb. 9	W. H. Traice, Esq.	Shakespeare.
Feb. 23	Rev. R. Newlove, M.A.	Music.
Mar. 9	C. P. Pratt, Esq.	Incidents of the War.
Mar. 23	Rev. S. Fearon, M.A.	On Queen Mary.
Apr. 6	Mr. Jno. Jones	On Popular Superstitions.

Evening Classes.

These have been conducted three evenings a week during the winter months, by the Rev. Miles Atkinson the Vicar, and Mr. Jones the schoolmaster. The course of instruction embraces writing, dictation, English grammar, arithmetic, and mensuration. The classes have been tolerably well attended, and productive of much good. Members pay 3*d.* each weekly, and non-members 6*d.*

Branch Libraries.

A novel and important feature in the operations of the institute has been the establishment of a branch library at Weeton, a village in the parish of Harewood, three miles distant. The Rev. J. Palmes, the incumbent, is much interested in the attempt, and it is under his countenance and support, that it has turned out so successful. A box is filled with books and sent there for circulation every fortnight, thirty members there availing themselves of this privilege. They pay 2*s.* per quarter, and are entitled to all the other privileges of the institution, many of them attending the lectures upon fine moonlight evenings. This department is in a very prosperous condition, and it is in contemplation to extend the same benefits to the inhabitants of East Keswick, another village in the parish of Harewood, three miles distant.

As the institution has now been in existence for four years, it may fairly be considered as established. The novelty attending its inauguration has long since passed away, and at present it seems to possess not only the elements of success, but also of progress. The following table will verify this statement.

—	No. of Members.	Issues of Books.	Average Attendance in Reading Room.	Income.	Expenditure.	Volumes in Library.	Gross Balance on the Three Years' Account.
				£ s. d.	£ s. d.		£ s. d.
1853	88	1,610	8	76 11 6½	54 12 3	370	
1854	73	2,124	10	51 19 2½	44 13 2½	435	27 3 7½
1855	91	2,162	12	56 11 9½	58 13 5	523	
1856						709	

The large expenditure in 1855 was caused by a judicious purchase of books to the amount of 41. 10*s*.

It may be imagined that the institution is indebted for its success to the liberality and kindness of the Earl and Countess of Harewood, who have done so much for the religious and intellectual advancement of the inhabitants of this extensive parish. But while I am desirous of attaching every importance to the aid which the noble lord extends to the institution, I nevertheless feel certain that its present and future success is attributable to other causes. And, as I firmly believe that it is quite possible to establish and maintain a similar institution in every village in England of an equal population, it may be well to lay down a few simple rules which are considered to have been instrumental in advancing the prosperity of the Harewood institute.

1st. *It must be comprehensive in its character;* that is, it must embrace all the departments previously mentioned. The reading room, library, lectures, and evening classes, are all of them inseparable, though quite distinct in their character and objects. It would be an easy matter to descant upon the advantages of each of these, but this is unnecessary; they are all of them indispensable in the constitution of every village institute.

2nd. *The payments must embrace all classes.*—This is important, that the labourer may enjoy equal advantages with the rich man, by the payment of a sum commensurate with his station and income. The following extract from the Harewood Rules will show how judiciously they have been framed:—

"Proprietary members make an entrance deposit of 1*l*., and subscribe annually 15*s*. That there be five classes of subscribers:—

"First class, who shall pay 6*s*. half-yearly.

"Second class, to be called the mechanics' and artizans' class, 4*s*. half-yearly.

"Third class, labourers, 3*s*. half-yearly.

"Fourth class, ladies, 2*s*. half-yearly.

"Fifth class, under twenty-one years of age, 2*s*. half-yearly."

These payments are within the reach of each class, and *all* the advantages of the institution are available to each class alike.

The following summary shows the number in each class at present:—

Proprietary members	- - - -	13
Subscribers—1st class	- - - -	12
,, 2nd class	- - - -	21
,, 3rd class	- - - -	6
,, 4th class	- - - -	20
,, 5th class	- - - -	19
Total	- - -	91

3rd. *The Managing Committee must include working men.*—A great secret of success is embodied in this rule. The artizan and labourer are sure to take an interest in any society managed by persons of their own class. There is less of that suspicion existing which is so often to be found among them, when the management is monopolised by one or two of the upper ranks of society. The labouring classes have a deal of sympathy one with another; and they also exercise more control over each other than what is generally

imagined, it is, therefore, wise policy to invest them with a share in the management of any institution specially designed for their improvement.

Add to these, a constant supply of new books and periodicals, with a regular succession of interesting lectures, and success will be sure to follow. It may be, however, that there are some districts where even with these appliances there would be a lack of funds. But I sincerely hope that the day is not far distant when the Committee of Privy Council will find it to be desirable to extend substantial pecuniary aid towards the sustentation and further development of these institutions. They form an important part of the educational machinery of the country, quite as much as our National schools do, and are rendering incalculable service to the community, not only in instructing and aiding our adult population, but in taking special charge of our future men at the most critical stage of their life, viz., from boyhood to manhood.

GENERAL REPORT, *for the Year* 1856, *by Her Majesty's Inspector of Schools, the* Rev. E. DOUGLAS TINLING, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* DORSET, SOMERSET, DEVON, *and* CORNWALL.

MY LORDS, Bath, January 1857.

UPON the completion of another year, I beg leave to lay before your Lordships a report of the work which has been done in the south-western district by myself and Her Majesty's Assistant Inspector, the Rev. Edward Arnold.

Employment of time.

The following table shows the manner in which our time has been occupied, and the various duties which have devolved upon us during the past year, in addition to the actual inspection of elementary schools, which, comparatively speaking, forms but a small portion of the work of an Inspector.

Employment of time.

Number of Days

	Inspecting Schools.		Examining Candidates.			Revising Papers.		Journeys.	General Report.	Correspondence and Conference.	Vacation and private business.	Illness.	Sundays.	Total.
	Elementary.	Normal.	Pupil-teachers.	Certificate.	Registration.	Pupil-teachers.	Teachers.							
Rev. E. D. Tinling	121	9	13	10	3	10	12	5	28	52	31	20	52	366
Rev. E. Arnold -	169	–	9	9	–	5	17	13	–	50	42	–	52	366

In the following report I shall notice briefly these details in the order in which they appear in the above table, and shall then endeavour to show your Lordships that, *as far as this district is concerned*, the present Minutes are doing real good, and that, whatever may be the case elsewhere, they are not only fully appreciated by a great body of school-managers in the counties of Dorset, Somerset, Devon, and Cornwall, but that, if the principles were overthrown upon which they are founded, the education of this district would be greatly impeded.

Inspection of elementary schools.

During the past year, 121 days have been employed by me in the inspection of elementary schools, and 169 days have been so employed by Mr. Arnold.

*Inspection of Elementary Schools.**

	Number of Institutions visited.	Number of School-rooms under separate Teachers.	Boys' Schools.	Girls' Schools.	Infants' Schools.	Mixed Schools.	Number of Children in attendance in Schools.	Number of Pupil-teachers in these Schools.	Number of Certificated Teachers.	Number of Registered Teachers.
Rev. E. D. Tinling	143	189	52	41	24	72	17,619	289	106	12
Rev. E. Arnold -	172	239	65	58	18	98	15,752	149	80	7
Total - -	315	428	117	99	42	170	33,371	438	186	19

The following table gives the number of schools inspected, and the number of teachers, in each of the four counties.

Name of Counties.	Boys' Schools.	Girls' Schools.	Infants' Schools.	Mixed Schools.	Total.	Number of Pupil-teachers.	Number of Certificated Teachers.
Dorset† - - -	7	8	6	32	53	57	23
Somerset - -	33	25	15	55	128	157	67
Devon - - -	53	44	15	53	165	146	58
Cornwall - -	24	22	6	30	82	78	38
	117	99	42	170	428	438	186

Inspection of normal colleges.

For nine days I was engaged in the examination of the Salisbury Training College for schoolmistresses, with the Rev. F. C. Cook, and of the Exeter College for masters, with the Rev. F. Temple. These institutions had each of them their complement of students. The report upon them devolves upon my colleagues.

Progress of schools inspected.

Amongst the elementary schools visited, since the date of my last report, I find a decided increase in the number of those in which a good work is progressing for the children of the poor; in which the teaching is sound, extenive, and likely to be useful; and in which the masters and mistresses are taking real pains with the education of the children placed under their care. I

* I am desirous of correcting an error which I am informed that I made in my Tabulated Reports respecting the Blue Coat School in Wells, Somerset, at my visit of inspection of 12 March 1855 :—

"This school might be made really efficient with little difficulty, if the trustees co-operated cheerfully and heartily with the bishop of the diocese, who is most anxious for the education of the poor throughout the diocese."

"There is an endowment of nearly 500*l.* per annum expended upon these two schools."

The Dean of Wells has since assured me that the matter has been "for some time under consideration," and that "the trustees do co-operate cheerfully and heartily with the bishop of the diocese, and are, without a single exception, deeply anxious for the extension and efficiency of this school." I rejoice to make the correction on such good authority, and to find that the reasons for the inefficiency of the schools are other than I had supposed. I may be allowed to add, that I still feel confident that, with the harmonious working of the body of trustees, these most important schools will soon be made efficient.

† In Dorset there are 41 pupil-teachers and 18 certificated teachers, in 20 schools which were not visited within the official year.

find also a very large and increasing number of fair schools, where there is an earnest desire for improvement; and at the same time I meet on all sides with a much more general wish on the part of school managers to make their schools of real service, to remove inefficient teachers, and to obtain the benefits offered through the Committee of Council. Many schools have taken a good position as model schools for discipline and order, for mechanical arrangements, and also for the standard of attainment reached by the children; and these are scattered here and there throughout the whole extent of the district, not confined to towns, or the dense populations—not confined to those parishes where personal wealth has been largely expended upon them; but a growing number, as well in the thickly peopled cities and mining localities, as amidst the broad acres of the purely agricultural districts.

Early age at which children leave school.

The greatest difficulty which we have to combat in the elementary schools is the early age at which the children are removed from school,—an evil which certainly does not diminish; neither do I expect that it will do so, unless some half-time measure should be adopted. A half-time measure, however, would be beset with many practical objections.

Attendance of children in Bath City Schools.

The following table gives the age of the children in seven groups of schools in the city of Bath visited in 1856.

Name of School.	Number of Children according to Age.								Total.
	Under Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.	
Weymouth House, Central - -B.	10	29	33	44	35	22	11	2	6	192
„ - -G.	8	10	20	36	30	32	12	4	6	158
Abbey and St. James' I.	288	33	–	–	–	–	–	–	–	321
Walcot Parochial, Guinea Lane -B.	77	34	29	39	17	20	12	1	5	234
„ - -G.	11	18	27	29	23	13	13	4	3	141
„ - -I.	193	13	–	–	–	–	–	–	–	206
Widcombe, Parochial B.	49	24	8	20	6	6	8	2	–	123
„ - -G.	53	22	9	9	10	7	4	–	–	114
„ Dolemead's I.	149	8	–	–	–	–	–	–	–	157
St. Saviour's - -B.	15	15	17	14	16	8	7	1	–	93
„ - -G.	46	18	12	13	5	3	3	2	–	102
Holy Trinity - -B.	14	18	23	22	15	6	4	3	–	105
„ - -G.	35	19	16	12	8	8	5	2	2	107
Beacon Hill - -M.	47	11	9	10	14	10	4	1	–	106
Lyncombe St. Mark's B.	14	26	14	13	26	10	6	–	–	109
„ - -G.	6	20	21	23	12	7	10	1	1	101
„ - -I.	288	–	–	–	–	–	–	–	–	288
TOTAL - -	1,303	318	238	284	217	152	99	23	23	2,657

And this affords no uncommon picture of the early age at which the school education of the poor is completed. But, whilst every one is ready to admit that the early age at which the children leave school forms the greatest barrier to the education of the working classes, there is no ground, *as far as this district is concerned*, for the statements which have been made respecting the decrease of attendance in school. And here I would call your Lordships' attention to an error on this subject, relating to the schools in the city of Bath, as put forth in *The Times* of November 20, 1856, purporting to be a portion of an address made by Sir John Pakington to the Members of the Manchester Athenæum, on the subject of National Education. "In Bath," says Sir John Pakington, "where more assistance was derived from Government than in any other portion of that part of England, last year's attendance at the schools had fallen off no less than 400 children, showing clearly that something was wrong, that we wanted a better system, or a better something else." I confess that I read this statement with astonishment. I append a table of the numbers actually seen by me, year by year, in the schools under inspection in the city of Bath, since the date of my appointment in 1847.

TABLE showing the Number of Children present on the day of Inspection in each of the Bath City Church of England Schools open to the visit of Her Majesty's Inspector, from the year 1847 to the year 1856 inclusive; together with the Year in which the Schools were placed under Inspection, and the average number of Children in attendance on the day of Inspection during the period in which the Schools have been visited.

Name of School.	—	A.D. 1847. No. present.	A.D. 1848. No. present.	A.D. 1849. No. present.	A.D. 1850. No present.	A.D. 1851. No. present.	A.D. 1852. No. present.	A.D. 1853. No present.	A.D. 1854. No. present.	A.D. 1855. No. present.	A.D. 1856. No. present.	Average attendance since schools have been open to inspection.
Walcot, St. Swithin's, Guinea Lane.	Boys Girls Infants	159 107 115	191 106 141	171 93 133	193 101 172	198 113 171	181 95 183	174 134 180	172 121 158	185 121 183	183 129 172	456·8 on ten years.
	Total	381	438	400	466	482	459	488	451	489	484	
St. Saviour's	Boys Girls	77 42	73 46	103 68	116 80	100	80 80	74 61	91 76	86 84	76 76	154·3 on nine years.
	Total	119	119	171	196	—	160	135	167	170	152	
Lyncombe, St. Mark's	Boys Girls Infants	157	86 75 135	— — 68	92 55 111	69 57 136	101 79 137	98 91 133	125 100 201	111 81 174	104 89 188	315· on nine years.
	Total	157	296	—	258	262	317	372	426	366	381	
Widcombe, Parochial	Boys Girls	— —	112 96	83 84	106 98	121 97	96 82	106 84	126 82	123 89	111 92	198·6 on nine years.
	Total	—	208	167	204	218	178	190	208	212	203	
,, Dolemeads	Infants	—	—	—	—	—	—	—	—	—	136	(New school) opened in 1856.
Weymouth House, Central, and Abbey and St. James'.	Boys Girls Infants	— — —	191 102 —	186 100 203	189 99 190	182 106 196	187 138 210	184 139 200	183 157 203	196 168 263	149 128 256	522·5 on eight years.
	Total	—	—	489	478	484	532	522	543	627	533	
Beacon Hill	Boys Girls	— —	— —	45 30	51 35	53 42	Mixed 87	84	78	101	77	85·3 on eight years.
	Total	—	—	75	86	95	87	84	78	101	77	
Holy Trinity	Boys Girls	— —	— —	— —	— —	— 83	— 57	— 90	New schools. 86 73	82 84	98 96	170· on three years.
	Total	—	—	—	—	—	—	—	159	167	194	
Octagon Chapel	Girls	—	—	—	—	—	—	—	54	52	61	55·2 on three years.
Sutcliffe, Industrial	Boys	—	—	—	—	—	—	34	25	31	28	55·2 on four years.
Rush Hill	Mixed	—	—	—	—	—	—	—	—	52	—	Not inspected in 1856. Only once inspected.

From the foregoing table it is evident that the number of children in attendance on the schools which were under inspection in 1856 was, not only far above the average of past years, but, actually greater on the whole than in any other previous year. The following table recapitulates the number of children present on the day of inspection, during the last three years, in each of the Bath city schools, except the Rush Hill school, which has been only once inspected :—

	Class.	1854.	1855.	1856.
Walcot Parochial	B.G.I.	451	489	484
St. Saviour's	B.G.	167	170	152
Lyncombe, St. Mark's	B.G.I.	426	366	381
Widcombe Parochial	B.G.	208	212	203
And Dolemead's (new school, opened in May 1856)	I.	—	—	136
Weymouth House	B.G.			
And Abbey and St. James'	I.	543	627	533
Beacon Hill	M.	78	101	77
Holy Trinity	B.G.	159	167	194
Octagon Chapel	G.	54	52	61
Sutliffe Industrial	B.	25	31	28
Total		2,111	2,215	2,249

And it must be remembered that Bath is not a place where the population of the working classes increases as in manufacturing towns or in the mining districts. In 1841 the population of Bath is stated to have been 53,206, and in 1851 54,254. I am anxious to show that the statement made by Sir John Pakington can have no proof in the Church of England schools under my inspection ; for those schools will be found to bear positive evidence of the benefit derived from Government assistance.* Not only have the numbers in attendance increased year by year, but also the whole standard of instruction has been raised ; the knowledge of the Word of God is deeper, fuller, and more careful ; the Book of Common Prayer is more understood, and the secular instruction is better and more universally taught.

Mis-statements regarding pupil-teacher's abandonment of their profession.

And here I would allude to another statement, which in my last report I was enabled to negative *as far as my district is concerned ;* and I have reason to believe that, were there any reliable statistics to be had, similar evidence would be given from other districts also. I refer to the statements respecting pupil-teachers leaving the profession of school-teachers as soon as the time of their apprenticeship expires. In the South-western district, at Christmas 1855, out of 228 pupil-teachers who had completed their apprenticeship, I was able to prove, by giving the name of every such pupil-teacher, that—

* Since this Report has been in print, Sir John Pakington has written to me, stating that his informant "had been led into a statistical mis-statement" respecting the diminution of numbers in the Bath schools ; and Sir J. Pakington has promised to correct the error, should a favorable opportunity occur, in the House of Commons.

137 entered a training school as Queen's scholars.
26 entered a training school without obtaining Queen's scholarships.
41 undertook the office of school-teacher at once.
24 only left the profession.

228

and thus, in my district, rather more than 9 out of every 10 of these trained apprentices either entered the training institutions or at once undertook the office of school-teacher.

Pupil-teachers.

The pupil-teachers, as a body, are doing well. The general character which they bear, the conduct which they exhibit, and their aptitude for the work in which they are engaged, are for the most part recorded by me as very satisfactory. And when I consider their age, their number (nearly 500 in this district), the homes out of which many of them are taken, the work which they have to do, and the certainty there is of their faults being known, I feel that the public money expended on their teaching and training has, not only been the means of raising these young persons intellectually, but has also, under God's blessing, greatly contributed to elevate their moral and religious character. I have found very little difficulty in obtaining candidates for apprenticeship; in fact, I have generally had on my list the names of several young persons who were anxious to become pupil-teachers, and for whom I have frequently been unable to procure any situation within my district.

Collective examination of pupil-teachers.

The pupil-teachers and candidates being examined collectively, at certain central places in the different parts of my district, is a means by which, as Inspector of the district, I am enabled to hold intercourse with those school-managers, teachers, and apprentices whose schools are visited by Her Majesty's Assistant Inspector, and of whom I should otherwise have no personal knowledge whatever. During the thirteen days thus occupied I examined no less than 487 pupil-teachers and candidates for apprenticeship. The following table shows the places in which the examinations were held on those thirteen days, and the number of young persons who attended.

Dorset.*	No. present.	Somerset.	No. present.	Devon.	No. present.	Cornwall.	No. present.
Wareham, for 1855.	19	Bath - -	83	Exeter - -	50	Truro - -	68
Wareham, for 1856.	33	Bedminster -	34	Torquay - -	29	Penzance -	14
		Bridgwater -	11	Plymouth -	58		
		Taunton - -	28	Barnstaple -	32		
		Yeovil - -	19				

* Several of the examinations in Dorset did not take place within the twelve months.

I also examined pupil-teachers and candidates at Wimborne, Beaminster, and other places, without taking any special day for the examinations; and Mr. Arnold has very frequently examined pupil teachers and candidates in the outlying districts of Devon and Cornwall, and has also held collective examinations at Shaftesbury, Tavistock, and other places. I may here be permitted to express my thanks to the Lord Bishop of Bath and Wells, for coming over from Wells on purpose to be present at my last collective examination in Bath, where I had eighty-four young persons under examination. His Lordship addressed a few words of encouragement to the teachers and apprentices, giving them an insight into some of the benefits of the pupil-teacher system, and telling them of the advantages now held out to them as school teachers. His Lordship's kindness in being present on the occasion, and the hearty manner in which he showed his sympathy in the cause of education, were thoroughly appreciated by the whole body of these young persons.

Examination for certificates and Queen's scholarships.

The paper examinations for certificate of merit and for Queen's scholarships occupied ten days of my time during the past year. I have every reason to believe that the papers were worked fairly and honestly, and that the different candidates were grateful for the privileges conferred upon them.

Examination for registration.

The age of thirty-five years being the limit beyond which no candidate can be admitted for registration, the number attending this examination was small. The examination lasted three days. I shall have occasion to refer to these examinations again, as I believe they might be made most serviceable for school teachers in our country villages.

Correspondence, &c.

The fifty-two days given to official correspondence, conference, and special work, are very far from days of leisure; the details of a district add so greatly to the correspondence, and that correspondence to the real interest of the district, that it has become one of the very laborious portions of an Inspector's work, and one which it is almost impossible to lighten, for the actual correspondence brings an Inspector into contact with much that is doing in the district, and enables him to be of service generally in forwarding the cause of education.

Illness.

I regret that for twenty days I was kept from every kind of work by illness.

Vacation.

As I had been unable to attend to any of my official duties for twenty days, and had much work on hand, I took only thirty-one days for vacation instead of thirty-six.

Revision of examination papers.

No less than twenty-two days were passed in revising examination papers. I am glad to be able to report that, on the whole, there was an ease and simplicity in the replies made by the different candidates. What we really require in school-

teachers is that they should be simple in their language, simple in their teaching in school, and simple in their lives out of school.

Continued operation of Minutes of August and December 1846.

And now I am anxious to call your Lordships' attention to the steady progress which, under the Minutes of August and December 1846, the cause of education has made in this district, because at the present moment it is popular in some quarters to look upon those Minutes as having failed in their object. The improvement of our poor schools by the employment of apprenticed pupil-teachers instead of monitors, the training of a special body of men and women as teachers, the testing their powers by examination, have not been in operation quite ten years, during which period it has been necessary to create amongst school-managers, both clergy and laity, a feeling favourable to the supervision of their schools by Inspectors appointed by the Government; it has been necessary to raise the general standard of efficiency sought for in the schools, to provide institutions in which the future teachers were to be trained, to make the school buildings fit places for the education of the children of the poor, and to increase the number of buildings throughout the length and breadth of the land; and I feel very strongly, considering the amount of difficulty to be overcome in order to effect these objects, that quite as much has been accomplished, and with as great success, as could fairly have been expected. In 1847, when the south-western district was assigned to me, there were not more than fifty-five schools under distinct teachers which appeared to me, at the time, to be in a position to benefit by the Minutes of 1846. The gradual increase from that date is given in the following table.

NUMBER of SCHOOLS under DISTINCT TEACHERS in which PUPIL-TEACHERS have been sanctioned.

Counties.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.
Dorset - - -	16	19	20	22	27	33	40	45
Somerset - -	36	44	55	50	49	59	65	81
Devon - - -	27	36	44	49	57	66	77	79
Cornwall - -	23	32	38	29	33	30	38	39
Total - -	102	131	157	150	166	188	220	244

NUMBER of CERTIFICATED TEACHERS.

Counties.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.
Dorset - - -	10	12	8	12	12	19	34	41
Somerset - -	9	12	12	20	27	34	51	67
Devon - - -	6	9	17	23	29	35	43	58
Cornwall - -	7	9	10	10	18	21	31	38
Total - -	32	42	47	65	86	109	159	204

The number of apprenticed pupil-teachers is also advancing in proportion.

Counties.	1854.	1855.	1856.
Dorset	62	76	98
Somerset	115	136	157
Devon	131	140	146
Cornwall	66	76	78
Total	374	428	479

The number of schools under my inspection was :—

In 1847.		In 1857.	
Dorset	33	Dorset	94
Somerset	75	Somerset	158
Devon	67	Devon	144
Cornwall	49	Cornwall	84
	224		480

It must be borne in mind that the increase in the number of schools has not been owing, in the slightest degree, to the Government *seeking* for additional schools; in fact, certain rules, *e. g.*, those relating to the sufficiency of school title, to the permanency of tenure, the material with which school-rooms are floored, the mode by which a fixed proportion of the teachers' salaries is raised, &c., have no tendency to proselytise. It has been the actual realization of the soundness of the measures adopted by the Committee of Council, together with the confidence which is now reposed in those measures, which have induced school-managers, of every shade of opinion, to seek for certificated teachers, for apprenticed pupil-teachers, for aid in building and fitting up school premises, and for simple inspection.

Cause assigned for steadiness of progress.

It is very true that the number of schools in which apprentices are sanctioned, and in which certificated or registered teachers are appointed, is still very small when compared with the requirements of the country; but this is not owing to want of confidence in the system on the part of school-managers, nor is it owing to the feebleness of the system itself; rather is it the result of several combined causes, which induced the Committee of Council to act with caution, lest the number of apprenticed pupil-teachers should hereafter become too great for the work allotted to them, and the country not be ready to offer a demand for such a supply of teachers as the unfettered operation of the Minutes of 1846 was calculated to afford. The fear that the supply of school-teachers would exceed the demand has for some time diminished; yet the restricting causes remain, to which I would allude, as they are without doubt the real causes why the number of pupil-teachers, and the number of schools in which they are sanctioned, have not

increased as rapidly as they did at first. The Minutes of 21 December 1846 sanctioned the apprenticeship of one pupil-teacher for every twenty-five scholars. A later Minute required forty scholars for each pupil-teacher, and that there should be fifty children in average attendance in the school previous to the appointment of any apprentices at all. Again, by the Minutes of 1846, an apprentice was sanctioned, provided that the master or mistress could pass an examination on the subjects which they were required to teach their apprentices in the following year. After January 1855, it was made compulsory that, in every school in which a pupil-teacher should hereafter be sanctioned, the master or mistress should be either certificated or registered; whilst at the same time no teacher was to be allowed to attend the examination for registration under the age of thirty-five years.

Present requirements for this district.

The result of the foregoing requirements, at the present moment, is that the great demand is for an increased supply of teachers, under whom pupil-teachers can be apprenticed and the capitation grant sanctioned. Now *in my district*, as far as my judgment goes, this want is, not only a want of additional certificated teachers, but also, a want of teachers of "sound, if humble, attainments," who may be able to undertake the teaching of our small village schools, of our hamlet schools, of the second and third schools in our populous and widely spreading parishes, where the school funds must ever be limited, and where certificated teachers are not so absolutely required.

The following table gives the number of parishes in my district, together with their population.

Counties.	Number of Parishes in Counties of Dorset, Somerset, Devon, and Cornwall, with a Population					
	Under 150.	Between 150 and 300.	Between 300 and 600.	Between 600 and 1000.	Over 1000.	Total.
Dorset - -	56	52	71	32	29	240
Somerset -	61	87	134	63	118	463
Devon - -	31	83	131	69	145	459
Cornwall -	6	26	39	44	96	211
	154	248	375	208	388	1,373

From the above table it may be seen that in this district there are more than 400 parishes with a population under 300, and at the same time that there are rather less than 400 parishes with more than 1,000 population. Now, whatever may be the requirements of other localities, if ever the education of this district is to become universal, there must be found some class of teachers who will be ready to receive, and be

fairly remunerated by, a less salary than a certificated teacher deserves, and will, I trust, always be able to obtain. The present requirements of a registered teacher I believe to be fully sufficient, as a general rule, for conducting a small village school,—such a school as may fairly be desired and calculated on by those who care for their poor, and who seek to promote education in the 400 parishes with a population under 300, and indeed in many other of the 777 parishes with a population under 600. Should it meet your Lordships' approval to withdraw the restriction on the age of registered teachers, you would, I believe, afford a means by which many of the smaller schools might at once be enabled to obtain a registered teacher, by which many deserving candidates in our small country parishes might be trained as pupil-teachers, and by which the Minutes of 2 April 1853, and 29 April 1854, might really do the work for which they were intended. In this district the most pressing claim is for the smaller schools, to raise them to the requirements of the Minutes, to enable them to lay hold of the annual grants, and so to become efficient.

Suggestion for supplying present want.

It is simply impossible that the supply of certificated or registered teachers over thirty-five years of age should be sufficient for many years to come to meet the demand of our country parishes; and I am therefore prepared to request your Lordships to reconsider the present restriction on the registration of teachers, viz., that they must have completed their thirty-fifth year, and to allow registration in future (for parishes with a population under 600) to any such teachers as shall have had the charge of any elementary school for a period of at least five years, or to any pupil-teachers who shall have successfully completed the term of their apprenticeship, and in addition shall have had the charge of a school under inspection for at least two years. Many teachers of "sound, if humble, attainments," might thus pass into our smaller parishes, into parishes with a population less than 600, the capitation grants might be continued to these parishes, and it would not entail any augmentation from the Parliamentary grant until these teachers should eventually be certificated.

A second suggestion.

I have also one other suggestion to make to your Lordships respecting the very poor parishes of my district; viz., as to the advisability of granting to such poor parishes a small annual sum of money for a period of three years, not exceeding 15*l.* per annum, upon a special report of Her Majesty's Inspector, and subject to the following conditions:—1. That the school managers provide themselves with a certificated or registered teacher within twelve months from the date of inspection. 2. That additional local contributions be raised, equal in amount to the special grant. And 3. That the grant be forfeited unless the above provisions be complied with.

The capitation grants under the Minute of 2 April 1853, have been greatly increased in this district during the past year :—

	1855.	1856.
Dorset -	21 schools.	42 schools.
Somerset	26 „	51 „
Devon -	23 „	29 „
Cornwall	20 „	40 „
	90	162

The reason of the numbers in Devonshire not having increased in proportion with those of the other counties is owing to the date of the grant to towns. The capitation grants were not extended to towns until after the principal portions of the Devonshire schools had been visited for the year 1856. I subjoin a list of the schools in my district to which capitation grants have been made since the date of my last report; together with the number of children who had been present the required number of days in these particular schools.

Dorset.	Boys.	Girls.
Chardstock	65	Mixed.
Winterbourne Whitchurch	7	—
Marshwood	11	6
Monkton Wyld	1	9
Compton Nether and Over	—	9
Sherborne	70	—
„ Newlands	—	23
Broadwinsor	9	3
Whitchurch Canonicorum	3	3
Kingston	26	14
Blandford	50	—
„ Infants and Girls	14	33
Wimborne Minster	50	49
Stalbridge	5	26
Wareham	51	49
Langton Maltravers	28	18
Corfe Castle	25	56
Dorchester	20	48
Powerstock	10	3
Bradford Peverel	—	10
Netherbury	—	13
Rampisham	4	3
Tarrant Hinton	—	11
Beaminster	—	13
Long Bredy	15	18
Lyme Regis	32	6
Swanage	19	8
Maiden Newton	30	20
Kington Magna	23	13
Sutton Waldron	1	—
Gillingham	8	15
Stower Provost	3	11
Weymouth	51	34
„ Trinity	66	50
Osmington	—	11
Halstock	6	10
Tollard Royal	—	16
Longfleet	15	9
Athelhampton	29	2
East Stower	4	9
Shaftesbury	16	8

Somerset.	Boys.	Girls.
Evercreech	46	33
Wellington	22	9
Butleigh	15	7
West Pennard	34	41
Thorn Falcon	—	9
Old Cleeve	6	9
Combe St. Nicholas	20	16
Nettlecombe	6	5
Bruton	3	7
Martock	16	9
Rockwell Green	33	14
Montacute	48	16
Crewkerne	25	13
Bishop's Hull	—	14
North Petherton	26	—
Cannington	19	10
Beckington	—	2
Nailsea, Parochial	11	4
Wookey	10	7
Middlezoy	7	9
Milverton	18	15
Clevedon	11	11
Wellow	8	8
North Wootton	6	3
Winford	12	13
Milborne Port	28	—
Bedminster	78	64
Weston-super-Mare	50	50
Bath, Central School	—	18
„ Abbey and St. James'	13	7
„ Octagon Chapel	—	30
„ Weston	45	36
„ St. Saviour's	27	22
„ Widcombe	23	—
„ Lyncombe, St. Mark's	52	36
„ Trinity	31	30
„ Beacon Hill	18	7
„ Walcot	73	55
Publow Pynes	8	6
Radstock	20	9
Combe Down	15	6
Freshford	8	11
Midsomer Norton	2	3
Twerton	39	18
Failand	8	6
Paulton	28	31
Redcliff, St. Mary	65	19
Mark	4	1
Frome	22	—

Devon.	Boys.	Girls.
Milton Abbot	5	9
Bishopsteignton	52	17
Kelly	5	14
Chagford	25	8
Paignton	26	10
Kingsteignton	6	4
Bovey Tracey	3	12
Dittisham	8	4
Upton Pyne	30	20
Ermington	27	13
Halberton	25	30
Plympton	40	20
Thorverton	16	—
Collumpton	14	—
Axmouth	16	9
Axminster	38	50
Dawlish	27	26
North Huish	4	2
St. Mary Church	36	4
Countess Wear	9	8
Culmstock	12	9
Castle Hill	28	31
Combe Martin	10	10
Ilfracombe	21	24
Bratton Fleming	6	12
Northam	37	12
Appledore	12	12
Okehampton	25	—
Woolborough and Highwick	20	10
Salcombe	4	—

Cornwall.	Boys.	Girls.
Pelynt	7	4
Tidefort	6	8
St. Mary Tavey	30	—
St. Dominic	4	—
St. Ives	2	8
Stratton	27	—
Mylor Bridge	43	25
Illogan	85	—
Camborne	26	26
Truro St. Mary	26	—
Trevenson	77	—
" Pool	2	36
Redruth	89	—
Tywardreath	35	—
Altarnum	14	2
St. Austle	50	—
St. Buryan	12	7
St. Ewe	40	10
Boscastle	9	1
Tuckingmill	32	18
Gwennap	10	—
St. Just	6	2
St. Breward	1	2
Berry Narbor	22	—
Tresco	16	11
Carn Thomas	25	12
Chasewater	46	—
Stoke Climsland	30	29
Devoran	22	12
St. Feock	14	7
Baldiu	27	14
Penrose	1	2
St. Erth	23	17
Marazion	19	—
Menheniot	28	17
St. Breage	30	28
Crowan	—	17
Merrymeet	10	18
Hessenford	7	10
Camelford	22	4

Night schools increase in number throughout the district, but very few of them are under the care of certificated or assistant teachers. I have been called upon to inspect only one such school officially during the past year. I am strongly of opinion that they are most useful institutions, and may be made the means by which a certain class of persons may receive some amount of education who could in no way have benefited personally by the day schools. Night schools.

The reformatory schools of Bath, and Bramford Wood, Exeter, continue to work successfully. There is nothing at the present time which demands of me a special report upon either of them. An account of each will be found in the Tabulated Reports for my district. It is a source of personal regret to me that it will in future years devolve upon others to visit this class of schools; for there is a great and growing interest attaching to them. Reformatory schools.

A scheme has lately been set on foot for the distribution of "prizes for practical schools in the West of England," by which it is intended to encourage, assist, and eventually improve the education of the middle classes. The education of the children of the poor is bound to that of the middle Middle schools.

classes by a link so close that I know of no benefit which could be conferred upon our poor schools greater than that of giving a real good education to the class above them. One of the chief promoters of the scheme to which I allude is Thomas Dyke Acland, Esq., whose zeal and energy will go far to secure its success.

In closing this report on the schools under inspection in my district, I have to beg to be allowed, as in former years, to record my thanks to the clergy and laity from whom I have received so much sympathy and kindness, and by whose friendly aid I have been enabled to obtain a fuller insight, not only into the general working of the schools, but also, into the life and character of the teachers.

I have the honor to be, &c.

E. Douglas Tinling.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix.

Summaries of Tabulated Reports, for 1855-6, on Schools inspected by Rev. E. D. Tinling and Rev. E. P. Arnold.

Summary *a*.

Attendance, &c.

Number of Schools *actually* inspected between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children *Present at Examination.*							
No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed: Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.	In *Average Attendance.*	For whom *accommodation* is provided, at 8 square feet of superficial area per Child,	Number of *Certificated Teachers.*	Number of *Pupil-teachers.*
316	120	102	43	174	9,870	7,279	3,854	11,297	27,096	41,967	177	421

Per-centage of Children on *School Registers*

Aged

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
7·63	8·45	9·55	11·88	12·68	12·45	11·77	9·8	6·89	4·55	2·58	1·77

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
39·54	22·13	15·66	10·38	6·95	5·34

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools out of 396 inspected, in which

Subjects of Instruction.	Are reported to be taught			Are Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Holy Scriptures	270	67	27	364
Catechism	294	54	10	358
Reading	286	72	4	362
Writing	306	51	2	359
Arithmetic:—				
Simple Rules	151	103	06	360
Compound Rules	192	88	126	306
Higher Rules	102	28	7	137
Geography	223	65	19	307
Grammar	138	76	24	238
History	108	38	5	151
Music from Notes	32	–	–	32
Drawing	11	–	–	11

Summary *c.*

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect, or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
372	34	21	381	30	8	317	70	31	308	33	23	337	61	10	352	46	22	218	4	21

Summary *d.*

Income and Expenditure.

Aggregate *Annual Income*, as stated by Managers, of 265* of Schools enumerated in Summary *d.*

From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	Average Income per Scholar in attendance.†
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
1,926 13 0½	10,211 2 0¾	5,771 4 4½	2,864 2 5½	20,773 1 11	16 2

Aggregate *Annual Expenditure*, as stated by Managers, of 265 of Schools enumerated in Summary *a.*

Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary *d.* relates.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
16,376 5 1	1,490 17 6½	5,161 19 1¼	23,029 1 8¾	17 11	25,686

Summary *e.*

Salaries of Teachers.

	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
	Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.
Average pecuniary emoluments (including Government Grants and all professional sources of income)	£ s. d. 78 16 1	£ s. d. 44 3 7½	£ s. d. 56 2 7½	£ s. d. 27 13 5	£ s. d. 53 6 8	£ s. d. 23 6 0
Number on which average is taken	114	104	52	112	6	27
Number provided with house or rent-free	58	59	23	56	4	7

Summary *f.*

School Fees.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
247	31,194	70·59	22 81	3·67	1·47	1·46

* The number of Schools inspected during the year was 316; but from 51 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

GENERAL REPORT, *for the Year* 1856, *by Her Majesty's Inspector of Schools, the* Rev. M. MITCHELL, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* NORFOLK, SUFFOLK, *and* ESSEX ; *together with some in the County of* HANTS.

MY LORDS, January 1857.

I HAVE the honor to present your Lordships a report on the schools inspected in my district between the 1st of September 1855 and the 31st of August 1856. The number of places visited by me was 128, in which I inspected :— Review of work of inspection.

Boys' schools	52
Girls' schools	46
Mixed schools	73
Infants' schools	34
Total	205

The total number of children in these schools when inspected was :—

Boys	7,724
Girls	6,074
Infants	3,026
Total	16,824

The number of miles travelled amounted to 4,507.

The number of places visited by the Rev. W. Campbell, the Assistant Inspector of the district, was 122, and the number of schools inspected as follows :—

Boys	27
Girls	27
Mixed	91
Infants	12
Total	157

The total number of children in the schools inspected by Mr. Campbell was :—

Boys	1,796
Girls	1,581
Mixed	5,061
Infants	820
Total	9,258

which, added to the number inspected by myself, makes a grand total of 26,082 children.

The number of miles travelled by Mr. Campbell was 4,372.

General examinations of pupil-teachers and candidates for apprenticeship were held, by myself, at Halesworth (twice), Yarmouth, Norwich, Lynn, Saffron Walden, Colchester, Chelms-

ford, West Ham, and Ipswich; and, by Mr. Campbell, at Fakenham, Bury, Aldborough, and Sudbury.

The numbers of pupil-teachers and candidates examined each place was as follows:

—	Boys.	Girls.	Total.
Halesworth	6	11	17
Yarmouth	21	19	40
Norwich	22	22	44
Lynn	23	13	36
Saffron Walden	6	14	20
Colchester	21	9	30
Chelmsford	12	15	27
West Ham	22	21	43
Ipswich	39	34	73
Halesworth	8	10	18
Fakenham	9	6	15
Bury	5	3	8
Aldborough	3	—	3
Sudbury	3	5	8
Total	200	182	382

New buildings.

New school-buildings have been opened for St. John's, Lowestoft; for an infant school at Lowestoft; for Halvergate; Finchingfield; Radwinter; Oakley; St. Osyth; Forest Gate; Southend; and Hadleigh, Essex.

Improved buildings.

The school-buildings of Ipswich, St. Peter's; Saffron Walden; Chelmsford; St. Peter's, Yarmouth; St. Mark's, Lakenham; Kelvedon; Witham; Halstead, Trinity; Walthamstow; Waltham Abbey; Stamford Rivers; Hudson's Town; Ipswich, Trinity; and Rendlesham, have been very much improved.

New fittings.

New fittings have been put into the schools at Colchester (blue), Hockwold, Wanstead Asylum, Stratford (Ch. Ch.), Birdbrook, Barnham, West Row, Hessett, Thundersley, Great Welnetham, Wethersfield, and Little Yeldham. (*Vide Appendix* B.)

Froebel system.

The Froebel system for infant schools has been partially introduced at Wivenhoe, Lakenham, Halesworth, Ipswich, St. Peter's, and Norwich, St. Stephen's.

Skylights and ventilation;

Skylights and improved methods of lighting and ventilation have been introduced into the schools at Chelmsford (girls), Witham (boys and girls), Colchester (boys), Ipswich St. Peter's, Ipswich Holy Trinity, Halstead Holy Trinity, Bungay (boys), Saffron Walden (boys), Hockerill model school, Yarmouth St. Peter's. Everywhere the alterations thus made are described as being most advantageous. The

testimony as to advantage of.

schoolmistress at Chelmsford told me that she felt as though a weight had been removed from her head; she said also that the school is now conducted with much less fatigue than formerly. One of the pupil-teachers of this school attributes

considerable injury and nervous affection
constantly stood to teach before the latt
panes. The mistress of the girls' school
Ipswich,—a very badly lighted and badly venti
having removed elsewhere, suffers no longer from
or that drowsy depressed feeling to which she u
subject.* The pupil-teachers of both these schools have
been more or less invalids. At Witham the clergyma
teachers express surprise at the effect produced by the ch
the schools being now conducted with so much more ease &
satisfaction. Opinions favourable to my view on this most
important subject are everywhere obtaining. Mr. Redgrave,
the Royal Academician, entirely agrees with me, and states
that badly lighted and badly ventilated rooms are, not only
unhealthy, but, most unfitted for the teaching of drawing.

Effect of yellow wash.

The Principal of the Battersea Training College mentioned to me that a certain class-room of the establishment always produces uncomfortable sensations, and induces a fatigue not experienced, under the same circumstances, in other rooms. The room is not lighted by lattice diamond panes, but by small squares. The Christmas examination (1856) was held in this room, and after the day's work peculiar pains affected the top of my head. I accounted for this, by observing that the room was coloured a bright yellow—not a golden or a yellow ochre—but a light straw colour. My reason for attributing injurious effects to this colour is derived from the following observations, extracted from "Chambers' Journal:"—

"It is not generally known what effect colour has upon health. The Rev. M. Mitchell, in his report to the Committee of Council on Education, states as his opinion that the ill-health of the pupil-teachers and mistresses of certain schools is caused by bad ventilation, and small diamond-shaped windows. I perfectly agree with Mr. Mitchell's observations as far as they go, but I believe there is another cause which assists powerfully in producing ill-health in schools, and induces melancholy, which I believe has escaped Mr. Mitchell's observation, as well as every other writer's on the subject. From several observations in rooms of various sizes, used as manufacturing rooms, and occupied by females for twelve hours each day, I found that the workers who occupied those rooms which had large windows with large panes of glass in four sides of the room, so that the rays of the sun penetrated through the room during the whole day, were much more healthy than those who occupied rooms lighted from one side only, or rooms lighted through very small panes of glass. I observed another singular fact, namely, that the workers who occupied one room were very cheerful and healthy, while the workers who occupied another similar room, and who were employed on the same kind of work, were all inclined to melancholy, and complained of pains in the forehead and eyes, and were often ill and unable to work. Upon examining the two rooms I found they were both equally well ventilated and lighted; I could not discover anything

* The master of the St. Margaret schools at Lynn is about to resign his situation owing to broken health. I have repeatedly called the attention of the managers to this, as the probable result of bad lighting and bad ventilation.

premises that could affect the one room more than
d that the room occupied by the cheerful workers
ed, and the room occupied by the melancholy workers
yellow ochre. I had the yellow ochre all washed off, and
gs whitewashed. The workers ever after felt more cheerful
After making this discovery, I extended my observations to a
ber of rooms and garrets, and found, without exception, that the
of the whitewashed rooms were much more healthy than the occu-
yellow or buff-coloured rooms, and, wherever I succeeded in inducing
cupiers of yellow or buff-coloured rooms to change the colour for white-
n, I always found a corresponding improvement in the health and spirits
the occupiers. From these observations, I would respectfully drop a hint
to the authorities of schools, asylums, and hospitals, to eschew yellow, buff, or
anything approaching to yellow, as the ground colour of the interior of their
buildings."

The colour that I should be inclined to suggest,—instead of *white*-wash, the glare of which must be hurtful,—is a light French grey. The girls' model school at Norwich is coloured a deep blue; it is entirely lighted by skylights, and, to me, there is always an uncomfortable feeling when inspecting it.

Letter on sanitary state of school premises.

I cannot do better than refer here to a circular addressed to Her Majesty's Inspectors of Schools, by direction of the Lord President, containing instructions for the Inspectors' guidance, with regard to the sanitary state of the schools under inspection, and some useful advice to be conveyed, through them, to the managers of schools:—

"The attention of the Lord President has been called to the extreme importance of providing that schools are held in wholesome rooms; that the hours of continued attendance are not excessive in proportion to the age of the children; and that the premises afford the means of healthy recreation.

"A very cursory acquaintance with the correspondence which passes through this office would suffice to show that the conditions insisted upon by the Committee of Council are maintained with extreme difficulty, and that some of them (for instance, sufficient playgrounds in the densely peopled quarters of towns) have frequently to be waived, as impossible to be complied with.

"It might, however, tend to create a more active public opinion upon the subject, if Her Majesty's Inspectors were to make a point of inquiring into the sanitary condition of every school which they inspect, so far as to direct the attention of the managers to anything strikingly prejudicial to health, in the state, or in the rules of the school.

"Floors which admit of no body of air beneath them; a few small windows low down in the walls and kept closed, instead of many large windows near the ceiling and freely opened; excess or deficiency of warmth; the omission to establish a thorough draught of air in the rooms for a considerable time between morning and afternoon school,—more especially if, as is often the case, a certain number of the children dine in the same rooms during some part of the interval,—are all points to which you might call attention.

"Infants, in particular, require to be relieved by frequent alternations of exercise in the air, and of lessons in school. You should constantly press upon the attention of the managers the importance of providing for something of the kind by the best expedients of which the circumstances admit.

"If the common elementary schools in towns, where the sanitary evils are the most felt, began their daily work at as early an hour as that observed in schools for the wealthier classes, at least one half-holiday per week, besides Saturday, might, without loss of lessons, be taken for a walk by the master with all the boys, and by the mistress with all the girls, into the country.

"These walks (for the boys and girls respectively) might be taken on different days, or in different directions, or together, as the managers might think best. The more scope they can be made to afford for unrestrained exercise the better.

"The confined sites of schools in towns often render it impossible to place the offices at a proper distance from the main buildings. Cheap means of obviating some of the more glaring inconveniences arising from this cause may be seen at almost every railway station, and should be adopted by the managers of schools so circumstanced.

"I have the honor to be, &c.
(Signed) "R. R. W. Lingen."

I subjoin, also, some particulars obtained by inspection, which may be thought worthy of attention. The first is a statement from the Rev. John Menet, the able and zealous Principal of the Hockerill Training College, Bishop's Stortford:—

"I thought that you would like to hear that the introduction of skylights has proved a very successful experiment. We commenced by blocking up a window in the infant school which gave a disagreeable cross light, and inserted two skylights, each 8 feet 6 inches by 4 feet; the improvement was so remarkable that we added two more slylights, and the result is that we have a room which appears much larger, and is thoroughly well lighted. Every one who sees the room is struck with the improvement, and I am quite sure that no one who knew it in its former state can fail to contrast the broken light which we obtained from the lattice windows with the clear and uninterrupted body of light obtained from the roof. The same course has been pursued in the mixed school; two windows at the back of the desks have been blocked up, and in another week two skylights will have been introduced in this room and one in the class-room.

"The tiles were simply moved as you suggested, and three sheets of the thick glass laid on the rafters and cemented in. The cost of the glass was 50*s*., and the labour amounted to eight or ten shillings for each skylight; blinds have been provided where they were necessary. It is impossible for me to avoid the conclusion that our modern school-rooms, with high pitched roofs and lattice windows, would in most cases be immensely improved by similar treatment.

"An air of cheerfulness is at once secured, and the facility of working the schools is much greater.

"I have the honor to be, &c.
(Signed) "John Menet."

Ipswich, St. Peter's.—Newly ventilated by skylights.

Witham.—Large panes put in for 2*s*. 6*d*. a pane, the light being 4 feet by 1½, and four to a window; 10*s*. for the whole.

Saffron Walden.—A skylight has been put in, at a cost of 3*l*. 3*s*.

Hockerill.—None can tell the relief the new skylights afford to the teachers.

Southampton, All Saints'.—Nothing is so fatiguing as inspecting a school lighted as these are. The consequence is want of energy in the teacher and want of attention on the part of the pupils.

It is of the greatest importance to attend to the lights; at Wivenhoe I was much more fatigued than at Whitelands, though much more actively engaged at Whitelands. I attribute this to the windows.

Chelmsford.—Mistress says the effect of the skylight is as if a weight had been removed from her head. Pupil-teacher Gesani complains that the light has caused partial blindness.

Condition of schools.

Of the 205 schools inspected, forty-one may be reported as being really efficient, and many of them excellent, offering, not merely an ordinary education, but, as good an education as I conceive to be possible, taking all the circumstances into consideration, *i. e*, the age and social position of the scholars; but, of thirty-five, I am obliged to add an opinion that they are so defective in every respect,—teachers, fittings, books, apparatus, and general *morale*,—that it would be better if they were entirely closed, as they only impede progress to a better state of things. On the whole, it is almost better to have no school than a very bad one. The remaining 129 schools are more or less efficient; some are progressing, others remaining stationary, and some, I fear, retrograding.

Norwich.

I regret that I am not able to make a more satisfactory statement, in this year's report, regarding the education provided for the town of Norwich, than that contained in my last report. Not a single school has been added to my list; nor, as far as I am aware, have any improvements been made in the existing schools; and there are no additional applications for pupil-teachers. The model schools, both boys' and girls', have attained great excellence, and maintain a considerable and well-deserved reputation. The school of St. Stephen's also is progressing, and St. Mark's Lakenham is doing well.

Ipswich.

The very excellent schools at Ipswich have been yet further improved. To St. Matthew's, a large infant school is being added. The girls' school of St. Peter's is made at once more healthy and more pleasant by a new skylight and excellent ventilation. The schools of St. Clement's are to be entirely re-ventilated and re-lighted. The boys' school of St. Peter's has been refitted, and the schools of the Holy Trinity district have been ventilated, but scarcely with due effect.

Colchester.

At Colchester new life has been infused into all the schools and I have no doubt that they will soon rival the best in the district.

West Ham.

The school at West Ham maintains its reputation, and will well repay a visit. It is only four miles by Eastern Counties Railway from London; and I may add that both the manager, the Rev. A. Ram, and Mr. Self, the master, will welcome any friend to education that desires to see the school in working.

Yarmouth.

At Yarmouth the progress is most encouraging, and St. Peter's boys' school is one of the best in the district.

Lynn.

At Lynn the schools are very good.

Rural districts.

There are several very excellent schools also in the rural districts, which I have not space to particularize here.

On the other hand, there are several small country towns in which no progress has been made. I name Diss and Stowmarket. Diss and Stowmarket.

Many more schools have been added to the list of those under inspection since your Lordships' grants have been (temporarily, I presume) less restricted. Most of these schools are at present in a defective state, but the fact of their being placed under inspection shows a desire on the part of the managers for their improvement, which cannot fail of success; and I can answer for Mr. Campbell, as well as for myself, that no exertion or sympathy shall be wanting on our parts to render them all the aid in our power. There is no doubt that, in many instances, the hope of obtaining the capitation grant has been the chief inducement for managers to place their schools under inspection; and thus they may ultimately obtain improved apparatus and books, as also certificated or registered teachers. Numerous schools added to inspection list.

Your Lordships will allow me to suggest that some regulations are needful as to the method of applying capitation grants. It seems to me that they should be exclusively used for the benefit of the school *generally*, either in augmenting the salary of the master (only in very poor places, as there are other appointed means, *i.e.*, by certificates, for this purpose,) or in providing a larger stock of lesson-books and maps, in improving the fittings and apparatus, in obtaining better ventilation and light, or in furnishing libraries for the scholars. The capitation grant indeed, is now mostly applied to the general purposes of the school,—sometimes to the master's salary, sometimes to relieve the managers from previously incurred debt, in rewards to the children who have made up the required number of days in attendance, or, more objectionably still, in actually refunding to them so much of the money paid in school fees as the capitation grant will cover. There is also the greatest difficulty in checking, in any way, the manner in which the attendances are reckoned. In one school was shown to me a list of children said to have attended the required number of days, which contained more names than the total average attendance of the year. There was small difficulty in persuading the managers to withdraw the claim altogether. In this case, I am persuaded, there was no intention of acting unfairly, but simply a misapprehension. Suggestions as to application of capitation grants.

I have long been of opinion that ultimately it will become necessary to establish a minimum scale of books, apparatus, &c., and that no school that is not so provided should be entitled to participate in Government grants, or, at least, that all such grants as may be made should be primarily applied to supply what is defective. It must be remembered that the Scale of books and apparatus.

object of making Government grants is, not simply to support the schools as conducted ten or fifteen years ago, but, to make them so completely efficient as to provide the most advanced education that is compatible with the circumstances of the children to be taught in them.

State of school funds.

I am here compelled to call attention to the complaints, now too universal, on the part of the managers and the clergy respecting the condition of their school funds. These complaints seem to me on the increase, and I find that the impression as to the difficulties of establishing an education rate is by no means as strong as it used to be. I confess to a belief that the establishment of a rate would be the right plan. To throw upon the general funds of the State, the burden of schools which improve the labourers on private property, appears to me to be as unfair as it has been hitherto to throw the same burden upon charitable persons, however, willing they may be. I conceive, that it is the duty of everybody having property to provide for the education of those who make property valuable. It seems to be not simply the duty of the Christian but the duty of the citizen. There are many parishes owned chiefly by one proprietor, whose estates perhaps are encumbered, and who resides at a distance, or else some public body is the chief proprietor, and yet frequently neither the single proprietor nor the public body contributes towards the support of the school, which is maintained by the clergyman and by small subscriptions from minor proprietors and tradespeople, and by capitation and other grants out of the Parliamentary vote.

Education rate.

New schools not so much needed as improvement of existing schools.

I am confirmed in my opinion of last year, that, in this district at least, new schools are not now required so much as that every school already built should be improved to the utmost, and that the number of schools not yet under inspection, which is very considerable, should be attracted to invite inspection by the annual and permanent advantages offered. The newly introduced capitation grants have already had this effect, and will, in due course, gradually bring the managers of most schools to make application for them. There exists, however, a large class of schools wholly or in part endowed (but only with small funds), the managers of which will not or cannot, from various causes, be induced to seek this aid. These schools, at present, are under no external control or authority; it is possible that many of them may be well conducted; but it is to be feared (from prevalent reports) that some are not so, that the most efficient masters have not been elected, that the best methods of instruction are not adopted, nor the best apparatus and books provided. The National school of the village, or that of the next parish, will possibly

Endowed small schools.

draw away the scholars, leaving the master a sinecure; or, should there be rewards for attendance at such schools till a certain age (say thirteen or fourteen), such as apprentice fees, clothing, &c., the endowed school will retain the scholars to the manifest injury of the general education of the place. That there are places so circumstanced is by no means a mere supposition; and it seems to me that the time is almost arrived when some legal authority should be created, and exerted, to compel the trustees either to perform the duties involved or to resign their office; and this becomes the more obligatory as the trustees chiefly belong, or should belong, to that class which does not use the schools, being selected purposely from an upper class, because supposed to be placed above the necessity of acting from mere favour or any undue influence. I believe that many trustees would be glad of the assistance thus proposed.

Extracts from daily reports of inspection.

I have extracted from my daily reports the following remarks relative to various schools in my district. It is a known fact that those under inspection are mostly the best. These extracts will prove, then, how much need there is of a further general improvement.

I have added some passages from the letters of clergymen and others, which contain useful information.

———— Wretched schools. Population, 5,000. The trustees are opposed to the education of working classes, and carry out their principles.

———— Population, 4,000; children, 111. Badly fitted room; brick floor; books and apparatus wanting. It is evident so large a population should produce more scholars.

———— A very inferior school; manager complains that all the expense falls upon him.

Catfield school is given up for want of funds.

———— A wretched room; brick floor. 40 miserable children, under an old dame, huddled round a fire, with no order, discipline, or rule. Few, and those only religious, books; and a parade of "National School" over the door, in large letters.

———— A small village school. Mistress totally untrained. No books but torn Bibles. Salary 11*l.* per annum, 8*l.* from managers, 3*l.* from children's pence.

———— Nothing can come of such schools; they ought to be swept away. The mistresses have not even the virtues of the old dame, and the total dirt and destitution of the miserable buildings, the wretchedness, the poverty, the absence of books and intelligence, make the work of inspection a most unpleasant duty.

———— A very nice neat school, with very little knowledge, great order, quiet, tame, and unintelligent *good children;* but what will they be as *men* and *women*? Only the 1st class can write their names, and none can work simple multiplication of three figures. Scripture knowledge alone is imparted.

———— A decrepid old man the master; books and apparatus defective; offices in miserable plight; Bibles torn and dogs-eared; altogether a disgrace to civilization.

———— About 5*l.* spent in books, &c., would make a good school, if placed under an intelligent teacher.

———— School in a church, and very badly conducted.

———— United salary of master and mistress, 52*l.* per annum.

Bentley.—Managers have done all they could, but the school is only one half full; other schools have been opened in the neighbourhood. Master certificated, 2nd class, 2nd division, gets 20*l.* augmentation. There are 54 scholars.

Little Bentley.—Master put in to save the parish; he is paralytic.

Hadleigh, Population, 3,000; *Boxford; Bilderstone.*—Excellent schools in every respect, but scholars are not attracted to them. The population seem not to appreciate a good education. It is disheartening to hear that schools conducted by untrained and almost uneducated teachers are established in the neighbourhood, which are well attended, and yet which cannot pretend to offer the advantages possessed by these.

——— Cost to the Government, 60*l.* for 114 children.
——— The Government pays 48*l.* for 117 children.
——— Costs Government 43*l.* for 56 children.

"Sir,—In reply to your circular, I am sorry to inform you that we have not any school at ——— at present, it having fallen into decay for want of funds. If the Committee of Council insists that the money locally forthcoming shall consist of subscriptions to the above purposes, I shall fail again entirely. With *not one* landowner resident, and all the tenants *small* tenants, who think education a very bad thing, how *can* I obtain much by subscription? But, if they will admit as such the accumulation of interest, &c., I do fervently hope I shall succeed at last."

"Nothing has been done in the way of fittings. The capitation grant has all been applied to help to liquidate a debt upon the school."

"My school has sadly fallen off in numbers. There are now in ——— one grammar, two National, and four dissenting schools, besides two schools close to ———, and yet numbers are uneducated."

"I am sorry to say that our governess left us very suddenly, early this month, and up to the present time we have not found any one to take charge of the school, which is consequently closed. We have at present nothing going on but an attempt on the part of myself, and members of my family, to instruct in the evening some young men and large boys."

"I am obliged to take a few of the larger children at my own house, and to put the smaller under a respectable widow at the school, superintended by myself, or a member of my family, and visited constantly during the week. I have a few subscriptions from my parish, besides which it is almost entirely supported by myself and family."

"Mr. ——— presents his compliments to Mr. Mitchell, and begs to acknowledge the receipt of his letter proposing to visit his school on the 21st inst. Mr. ——— has no pupil-teachers, nor any Government grant, and his school is only such as is appropriate to a retired country parish; he will, therefore, decline Mr. Mitchell's inspection, as Mr. M., on the last occasion of his visiting it, did not appear to think it worth his examining."*—Population, 791.

"A little misunderstanding arising between the incumbent and myself, caused us to give notice; we then had an appointment, from the strong testimonials we sent in, to an endowed school; the stipend was only 20*l.* per annum, and no neighbourhood to gain a school; however, we remained there one year and nine months. You will perceive why we have left ———; the duties my husband had were a weekly distribution of flour to the poor, in half stones, a distribution of coals, and a retail stationery depôt; each of these were in buildings adjoining the school-house, and required the attention of the master; of course they were very interfering with scholastic duties."—*From a Schoolmistress.*

"This morning your letter arrived, and I answer it with all possible despatch. With regard to 'pupil-teachers being examined in drawing,' there are

* I have no recollection of having seen the school.—M. M.

none at —— ——, and never have been since Adam left Paradise, and as long as you like before! Nor shall it cost me many tears if there never shall be any among the poor half-starved infants of this parish, the children of labourers, *and not one else*, till the last sun sets upon our doomed and mysterious world! In my last, and one or two before, I stated 'the school of —— —— is little else than an infant school about a year and a half in existence.' The chief of the children know their letters; some can spell; a few can read; and a few can write, and, as to the proficiency of the most forward in figures, it scarcely deserves being mentioned. You need not, therefore, trouble yourself about drawing inquiries for —— ——, as none will be necessary. The chief thing we want is money, and, if you cannot take us under your wing in that respect, we must give up our little seminary, and banish our hopes to the winds."

"I believe, if every parish were compelled to pay a rate towards education, as they now do towards the support of the poor, roads, &c., people would seek to take advantage of the provision towards which they pay who now shun education on account partly of the yearly cost of maintaining the schools they don't like to subscribe to. They (at least many) ignorantly imagine that by avoiding schools they may save their pockets. But, make every one pay towards education, and they will seek to have a return for their own money by sending their own children or those of their dependants. Nor can I see any insurmountable difficulty as regards dissenters. I wont trouble you with my views on the matter, but I am satisfied a rate must overcome the first difficulty,—the want of funds; and concession from all parties must meet the other difficulties.

"My dear Sir,

"Our vicar advises me to apply to you in my great educational embarrassments.

"Possibly, you may remember our misfortunes in the matter of teacher. Muston, the senior teacher, has gone to a training college. One candidate, was dismissed for dishonesty, another was withdrawn by her parents. A third did not pass her examination, and a girl named Drury was to have been transferred from Hudson's Town to us, but was found too deficient in arithmetic to admit of her being apprenticed.

"Our two pupil-teachers, Byrer and Hudson (the former of whom is now invalided, and, *pro tem.*, unfit for duty) *leave us next June.*

"You will see at a glance how miserable is our case and prospect! For I actually cannot find candidates, and at this moment a school of 125 girls is under the management of the mistress (a new and good one) and *one* pupil-teacher. We are anxious, if possible, to find two girls who could pass a first year's examination next June, and one, or perhaps two, who might be presented as candidates at the same time. My immediate locality is barren of any such; meanwhile our mistress is being discouraged, and our school injured, and this, I must say, from circumstances beyond our control. Knowing the kind interest you take in the schools of the parish, I have laid out our case 'in all its deformities' before you!

"Can you help us to teachers, or advice, or suggestion?

"Faithfully yours,

(Signed) "Stopford Ram."

Pictures and prints.

I could wish it had entered into the plan of the revised book schedules to have allowed of the introduction of pictures and prints. These may not, perhaps, be essential to all schools, but no infant or, indeed, juvenile school can be at all complete without a good supply, both on biblical and on secular subjects. Messrs. Roake and Varty have published some good scripture and history illustrations. The National Society, also, has some good illustrations of both subjects; and I can, with confidence, recommend the scripture illustrations of Schnor,

published by Messrs. Norgate, Williams, and Co., as at once cheap, excellent, and artistic. Mr. Hering, of Regent Street, also, has published some artistic works of this class.

Casts.

I conceive too that a small grant towards a supply of casts, to be used both for drawing and for ornament, and for the cultivation of a taste for art, might be not unaptly made to large or model schools.

Grants for chemical apparatus.

There has been as yet no application for grants towards a supply of chemical apparatus for any school of this district. In some of the model schools this apparatus might be useful; but my opinion is that in most of our country schools the introduction of scientific apparatus would not be advisable; the teachers having quite enough work on their hands to get their pupils to master the ordinary subjects of education. We may run the risk of losing what we have by grasping at too much; and I am doubtful whether we have not already done so. Reading and writing are neither of them so good as they should be in any school of the district. In our large schools, I believe that this arises from a too great extension of the subjects of instruction. A boy of twelve or thirteen can acquire only a certain knowledge of certain and limited subjects. Whatever he learns, he should learn well.

Educational museum.

I may here be permitted to refer with satisfaction to the intended opening of an Educational Museum, under your Lordships' charge, in the new buildings which have been erected at South Kensington (Cromwell Road), upon the ground purchased by the Royal Commissioners out of the proceeds of the Great Exhibition of 1851. The public will thus have an early opportunity of reviewing the objects which were exhibited under the auspices of the Society of Arts, at Saint Martin's Hall, in the summer of 1854, and which are to form the nucleus of this new exhibition.

Play-grounds.

It is highly important that playgrounds should be attached to every school building; and I think that, however great may be the expense, it should be borne; it should be even insisted upon. The friends of education and of childhood, and the working classes, ought to be grateful for the attention which your Lordships have given to this important addition to school premises.

School libraries.

It would have been a pleasure to be able to add some encouragement to managers with regard to school libraries. There are, however, so many difficulties in the way that no definite decision can be at present arrived at. I believe, myself, that, if looked steadily in the face, these difficulties would prove to be of less consequence than may be supposed; but I am not in a position to speak with confidence on the subject.*

* I am informed that the National Society is about to publish a series of cheap and appropriate library books for elementary schools.

Age and attainments of children in schools.

The attainments of the children in schools inspected are certainly much in advance of what they were ten years ago; but we may justly look for a still further progress in years to come. By the aid of grants, books and apparatus, &c., have been furnished; educated—*really** educated masters have been supplied, most of whom have been hitherto only just growing into power; new and abler, *i.e.*, quicker and more accurate, methods of instruction have been adopted, and a wider range of subjects has been generally introduced. All this promises progress. There is only one drawback, and that is the early age at which the children leave school, and which, I am afraid, is actually on the increase.† To this drawback may be added

* I must add that some of the most efficient teachers in the district belong to that period of school-keeping which dates before 1846.

† The following lists show the actual age of the children of two of our best boys' schools and one of girls' school; being town schools, the average age is, of course, higher than it would be in country places :—

Battersea (Boys').

——	No. of Class.	Average Age.	Age of Eldest Boy.
Upper School -	1st	11·42	14
	2nd	9·6	12
	3rd	7·7	11
Lower School -	1st	11·6	13
	2nd	10·7	14
	3rd	8·9	9
	4th	7·6	11
	5th	8·8	11
	6th	10·4	11
	7th	6·8	7
	Total, 10 classes.		

Norwich Model School (Boys').

No. of Class.	Average Age.	No. of Class.	Average Age.
1st - -	13 years 1 month.	7th - -	9 years 3 months.
2nd - -	12 „ 3 „	8th - -	9 „ 0 „
3rd - -	11 „ 9 „	Supry. - -	8 „ 6 „
4th - -	10 „ 9 „	9th - -	8 „ 6 „
5th - -	10 „ 6 „	10th } - -	7 „ 6 „
6th - -	9 „ 6 „	11th }	

Battersea (Girls').

Ages of the Boys and Girls in the Battersea Schools, 9 December 1856.

	Average.	Oldest.	Youngest.
1st Class	- 12 years 9 months	15 years	10 years.
2nd „	- 10 „ 2 „	13 „	8 „
3rd „	- 9 „ 10 „	12 „	7 „
4th „	- 9 „ 5 „	11 „	7 „
5th „	- 8 „ 8 „	10 „	7 „
6th „	- 8 „ 5 „	9 „	6 „

the great changes that take place among the scholars, even in the best schools. In some cases, as many leave and are admitted to a school in the course of a year as the whole average attendance. I see no remedy for this evil, except the better instruction of the parents, who often, for the slightest causes, remove their child from one school to put it to another. In time they may become aware of the positive evil of such a practice, and may learn to adopt a steady perseverance in a good course well begun. The prevalence of this evil makes it absolutely incumbent upon all who have any control over education to put schools on a good footing, and to adopt, as far as possible, similar methods of teaching, and the same class-books, maps, &c.; as, by so doing, the injury will be in some part diminished. School certificates will be of much use in these cases; and the rules of schools might be carefully formed with reference to this point, and might be either relaxed or made more stringent, avoiding all appearance of dictating, yet maintaining a discipline firm and true.*

Music. I regret that the teaching of music by notes forms so small a part of the instruction in this district, and I believe that this is greatly owing to a general inability of the teachers to play upon an instrument.† The Principal of the Battersea Training College, has requested me to observe that, if pupil-teachers were taught in their apprenticeship, not merely how to read music, but also, how to play upon some instrument,—as the violin, flute, or piano,—it would, perhaps, do more to advance this branch of education than we can imagine. Ever

* Extracts from the Rev. J. D. Glennie's Report to the London Diocesan Board:—"In the first place, then, let nothing appear on the printed rules of a school that cannot in practice be enforced to the letter. The presence of one regulation, however good in theory, which cannot in every case be maintained in practice, weakens the force of the whole code. After this precaution has been taken, let all combine to have the rules observed thoroughly. A consistent course of conduct in this matter will claim respect for the school, and tend materially to get rid of the fatal notion, often prevalent among the parents of school children, that, by sending them to school they are conferring a benefit on its supporters. The first introduction of such measures may possibly thin a school for a time, but a perseverance in them will certainly increase the original numbers. The respect and value for the school in the eyes of all in its district, as well as its intrinsic usefulness, is greatly enhanced by the subsidiary good that can be made to emanate from it by other sources besides that which supplies education for the children. A good school will possess its lending library, clothing club, shoe club, and savings bank; institutions whereby, in administering to the outward comforts, and assisting parents as well as children in their exertions of forethought and economy, good moral habits are induced. Institutions similar in nature to those I have alluded to above are not, however, by any means, according to the managers' returns, so frequently appended to the schools as ought to be the case. Much, therefore, that is valuable in the influential position of the schools is lost by the want of these. Next to the church, the school-house of a parish should be the building to be regarded with the most respect, on account of the large measure of good that flows therefrom upon the whole community."

† Harmoniums may now be obtained at a reasonable price, and would teach organ fingering.

so little progress thus made would be exceedingly valuable, and would effect, in after years, a great saving of time to the student at the training college.

Some few of the schools in the district learn drawing; not so many as could be desired. Managers, it is to be hoped, will pay attention to the subject. It is not to be taught as a mere accomplishment, but as a chief means of improving the power of observation. Drawing.

It would be well if "learning by heart" were well cultivated in the district. It is practised in some schools; it ought to be in all.* On this subject I would claim permission to insert some excellent remarks from the Rev. J D. Glennie, the able Inspector of the London Diocesan Board of Education, in his valuable Report for 1855 :— Learning by heart.

"In inspecting a school, wherever I have judged, by the 'Teacher's paper' put into my hand, that the standard to which the children have been brought is sufficiently high for the purpose, I have conducted some portion of the examination of Class I. on paper, by requiring to have written for me from memory some Scripture biography, or other subject, and, at the same time, I have had examples in arithmetic worked with pen and ink. Besides, by this means, saving time to myself for other things, (for I look over these exercises at home,) I find this one of the most valuable methods of testing the solid and practical nature of the course of instruction to which the children have been subjected. And I take occasion to suggest, as I have repeatedly done at my visits to the respective schools, the importance, to both teacher and pupils, of periodical (say monthly, why not daily?) exercises of this kind being performed. To the teacher it is of importance, because, by this process, a knowledge is arrived at of many an instance of ignorance and misconception on the part of the children, which otherwise would never have been brought to light. To these immediate points attention can now at once be directed. But the teacher also sees whether the instruction offered is being habitually imparted in such a manner as to reach the minds of the children, and store them with knowledge, in so intelligible and well arranged a manner, as that they have made the matter their own, and can now reproduce it in a good form of their own.

"To the children, again, this is an important system, because it is one by which they are being brought to put their various attainments to practical use, and which is perfecting them in that very branch of their education by which, more perhaps than by any other, the value of the instruction they have received at school will be judged of, by themselves as well as by the world with which they will have to struggle."

The lessons in the gallery, I fear, are getting to be an evil; they too frequently become by force of habitude mere "babble." No gallery-lesson should be given unless it be afterwards reproduced in writing by the listener; and the length of these lessons should seldom exceed twenty minutes or half an hour at the outside, according to the subject and the age of the children. Gallery lessons.

* *Bilderstone.*—Some of the boys recited (and very well) passages from Shakespere got by heart; it is said to break them of speaking with the Suffolk dialect and drawl.

Bible lessons.

Bible lessons, there can be no doubt, are excellent things, but I have some hesitation in believing that ordinary masters possess power or knowledge sufficient, or time to acquire the power and knowledge to provide their scholars daily with interesting matter and such as is profitable. There are few clergy that could thus instruct a congregation, morning and evening. It seems to me to be an object very desirable, but hardly possible, to accomplish; Bible lessons twice a week would, I believe, effect more real good than is now effected by their daily repetition.

School hours.

Managers of schools have asked me what ought to be the hours of school work. The hours are generally from 9 to 12, and 2 to 5 in summer; and from 2 to 4 in winter; and I think this standard should be maintained. Sometimes I hear that one hour of this work has been reduced, on the plea that the master has his pupil-teachers for an hour and a half. I cannot think that this is right.

Industrial work.

It is to be regretted that industrial work in boys' schools is now entirely abandoned. In girls' schools it is mostly confined to sewing.* There is no cookery or household work; and I confess that the difficulties with regard to these subjects seem to me insurmountable.† Botany is taught, and well, in Professor Henslow's school, as Mr. Campbell informs me. A good system of drill should be introduced into all boys' schools.

Scholars' certificates.

The certificates issued to scholars have as yet been not very successful, but I hope next year to be able to report favourably of a measure which, when it comes to be more known, will doubtless be a great agent for good.‡

Pupil-teachers.

The pupil-teachers of the district are going on very well. One ran away; his doing so was a relief to everybody, *i. e.*, to all he left behind.

Queen's Scholars.

All the candidates that went up for Queen's scholarships, at the last Christmas examination, obtained them, in this and my late district, and six of the males were included in

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* Some excellent observations on needlework will be found in the Report of the Rev. J. D. Glennie to the London Diocesan Board for 1855.

† "King's Lynn, St. Margaret's, 30 January 1856.—I wish to introduce into this school a knowledge of drawing, which would be useful to shipwrights, carpenters, bricklayers, and builders generally, and should be glad to receive information and advice as to the best mode of proceeding. I would also gladly introduce into the girls' school a practical knowledge of household work, if I had a spare room of sufficient dimensions to carry on a little washing, ironing, cleaning stoves, and other domestic operations."—*Rev. Canon Wodehouse.*

‡ At a recent examination of the school of St. John's, Lynn, on the distribution of certificates to some of the scholars who had left the school, the very excellent Secretary of the Stanley Library, H. Edwards, Esq., informed the recipients that they would be entitled to a free admission to that institution for the ensuing year, on showing their certificates.

the first nineteen places.* Three of the female candidates were also included in the first seventeen places of the class list. The total number of candidates in England was 1,024; of whom 410 were male pupil-teachers, and 359 female. Of the male pupil-teachers, 364, and of the female, 288 were successful. The total number of candidates that obtained Queen's scholarships was 766.

Great attention will now be paid to methods of teaching, since Mr. Temple's letter to your Lordships insists so much upon it. It has always been a prominent matter of interest in this district. I subjoin extracts from Mr. Temple's letter, for the information of managers and masters. Methods of teaching.

"15 July 1856.

"THE chief point to which Mr. Moseley directed my attention was the necessity of giving greater encouragement than had yet been given to the study of methods of teaching, and of school management. He was of opinion that, in spite of whatever efforts might be made by the authorities of training colleges to give to this study its proper prominence, it would be impossible to secure full attention to it without more definite encouragement from the Committee of Council. These representations have since received additional force from the concurrence of several of my colleagues, Her Majesty's Inspectors of Elementary Schools, in expressions to the same effect.

"I have, therefore, thought it my duty, on my visits to the training colleges this year, to examine the students more particularly on this subject. I have endeavoured to ascertain how far they had been led to reflect upon their future duties, and to master the principles of the methods which they have seen exhibited in the practising schools, and which they will hereafter have to employ in their own professional labours. And I have hitherto found everywhere, on the part of the authorities in the training colleges, much more desire to teach this subject than success in teaching it. It is excessively difficult to secure from students thorough hearty study of any subject that does not appear to them to bear upon their places in the annual class list, with a weight proportioned to its difficulty. The study of method, occupying only one paper at the examination, appears at present to have no more

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* It may be only right to name these candidates, as well as the schools from which they come.

Name of Candidate.	Place in Class List.	School.	Name of Teacher.	Total No. of successful Candidates from same School.
MALES.				
White, Henry - -	2nd	Cambridge, St. Paul's	Mr. W. Dixon - -	2
Simmonds, Edward T.	7th	Yarmouth, St. Peter's	Mr. R. C. Harding -	7
Richmond, H. W. -	9th	West Ham - -	Mr. J. Self - - -	9
Newman, James - -	16th	St. Ives - - -	(Several Masters) -	20
King, F. D. - - -	17th	Warboys - - -	Mr. G. Marsh - -	24
Wich, Benjamin - -	19th	Walsingham - -	Mr. J. Banson - -	26
FEMALES.				
Groom, Maria - -	6th	Norwich Model -	Miss Mott and Miss Barnacle.	6
Norton, Mary J. - -	14th	Norwich Model -		19
Muston, Mary A. -	17th	Stratford, Ch. Ch., Essex.	(Several Mistresses) -	30

weight than that of history or geography. Yet there can be no doubt that it is far easier to acquire a knowledge of one of these subjects than a real mastery of the art of teaching. The latter has consequently suffered. I have everywhere warned the students that attention has been called to this deficiency, and that attempts will be made to correct it.

"I propose, therefore, that in future examinations not less than one-third part of every paper shall be confined to questions on method. These questions should be such as to test the candidates' knowledge of processes of teaching, their power of applying the knowledge of higher subjects to elementary instruction, their power of preparing distinct, full, and methodical notes of lessons, their power of writing explanatory notes on passages selected from the ordinary reading-books, and their knowledge of the proper use of illustrations.

"It is not to be expected that, even with this stimulus given to the study of the art of teaching, the students of the training colleges will be found to be accomplished teachers from the very day of their leaving college. They must still need experience, and must still be liable to the mistakes from which the best training cannot save young men. But it may be hoped that they will have been induced to acquire that clear knowledge of the principles of their profession which is needed to make actual experience speedily useful."

Increase of salary to successful masters.

I have already, in previous reports, suggested an increase either of pay or honor to such teachers as conduct their schools pre-eminently well, and whose pupil-teachers prove to be most efficiently taught. At present there is no special reward, however well their duties may be performed, and however much of extra time, labour, and talent may be employed for the purpose. The man who just manages to pass muster on inspection of his school, and whose apprentice fails to get a Queen's scholarship, often receives higher pay than another whose school is a model, and whose pupil-teachers invariably obtain first-class scholarships.

Organizing masters.

The appointment of good organizing masters is a question worthy of consideration. They would be especially useful in agricultural districts, where good methods of teaching are of more consequence even than in larger places.

Favourable report of teachers.

It is great pleasure to be able to make very favourable reports of the schoolmasters and schoolmistresses of the district, most of whom are working zealously, in a full sense of the importance of their position and the value of their labour. Two mistresses obtained certificates as infant school teachers at the Easter examination, in 1856; and one master was registered at the same time as qualified for the instruction of pupil-teachers.

Training colleges.

The following extracts from the annual reports of the Training Colleges more immediately connected with the district will be received with satisfaction. I regret that the funds of each institution are in such state as to cause much anxiety to their well-wishers.

Norwich.

Norwich Training College.—"At the last Government examination at Christmas 1854, of the nine candidates for certificates, the whole were

classed in the following order :—five in the first, two in the second, and two in the third class.

"It was particularly gratifying to the Managing Committee to learn from Mr. Cook that the Norwich students had distinguished themselves in the paper on domestic economy, and in their trial of skill in needlework.

"The Committee are the more anxious to make these facts known as there is an impression abroad, to the disparagement of the modern system of training, that domestic economy, and the things pertaining to the affairs of daily life, are neglected, for the cultivation of higher pursuits and studies; whereas, in truth, there never was a time when the attention of teachers was more carefully directed to the class of subjects included under the head of 'common things' than it is at the present moment; or when the prospect of improvement in cottage economy, through the instrumentality of our elementary schools, was greater.

"The usual printed report of this board has been received, and in the general report some valuable remarks are made with respect to the amelioration of the system of juvenile field labour, called the 'gang system,' so very prevalent in that neighbourhood, and which hitherto has been the source of vice and immorality; in some places 'the principal inhabitants and employers have resolved that no child shall be received into a gang under nine or remain in it after fifteen years of age; that boys and girls shall work in separate companies, that the former shall be placed under a respectable man, the latter under that of a well-conducted woman or widow.' It is hoped that some arrangement of this kind may be generally adopted, as the gang system, as hitherto conducted, has been detrimental to the learning and morals of the young."

Hockerill.

Hockerill Training College.—"The Christmas examination commenced on the 10th of December, and was conducted by Her Majesty's Inspector, Rev. D. J. Stewart. 42 candidates were examined, all who were eligible by their term of residence being presented. 20 of these were students of the second year, and 22 of the first year. 39 were classed, viz., 20 of the second year, and 19 of the first year.

"Seven drawing prizes were awarded.

"The Committee have received very satisfactory reports up to this time of those who have been placed in charge of schools. Their character and conduct appear to have gained the confidence of the managers; and they seem to be devoting themselves in the right spirit to their work.

"An attempt has been made to supply some knowledge of 'common things,' in addition to the regular subjects of instruction. The pupils become practically acquainted with ironing and laundry work; and a room has been fitted up as a practising kitchen, in which the students prepare small dinners during their second year of residence, and are taught some of the simple economy of cooking under the direction of the superintendent. A fair portion of time has been allotted to cutting-out and needlework in general; and the Committee have no reason to believe that those who have been sent out as mistresses have been found deficient in this respect."

What is wanting in pupil-teachers training.

The Rev. the Principal of one of these institutions writes to me as follows (Dec. 1856) :—

"I may say to you privately that I have this year sent away nine incapables during probation, and have refused three pupil-teachers, (two from bodily infirmity,) in order not to keep hopeless material.

"My experience of pupil-teachers, generally speaking, is that they want accuracy, and are not sound in their work; I believe they also suffer from being compelled by the broad sheet to grasp too much. We have had some remarkable exceptions, but as a general rule they have shown little trace of cultivation of mind or accurate habits of thought.

"I want such a training as shall preserve, develope, and strengthen every power of mind and body, and lay a good foundation, for the energy, decision, and moral weight of the future teacher."

I believe that the foregoing subject of complaint is gradually becoming less an object of concern, and I call attention to it only that teachers and managers of schools may know what is really wanting in the training of their pupil-teachers.

Home and Colonial Society on infant teachers.

I beg leave to add an extract from the annual report of the Home and Colonial School Society, who, I am glad to think, have taken up, and are promoting by every means, the development of the instruction of teachers for infant schools. The last paragraph, quoted from a letter of Her Majesty's Inspector, Mr. Cook, combined with the first paragraph of the extract which precedes the following, shows how necessary it is for your Lordships to maintain the present standard of examination, and proves also how many patrons there still are whose notion of what a school mistress' acquirements should be remains defective.

"This class, of infant mistresses, now contains 25. The Committee have found considerable difficulty in filling this with students whose education is sufficiently advanced to enable them in one year to attain the Government standard. They would wish to see females from 25 to 35 engaged in these schools; and persons of that age, owing to the indifferent state of education at the time they were at school, are in general very deficient. Besides which, an erroneous idea extensively prevails that the teacher of juveniles is the more honourable post.

"The Committee are not of this opinion; they think that a really good teacher of infants exhibits more mental power, more knowledge of children, more drawing upon her own resources, than a teacher in a school of older children, where books are more used, and the children can work more by themselves. The Committee cannot but hope that this prejudice may subside.

"Few labouring men's children can be decently instructed unless they go to an infant school, and for such an universal want one establishment alone is provided, which cannot be expected to train at the utmost more than 50 infant teachers annually.

"A written examination, says Mr. Cook, would be quite futile if it did not exclude candidates who spell incorrectly, do not understand or are unable to work easy sums in arithmetic, are not conversant with the leading facts of Holy Scripture, and cannot give a sensible account of the work which they will have to do in school."

Appointments to Excise.

Five of the pupil-teachers of the district have been appointed to situations in the Excise. I must confess to a regret that such appointments have been offered, as they divert the pupil-teachers from steadily applying themselves to the occupation and profession of a schoolmaster. I regret it the more, as the position sought is not in reality to be preferred to scholastic life. One pupil-teacher, in writing to me, expressly mentions that it was the intention of his father that he should be so appointed, and that he never intended to be a teacher.

"I also state that it was always my wish to get myself placed in active service under Government, and with my lamented father's wish and consent was made pupil-teacher for that purpose."

The following letters will show the real reason why pupil-teachers out of their time do not enter the training colleges.

Reasons why pupil-teachers do not enter training colleges.

"Reverend Sir,

"The reasons why I have given up the idea of entering a training institution are as follow:—In the first place, my salary during my apprenticeship not having been sufficient for my board, clothing, and books, &c., I have been to some extent a burden to my friends; this having continued for five years, I thought it quite time to be able to do for myself. Now, by going into a training institution I should still be dependent upon them, especially during the holidays, which, I think, amount to about three months in the year, *i.e.*, six weeks at Midsummer, and the same at Christmas.

"Supposing, therefore, that I had my last year's salary clear when I had completed my apprenticeship, and had decided upon going into a training institution, I might perhaps be able to make it hold out, or I might not; if it did hold out, I should then have nothing to start with, and it would therefore take me some time to recover myself. On the other hand, if it did not hold out, I should have to apply to my friends, who might not be in a fit state to assist me. I should then have to leave from want of funds.

"With regard to an assistant's place, my salary, though small, would be sufficient. I should, of course, be preparing for the yearly examination, and improving myself in other subjects generally at the same time; and, by continuing assistant for three years, I should probably be in a fit state to sit for a certificate, or, after remaining as assistant for one year, I might, perhaps, enter an institution for one year, and by so doing attain the same end as by going in for two years, and with half the expense.

"I remain, &c.

"*The Rev. M. Mitchell,*
"*Her Majesty's Inspector of Schools.*"

"Reverend Sir,

"In answer to your inquiries as to my motives for giving up the idea of going to a training college, I reply that the only motive that influenced me was the expense that would have attended such an undertaking. I am entirely dependent upon myself; my father, notwithstanding his comfortable income, being unable to assist me, in consequence of the heavy expenses which he has for several years past incurred for my mother's illness, and other family troubles which it is needless for me to mention; and my means at present forbid the attempt which I should otherwise this year have made. I have not entirely relinquished the idea of going to a college, but for a year or two I must postpone it, for the reason which I have stated. I have seen a paper lately issued by the training college at Saltley, near Birmingham, containing the provisions made by the Committee of Council for pupil-teachers who intend sitting for Queen's scholarships, and the application of which, I suppose, to be general. These are, first, that pupil-teachers, on the expiration of their apprenticeship, should be admitted into college, and be allowed at the rate of the fifth year's stipend, till the period for the examination occurs. Secondly, that a first class scholarship entitles the holder to board, lodging, washing, and medical attendance, and, in addition, 4*l.* for the first, and 6*l.* for the second year at college, for books, travelling expenses, &c., A second class scholarship entitles the holder to receive all these, minus the 4*l.* and 6*l.* for books, &c. Competition for prizes is also open to students, which affords another chance for the defrayment of their expenses.

"But with all these advantages, some of which are, however, precarious, my estimation of the expenses that would attend a two years' residence at

college does not amount to less than 40*l.*, after taking clothes, books, &c., into consideration. After coming to this conclusion, and knowing that my means would not near have equalled the expenses I must have incurred, I gave up the consideration, and accepted the situation which was offered to me at ——, as a means that would, to some extent, enable me in a year or two to accomplish that which I am aware would be for my good. In conclusion,

"I remain, &c.

"*The Rev. M. Mitchell,*
Her Majesty's Inspector of Schools."

Digest of rules of Committee of Council, published at instance of Bishop of Bath and Wells.

Before concluding my report, I must request your Lordships' attention to an admirable and concise statement of the advantages offered by the Government to managers of schools. It has been drawn up at the instance of the Lord Bishop of Bath and Wells, so well-known as the promoter of working class education, and will prove very useful to all applicants for Government grants. This digest is appended to my Report (*Appendix* C.)

Conclusion.

My report has extended to such a length that I am debarred from referring to some information which I have procured relative to the state of education in the schools of France, but which, perhaps, I may have another opportunity of promulgating.

I have the honor to be, &c.
M. Mitchell.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix A.

Summaries of Tabulated Reports, for 1855–6, on Schools inspected by Rev. M. Mitchell and Rev. W. Campbell.

Summary *a*.

Attendance, &c.

Number of Schools *actually inspected* between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children							
No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*				In *Average Attendance.*	For whom *accommodation* is provided, at 8 square feet of superficial area per Child.	Number of *Certificated Teachers.*	Number of *Pupil-teachers.*
	Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.				
236	72	67	42	152	6,502	4,850	3,384	9,634	22,397	33,408	125	268

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
6·14	6·42	9·37	10·85	13·32	13·01	12·03	10·62	7·83	5·74	3·2	1·47

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
37·	22·06	16·51	11·34	6·79	6·3

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 291 inspected, in which

Subjects of Instruction.	Are reported to be taught			Are Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Holy Scriptures	182	30	–	212
Catechism	102	22	–	124
Reading	128	85	–	213
Writing	129	70	–	199
Arithmetic:—				
Simple Rules	112	90	–	202
Compound Rules	117	46	–	163
Higher Rules	66	11	1	78
Geography	95	53	1	149
Grammar	57	22	1	80
History	53	30	–	83
Music from Notes	2	–	–	2
Drawing	1	–	–	1

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
277	51	1	220	101	–	154	95	11	115	38	–	152	164	6	222	106	2	147	17	–

Summary *d*.

Income and Expenditure.

Aggregate *Annual Income*, as stated by Managers, of 212* of Schools enumerated in Summary *a*.					Average Income per Scholar in attendance.†
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
2,388 4 6	7,650 7 2½	5,349 11 8½	3,161 9 7½	18,549 13 0½	18 3

Aggregate *Annual Expenditure*, as stated by Managers, of 212* of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary *d* relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
13 769 15 6	1,347 6 10¾	4,550 1 8¼	19,667 4 1	19 4¼	20,311

Summary *e*.

Salary of Teachers.

	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
Average pecuniary emoluments (including Government grants and all professional sources of income) - - -	£ s. d. 92 12 4	£ s. d. 50 5 11	£ s. d. 56 19 4	£ s. d. 29 12 8	£ s. d. 53 8 5	£ s. d. 25 4 2
Number on which average is taken -	64	64	53	82	7	22
Number provided with house or rent-free -	37	36	26	30	2	7

Summary *f*.

School Fees.

Total Number of Schools from which returns are taken.	Total Number of Children included in those returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
19,722	158	57·	35·5	4·16	1·5	1·84

Appendix B.

The fittings for a boys' school, as recommended by me, are as follows:—

Groups of parallel desks, according to the number of scholars. In every school there will be four or five classes, consisting of fifteen, eighteen, or twenty-four boys each; in large schools the number of classes will be increased, but the divisions of work will remain much the same, *i.e.*, four, and a fifth of children in letters. Each group of desks will be divided by a curtain. Green moreen appears to be the best material for the curtains, being pleasant in colour and light on the rod. Each class should possess its own easel, black-board, and appointments; and there

* The number of Schools inspected during the year was 236; but from 24 of those no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

should be a framed slate for every boy. A book box should be furnished to each class. The room also should be fitted with a gallery, to hold three classes, accommodating not more than from seventy-two to eighty children, nor less than forty-five; and these should be provided with a large black-board and easle. All the apparatus should be made of the best material and in the best style, which will be found to be the most satisfactory and the cheapest in the long run. There should be also a clock, a box of drawing models, Dexter's cabinet of objects, a library, a thermometer, and a barometer. The master should have a desk; and there should be ample cupboard accommodation.

The girls' school should be fitted in a manner precisely similar to the boys', except that the form of the desks should be different, and a work-table should be added.

Each school should be furnished with maps, comprising the World, the Four Quarters, England, Ireland, Scotland, Palestine, and the county and town (Ordnance survey) or locality in which the school is situated. These should be large wall-maps, and it will be advisable to procure different series for the two schools. They should also be varnished, and invariably exhibited to view, not in a case. A pair of globes may be usefully added. Casts and pictures may be used ad libitum. Attention should be paid to the hanging of the maps and placing the pictures, &c., so as to produce the most agreeable effect.

The infant school should be fitted up with two galleries, one for the larger and one for the smaller children, adapted to their size. The second one may be placed in the class-room. If the school be very numerous (say 200), then there should be three galleries; two to hold seventy or eighty each, never more, and one for the little infants. The principal galleries in this case should be placed at each end of the room, and the smaller gallery should be placed in the class room. There should be also two or more groups of small desks, for the elder children to write at; and also some high and low forms,—the former to act as tables, the latter as seats, so as to carry on the Frœbel system of drawing, modelling, &c. The galleries are better placed in recesses, and separated from the school by curtains. There should be at least one black-board and easel to each gallery. Frœbel's toys, and those of the Home and Colonial School Society, and numerous pictures, sacred and secular, should be hung round the room. There should be one or two tables for the mistress; also stands for reading-cards, book-boxes, and cupboards, a map of the World, of England, the British Isles, and the county and town (Ordnance survey), or locality in which the school is situated.

All the playgrounds should be well furnished with gymnastic apparatus, and, if possible, with garden beds.

Appendix C.

Digest of the Rules and Recommendations of the Committee of Privy Council in aiding the Building and Maintenance of Schools.

The managers of schools are particularly advised, after they have ascertained the general nature and conditions of the assistance which may be had, to write to the Committee of Council as the *first* step in applying the Minutes to their own several cases. Full and explicit instructions will at once be sent, by procuring which, at the outset, a good deal of delay and trouble may be avoided.

All communications to the Committee of Council should be addressed to "The Secretary, Education Department, Privy Council Office, Downing Street, London. S.W."

I. *Building and Improvement of Schools and Teachers' Residences.*

The Committee of Council give 6*s.* for every square foot of superficial area in the schools and class-rooms where a residence is included in the plan, and 4*s.* where no residence is built; provided that the owners and occupiers of property in the parish raise an equal sum. If the local contributions and the Government grant together fall short of the total estimated cost, the difference may be made up from such other sources as are available, but the grants by Government will not exceed the sum

locally raised; proceeds of old materials, collections in church, and the value of a site given may be reckoned as so much locally contributed.*

The Committee of Council require application to be made before the site is conveyed in trust, the building commenced, or any contract entered into. The needful instructions are furnished on application, both for the plans and for the conveyance.

The Committee of Council grant two-thirds of the cost of introducing parallel desks, and one half of the cost of other improvements (not being simple repairs or restorations). If a boarded floor is laid down at the same time as parallel desks are introduced, the grant for the whole cost is at the rate of two-thirds. A boarded floor is no longer a *sine quâ non* in obtaining annual grants, provided the actual floor can be reported by the Inspector to be warm and dry, and the ventilation of the room to be sufficient.

In seeking to obtain grants for the improvement of existing buildings, application should be made to the Committee of Council before the work is begun, just as in building new schools.

The site will have to be conveyed in trust, and the right of inspection will have to be legally and permanently secured to Her Majesty's Inspectors, either by endorsements on the old deed, or by a clause in the new one.

II. *School-sites.*

Great facilities are now given under the School Acts for obtaining sites for schools. Almost any property, however otherwise inalienable, to the extent of not more than one acre, may be conveyed for the purpose of a school site. The Acts of Parliament are—4 & 5 Vict., c. 38; 7 & 8 Vict., c. 37; 12 & 13 Vict., c. 49; 13 & 14 Vict., c. 28.; and 18 & 19 Vict., c. 131. When required, these Acts may be obtained on application to the Committee of Council.

The attention of the clergy is especially directed to this provision, viz:—Any portion not exceeding one acre of the glebe of a benefice may be granted by the incumbent with the consent of his Bishop, and such grant may be made to a corporation sole or aggregate. But, if the grant be made by the incumbent to the minister and churchwardens, or to the minister, churchwardens, and overseers, the consent of the patron of the benefice, as well as of the Bishop of the Diocese, must be obtained.

Different forms of trust deed are provided according to the circumstances of different parishes. The common form is to name certain managers in the conveyance, and to direct that vacancies be supplied as they occur by the subscribers. The managers as well as those who elect them are required to be members of the Church of England. An appeal is given, from the majority of the managers, upon religious questions, to the Bishop, and upon other questions to the Bishop and the Lord President of the Council, who are jointly to nominate arbitrators. The incumbent has the superintendence of the moral and religious instruction, and is a manager *ex officio*, with power to add his curate. In very small parishes, where it is not possible to form a committee from the subscribers, the minister and churchwardens may be the managers of the school.

A site may frequently be obtained by the incumbent's exchanging glebe land for other land in an eligible position, and then giving a portion of the land so obtained by exchange for a site.

III. *Maintenance of Schools.*

The grants in support of schools are made on the principle of meeting voluntary local efforts, and in no way relieve or deprive local authorities of their responsibility. The Committee of Council do not interfere in the management of the school. The grants are made on such conditions only as are required to show that the public money is turned to good account.

IV. *Teachers.*

To certificated teachers the Council give augmentation-grants according to the class of certificates held, and on condition of a certain salary being provided by the school, which on inspection must be found to be in a satisfactory state.

The highest augmentation to a master is 30*l.* per annum. To meet this the school must provide 60*l.* per annum, with a residence.

* See Minute of 2 April 1853, Explanatory Circular of 20 August 1853.

The lowest augmentation to a master is 15*l.* The salary to be provided to meet this is 30*l.* per annum, with a residence or furnished lodgings.

The highest augmentation to a mistress is 20*l.* per annum. The salary to be provided by the school, with a residence, is 40*l.*

The lowest augmentation to a mistress is 10*l.* The salary to be provided to meet this is 20*l.*, with a residence.

Where no residence is provided, an additional sum of 10*l.* in the case of a master, and of 6*l.* in the case of a mistress, must be given by the school, provided out of voluntary subscriptions. In each instance the school fees, if sufficient in amount, may reckon for one half of the sum required to meet the grant. The school must be supported by voluntary subscriptions, at least to the extent of the other half.*

The immediate pecuniary advantage to the school from these allowances is to be found, not in relieving the school fund, but, in providing better teachers than those funds alone could pay for, and thus making the school more self-supporting, through the increased payments from a larger number of children which such teachers may be expected to gather round them. Good teachers will always prove the best economy.

V. *Pupil-teachers.*

The Committee of Council allow one pupil-teacher for every forty children, in schools under certificated or registered† teachers, and which are reported on inspection as suitable for such apprenticeship. The engagement of the pupil-teacher is for five years. The stipend commences at 10*l.* per annum and rises by 2*l.* 10*s.* per annum to 20*l.* On the fulfilment of the specified condition, the master or mistress by whom these pupil-teachers have been instructed and trained is paid the sum of 5*l.* for one, 9*l.* for two, 12*l.* for three, and 3*l.* per annum for every additional apprentice.

If there be an infant school, under a certificated or registered teacher, it stands upon the same footing as a girls' school in its claim for pupil-teachers.

If an infant school, not under a certificated or registered teacher, be held in part of the same buildings as a girls' school under a teacher, who is certificated or registered, the attendance in the infant school may be reckoned with reference to the number of pupil-teachers who may be apprenticed to the mistress of the girls' school. In such cases the pupil-teachers are expected to serve by turns in the girls' or infant schools. There must be a separate mistress for the infant school, and she must be reported to be a good school-keeper, and able to superintend and to direct the pupil teachers while employed in her department. Their instruction out of school hours is to be given wholly by the mistress of the girls' school, who must be either certificated or registered.

VI. *Assistant Teachers.*

If preferred to pupil-teachers, salaries are provided for assistant teachers, but only under a certificated master or mistress; 25*l.* per annum for males, 20*l.* for females. Assistant-teachers must have been pupil-teachers, who have duly completed their apprenticeship. One assistant teacher is allowed as equivalent to two pupil-teachers.‡

VII. *Registered Teachers.*

Teachers who are upwards of thirty-five years of age are not required to gain certificates in order to qualify their schools to obtain pupil-teachers and the capitation grants. If they pass a fair examination in the subjects which enter into the pupil-teachers' course, they are "registered" as competent. Masters who omit the mathematics required in that course, may nevertheless be "registered" as sufficient to qualify their schools for the capitation grant. The best way to get registered is to attend the Christmas examination at one of the training colleges under inspection, taking the papers either of the first or second year at the candidate's own discretion. It has often happened that the candidate who has sought registration has obtained a certificate. Separate examinations for registration are sometimes (but not often) held at Easter. The examinations (registration) embrace the Holy Scriptures, catechism, liturgy, English history, geography, arithmetic (vulgar and decimal fractions) Good character and power as a teacher

* See Augmentation Broad Sheet, p. 12, in Minutes of 1856-7.
† *i.e.* registered for pupil-teachers.
‡ See Augmentation Broad Sheet.

have much consideration given to them. The object of the examination is to ascertain sound, even though humble, attainments.*

VIII. *Capitation Grants.*

The capitation grants are made to the managers of schools towards the general expenses thereof. They are thus paid—

When 50 children claim the grant, The grant is -	For Boys 6*s.* each	Girls 5*s.* each
Above 50 and under 100 - -	„ 5*s.* each	„ 4*s.* each
Above 100 - -	„ 4*s.* each	„ 3*s.* each

Conditions:—Income of school from all sources must allow 14*s.* per head for boys, 12*s.* for girls, for all those children for whom grants are claimed. Attendance of those children to be 176 days, but parts of separate days may be counted towards this number, and, if the master be certificated, boys above ten years old who attend 176 half days or 88 whole days, may be reckoned. *See infrà*, "Half-time." Seven-tenths of income of school from all quarters to be applied to salaries; three-fourths of children must pass a satisfactory examination. Accounts and registers must be kept. Suitable forms of registers are published and may be obtained from the publishers named in the book schedules circulated by the Committee of Council.

Infant schools are allowed to participate in these grants.

Under a *certificated* mistress, in a mixed school, these grants are allowed at girls' rates in parishes where the population is under 600.

For one year these grants will be given to schools where the master or mistress "is not *primâ facie* incompetent." The next year the teachers must be certificated or registered.†

IX. *Half-time Attendance.*

Capitation grants are allowed for 88 days, instead of 176, to boys above ten years of age employed half-time in industrial occupation, and where a scheme is approved by the Committee of Council. This does not provide for boys who attend school only as they may happen to be spared from work, but there must be more or less of systematic arrangement for the times of their attendance.‡

X. *Night Schools.*

For an assistant master (who is not required to have been a pupil-teacher, and who may follow any other occupation during the day,) a Government grant is allowed not more than 10*l.* nor less than 5*l.*, where twenty children attend for sixty days. Fees paid by scholars must in gross equal or exceed Government grants. The night school must be under the same management as a day school under inspection.

Teachers must be above twenty and under forty years of age, and must produce certificates of character and aptitude for teaching.§

Where a night school is added to a day school, and both are managed by the same teacher, an additional number of assistants (*quondam* pupil-teachers) is allowed. A schoolmaster, however, who has to instruct pupil-teachers out of school hours, is not allowed to be charged with a night school also, unless he can be relieved either from the morning or afternoon school. Such relief may be afforded either by an assistant (*quondam* pupil-teacher) or by a second master (*the Committee of Council would pay an augmentation grant on the usual terms to such a second master if he were certificated*) or, in day schools attended by less than 100 scholars, by taking the younger boys during the afternoons into the girls' school, and leaving to the master the elder boys only, as an industrial class.

XI. *Industrial Schools.*

The Committee of Council make grants towards the erection of permanent buildings for these schools. Their Lordships also make grants towards establishing,

* Minute of 20 August 1853, sec. 13.
† Minute of 2 April 1853, and Explanatory Circular of 20 August 1853.
‡ Minute of 29 April 1854; and Circular of August 1855 (Minutes of 1855-6, p. 47).
§ See Minute of 1 March 1855.

in connexion with existing schools, field gardens and workshops for boys, and kitchens, washhouses and bakehouses for girls. Their grants are awarded,—

Firstly, towards paying the rent not exceeding one half of it.

Secondly, towards purchasing tools in the first year, not exceeding one-third of the total cost.

Thirdly, towards remunerating the industrial superintendent. If the superintendent be the schoolmaster, he may receive 2*s.* 6*d.* per industrial scholar. If the managers retain special instructors in industry, they (the managers) are allowed 5*s.* per industrial scholar towards the salaries.

XII. *Book-Grants.*

Grants of books and maps are made by the Committee of Council from a very extensive catalogue, and on terms to reduce their cost to the school to little more than forty per cent. on the retail price. No applications entertained for less than 3*l.* of books, &c.*

XIII. *Training for Teachers.*

Pupil-teachers, on the completion of their apprenticeship, are admitted into training colleges, as Queen's scholars, by a competitive examination.

The Committee of Council, grant, towards the college expenses of each Queen's scholar, 23*l.* per annum for males, and 17*l.* for females, and in aid of their personal expenses, to the young persons themselves :— †

First Year -	- Males -	- 4*l.*	Second year -	- Males -	- 6*l.*
„ -	- Females	- 3*l.*	„ -	- Females	- 4*l.*

Pupil-teachers who at the end of their apprenticeship serve for three years as assistants in schools under inspection may obtain Queen's scholarships without competing for them. So also may certificated masters who have not been trained and are anxious in this way to improve themselves.

Any person ‡ upwards of eighteen years old may be presented by the managers of a training college as a competitor for a Queen's scholarship. Only a limited number of admissions (ten per cent.) are given for competitors who have not been pupil-teachers. The privilege, however, is very important to untrained and uncertificated teachers, who have thus the means of bringing themselves up to the improved standard of their profession.

Further grants are made for the support of training colleges in proportion to the success with which the students pass their annual examinations before Her Majesty's Inspector.

XIV. *Pensions.*

Retiring pensions are granted on certain conditions to any schoolmaster or schoolmistress who has served in an elementary school for not less than fifteen years, (during seven at least of which the school must have been under inspection,) and who by age or infirmity is rendered incapable of continuing to teach a school efficiently.

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* Minute of 18 December 1847, Explanatory Circular, and revised Schedules.

† Minute of 14 July 1855.

‡ In sound health and not maimed nor deformed.

General Report, *for the Year* 1856, *by Her Majesty's Inspector of Schools, the* Rev. J. J. Blandford, B.A., *on the* Church of England Schools *inspected in the Counties of* Northampton, Rutland, Lincoln, Nottingham, Leicester, *and* Derby.

My Lords,

Annual inspection.

I have the honor to present to your Lordships a report on the schools inspected by myself and my colleague, the Rev. H. B. Barry, between 31 August 1855 and 31 August 1856. With the exception of a few schools in Derbyshire that have been inspected subsequently to the latter date, all those on my list have been visited in the course of the year; and reports have been made on them. I trust that I and my colleague together may be able to report annually on the state of each school liable to inspection in this district. The expectation of a regular visit, and the certainty of a report being made on a school, produce undoubtedly a healthy stimulus to all connected with it; the result of which is seen in the improvements effected, and the exercise on the part of the managers of a more careful personal superintendence. The latter point (the necessity of watchfulness over a school by the managers, particularly by the clergyman) cannot be brought too prominently forward. In ordinary cases no school thrives without this superintendence, and the absence of it,—especially where there are pupil-teachers,—is liable to be attended with such disastrous consequences that no managers, under a due sense of their responsibility, would venture to neglect so plain a duty, or run the risk of bringing an amount of evil upon a school that no subsequent vigilance could undo. I am induced, for two reasons, to allude thus early to the necessity of this superintendence being exercised; first, from a very painful recollection of circumstances that occurred in a school in my district, recently brought under your Lordships' special notice, and which, humanly speaking, might have been prevented, had even ordinary vigilance been applied by those whose duty it was to apply it; and, secondly, from the impatience sometimes exhibited by trained masters and mistresses, when the clergyman, in the discharge of his pastoral duty, exercises that proper supervision and control over the teacher and the school so essential to the welfare of both. It is superfluous to comment upon the good effects likely to result from the judicious visits of the clergyman to his school; any teacher, therefore, who looks upon such supervision as an interference, or who is disposed to treat lightly the suggestions which come from that quarter, because they do not coincide with his own

Necessity of supervision being exercised over schools by managers.

opinions, forms a very inadequate conception of his true position, and of the duties of his minister. The necessity of this supervision is augmented tenfold when pupil-teachers are employed in a school. I believe that the clergy do undoubtedly exercise a general supervision over the apprentices, but there is a deficiency in that close and personal intercourse which ought to exist between them.

Number of schools under inspection.

The number of schools under inspection in the East Midland district, in 1847, was 217; in 1854, 386; at the time of writing this report, there are 412:—

Derbyshire	119
Leicestershire	74
Lincolnshire	97
Northamptonshire	57
Nottinghamshire	52
Rutlandshire	13
Total number	412

Number under inspection, small in proportion to area and population of district.

When the population and area* of this district are taken into consideration, the number of schools under inspection, though considerably increased since 1847, is small, and it is to be regretted that the managers do not try to avail themselves to a greater extent of the liberal annual assistance which may be obtained from the educational grant. Whatever difference of opinion may exist as to the agency by which the inspection of schools should be carried on, there can be none as to the good that is effected by a periodical examination, the result of which is made public. By means of a well organized and efficient system of inspection, deserving teachers are encouraged to persevere, and are stimulated to further exertions; whilst it acts as a check upon those who are disposed to be remiss and idle.

Reasons why inspection is not more frequently invited.

I believe that, amongst others, the following reasons may be assigned why inspection is not invited to a greater extent, and why the pecuniary assistance that may be obtained under your Lordships' Minutes is not more generally accepted. In the first place, there is still great ignorance, or there are very vague ideas, as to the pecuniary benefits to be obtained; and, in the second place, there is a misconception as to the nature of the inspection, which is often looked upon as the first step towards putting the school under State control, and so of gradually neutralizing, if not altogether absorbing, the powers of the managers. As to the first point, ignorance of the pecuniary benefits to be obtained, I believe that a large majority of the managers of

* Area in statute acres = 4,201,944.
Population = 1,439,304.

schools not under inspection are either ignorant of the existence of the capitation grant, or deem it hopeless to try to avail themselves of this and other modes of assistance, in consequence of the supposed impossibility of raising sufficient funds for the payment of a certificated or registered teacher; that being one of the conditions upon which assistance is given towards the support of schools. Now, without being disposed to deny the difficulty that does exist in raising adequate funds, I may state, as a matter of fact, that there is a considerable number of schools where, by a little exertion, the managers might raise the extra funds required for paying the salaries of certificated teachers; and this remark applies particularly to girls' schools, for the capitation grant, in addition to the income derived from other sources, would do more than pay the higher salary required. I know several schools where that would be the case, and one in particular where the managers are actually giving 50*l.* a-year amongst three teachers (30*l.* to an untrained mistress, and 10*l.* each to two incompetent assistants) when it would be a positive gain to the funds of the school to appoint a certificated teacher, having pupil-teachers under her. Another reason why more schools are not placed under inspection appears to be a fear on the part of the managers that the placing their schools under inspection will oblige them to give up a portion of their authority, or that there will be some kind of interference by the Committee of Council on Education with the management of the schools. I need scarcely say that this is a misconception, at variance with the principle of non-interference on which your Lordships' grants have always been administered, and at variance with the experience of those who have received aid from the educational grant. But, after all, I believe that the real reason why more managers of schools do not seek to avail themselves of pecuniary assistance from the State is not so much a fear of State interference as a feeling of indifference, and a disinclination to give themselves any trouble in the matter, combined with a strong dislike to the publicity that would be given to the condition of their schools. "He does very well for us, and we will have nothing to do with these new-fangled schemes of education," is still the reply frequently made by managers when remonstrated with for retaining an incompetent teacher; and I well remember the remark made by the trustees of a school respecting their schoolmaster:—"He is very imcompetent, but we like him, for he gives us no trouble, and is very civil;"—that is, he duly touched his hat when he met any of the managers, and never troubled them to get books or maps, or black-boards, or any other apparatus necessary for the efficient carrying on of the school. Persons who dislike trouble, and who are

well satisfied to let matters remain as they are, will certainly not look with any degree of favour upon a system of inspection whose chief element of strength lies in the publicity which it gives to the condition of the schools. Managers do not like to be told, however courteously, that their schools are in bad order; that the ventilation and offices must be improved; that books must be purchased; and competent teachers appointed; in order to obtain assistance from the public funds. It is easy, therefore, to understand why the reforms thus required, the trouble attendant thereon, and the public report made of the school, are equally disliked; and that, in order to avoid them, shelter is taken under the plea of a disinclination to State interference.

I have next to bring under your Lordships' notice the character of the instruction given in these schools.

Religious instruction

It is now well understood by all who are candidates for certificates, that, however satisfactory their attainments may be in other respects, they cannot be successful unless they possess a good knowledge of Holy Scripture, and, in Church of England training institutions, of the Articles, Liturgy, and Catechism; and it is a matter of fact that those candidates who show a satisfactory knowledge of the foregoing subjects do, in the majority of cases, acquit themselves creditably in others, and seldom fail in passing the examination. It is very gratifying to find that the importance attached to a good knowledge of Holy Scripture, at the Christmas examinations for certificates, produces good fruit afterwards, in the prominence that is given by the students to religious teaching when they take charge of their schools; and I may further observe, that, when the religious knowledge exhibited by a class of children is good, I expect to find ordinarily a corresponding progress in other branches of instruction.

Reading.

The reading is not good; an unnecessary length of time is occupied in teaching the mere rudiments, and my impression is, that, with one or two exceptions, the students in training colleges are not adequately instructed in the method of teaching reading, either in regard to the mechanical details, or in regard to those that relate to the reading with expression. Whether the Irish children have a greater aptitude for learning to read, or whether their teachers possess greater skill than others in instructing them, I cannot say, but the following extracts from the Teachers' Manual for Infant Schools, by Mr. Thomas Urry Young, sanctioned by the Commissioners of National Education in Ireland, show how much less time is spent with them than with us, in teaching children to read:—

"In the model school there were in the alphabet (the sixth) class, at the commencement of 1851, 73 pupils, who were under the charge of a paid

monitress; during the year there were admitted into the class 309 fresh pupils; at the close of the year there were remaining 43. The time given to reading was three quarters of an hour each day for five days in the week; the average number of reading days each child attended, previously to being drafted into the fifth class (or until well acquainted with the alphabet) were 34, giving 25½ hours as the time actually spent by each child in learning the alphabet."

When drafted into the fifth class, sentences similar to these are read :—*Try to do good; It is a wet day; Men go on the sea.* Mr. Young then states, that,—

"At the commencement of the year, there were in the fifth class 70 pupils; 252 more were admitted during the year, and 95 remained at its close; the average time for each pupil in the class was 45 days, giving 32¼ hours as the time spent in reading in this class."*

Writing.

The writing on slates is generally very fair, but a comparison of the copybooks exhibited with such pride by the former generation of schoolmasters with those of modern date would certainly not be to the advantage of the latter. Proper attention is not paid to the manner in which the pencil is held, when the children are in the lower classes. The usual mode of instructing the younger children in writing is for the teacher to set a copy on the black-board; he then goes away to attend another class, leaving the young scribes to follow their own devices in the way in which they hold their pencils and form their letters; the consequence is that bad habits are formed, which are not so easily overcome. I say nothing of the righteous indignation exhibited, or of the speedy punishment that followed the perpetration of blots, under the old race of teachers; but, undoubtedly, one element of the success that attended their efforts, in teaching writing, was the care that they took in making their pupils pay strict attention to what, in the language of the craft, was called *the terminations, i. e.*, they impressed upon the minds of their scholars (not unfrequently through the medium of the cane) this rule, that, each letter and word formed in every line of a page, in the copybook, must occupy the same space in the line as that which they occupy in the copy itself; now, when this is done, the result is regularity in the ending or *termination* of the same words in each successive line in the page, so that a straight line drawn through any letter in the top line of the copybook would pass through the corresponding letters in all the lines below. It is no easy matter to write a copy with this regularity; the process requires an observing eye, a light, and flexible hand, and, above all, slow writing; but these three points, especially the last, are precisely those that are involved in the rules for teaching good writing, and it is to the neglect

* Page 134—36.

of them, and to the not writing from a greater number of large-hand before the pupil is allowed to write from small-hand copies, that the degeneracy of the writing of the present day is in no slight degree to be attributed. It is to be regretted that more attention is not paid to this subject; there are few things which tend to make a school more popular than for the teacher to have the reputation of sending out good writers. The parents may not be very competent judges of their children's progress in physical geography, or of their knowledge of prefixes and affixes, but they can duly appreciate good writing, in a clean and unblotted copybook.

Spelling. Upon the whole I find the spelling improved. One certain way to effect this improvement is for the teachers to practise the children twice a week in writing from dictation, on *paper* as well as on slates. Half a sheet of foolscap is sufficient for each lesson; the other side may be advantageously used for the working of sums. I believe that there is no exercise better calculated than this is to improve a class in spelling, and to promote accuracy in arithmetic. In writing from dictation, or in working sums on slates, a child may be careless and inattentive from the very facility with which mistakes can be rectified, by rubbing out the mis-spelt word or the incorrect figure; but this cannot be done on paper, and the effect upon the child is to make him reflect and spell the word mentally, before it is written upon the paper; anybody who has given a lesson in dictation to a class, and made them perform the exercise on paper, must have observed indications of this reflection in their countenances whilst they were writing. It may be said, on the other hand, that children who can write very fairly from dictation, and work their sums with tolerable accuracy on slates, will make all kinds of mistakes when required to do the same on paper, but these mistakes arise from the novelty of the exercise, and the want of sufficient practice, and are a strong argument in favour of paper work; skill in arithmetic, and the power of spelling correctly, will be tested in after life, not on slates, but, on paper, by the quickness and accuracy with which the pen can be used in writing letters, in making out bills, and posting accounts in the ledger

Arithmetic. The attainments in arithmetic, and the general progress of the schools in this subject, are more satisfactory than they were. Formerly it happened frequently that a first-class would be working the higher rules, whilst the second and third did not know the multiplication table, or were unable to add correctly an easy sum in addition. It is true that, in many schools, the attainments in arithmetic are not so high as they used to be, but the general progress throughout the schools is superior to what it was, in consequence of the lower classes being better and more carefully taught.

Other subjects of instruction.

Of the remaining subjects in which instruction is ordinarily given in elementary schools, viz., geography, English history, and grammar, the former is taught intelligently and with good effect, but the progress made in the two last-mentioned subjects is scarcely proportionate to the time devoted to them.

Preparation of lessons at home.

I have already adverted to writing, to the teaching of which the masters of the last generation paid more attention, and therefore were more successful, than those of the present day; but there is another particular in which they would do well to take a leaf out of the book of their predecessors; I allude to the practice of requiring their scholars to prepare home-lessons at night to be said the following morning. This practice, once so generally adopted, but now either fallen into disuse or allowed to be performed in such a slovenly and irregular manner as to defeat its object, is at all times a most valuable adjunct to the instruction that is given in any school, but it becomes especially important when the early age at which the children are removed from elementary schools is taken into account. The additional information that would be gained, and the longer time that the children would be under instruction, are not the only nor the greatest benefits connected with a system which provides for the preparation of lessons out of school hours; the time that must necessarily be spent at home, in the preparation of these lessons, may be the means of forming domestic habits, and of inducing the children, as they grow older, to prefer spending their evenings quietly with their parents, instead of disreputably lounging about in the streets,—a custom so common to young persons of both sexes, and which proves the ruin of numbers. As there would be no teacher at hand to solve difficulties that might arise in these lessons, a boy would find that he must learn to depend in some measure upon his own resources; and thus habits of self-dependence, and a resolution to overcome difficulties without seeking the aid of others, might be formed. These advantages, combined with the probability of inducing the parents to take greater interest in their children's school-work, are sufficient recommendations to the adoption of a well considered system of home-lessons. To carry out a system of this kind involves the purchase of books, by the children,—for it would not be expedient to allow them to take home those belonging to the school; but, as liberal grants are made by your Lordships towards the purchase of books, there need be no difficulty on account of the extra expense. In any fairly-conducted school, the teacher ought to have no difficulty ordinarily in persuading the children composing the first-class to buy a reading-book and a *dictionary*. It is somewhat singular that the latter book is one which a teacher seldom, if ever, recommends his pupils to buy, yet it is obviously one of the most necessary and

useful books that they could possess. If a child once acquires the habit of using a dictionary, he will learn more in one month than another of equal abilities would learn in three months without one. A useful home-lesson might be given twice a week to the first-class, by the teacher selecting some page in their reading book, and requiring them to find out in their dictionaries every word with the meaning of which they were unacquainted; the meaning should then be committed to memory, and the next morning the class should be required to write down the meaning of the words, and the parts of speech to which they severally belong. A lesson of this kind includes an exercise in spelling, grammar, and writing. It has moreover this advantage, that, very little time need be occupied the next morning in testing the knowledge of the class in what they have had to prepare. The lessons ought to be carefully heard in the morning, immediately after the Bible-lesson; but the children will become careless, in the preparation of them, unless they are made to understand that their home-lessons are considered by their teachers as important parts of the schoolwork, on which as much care is to be bestowed as upon the exercises prepared within the walls of the school-room.

Capitation grant.

In previous reports I have alluded to the difficulty experienced in raising funds towards paying the salaries of certificated teachers. This difficulty has been diminished by the Minute of 2 April 1853 being extended to all schools (otherwise eligible for the grant), whatever the amount of the population may be amongst which they are situated. I subjoin a list of schools in my district that have received the capitation grant between 31 August 1855 to 31 August 1856. With the exception of four in Derby and one in Chesterfield, these schools are situated in the agricultural districts.

List of Schools in Counties of Northampton, Rutland, Lincoln, Nottingham, Leicester, and Derby, which have received Capitation Grants, with Amount of Grant, Number of Children on whom such Grants have been claimed, and Average Attendance, from 31 August 1855 to 31 August 1856.

School.	Grant.	Number of Children who have attended 176 Days and upwards.	Average Attendance.
Northamptonshire.	£ s. d.		
Eydon	6 17 0	25	58
Finedon	8 8 0	28	52
Harleston	2 11 0	9	52
Middleton Cheney	6 18 0	23	60
Oundle	7 6 0	27	108
Rockingham	3 12 0	12	86
Brington	5 11 0	20	73
Spratton	3 13 0	13	42
Total	44 16 0	157	611

School.	Grant.	Number of Children who have attended 176 Days and upwards.	Average Attendance.
	£ s. d.		
Rutlandshire.			
Hambleton	2 5 0	9	22
Oakham	13 19 0	50	157
Uppingham	8 2 0	29	81
Total	24 6 0	79	260
Lincolnshire.			
Brigg	17 19 0	63	132
Long Bennington	5 11 0	20	96
Horncastle	12 2 0	42	165
Harmston	10 2 0	36	50
Messingham	1 10 0	5	60
West Pinchbeck	1 19 0	7	67
Spittlegate	3 0 0	12	60
Scotter	5 5 0	19	59
Sleaford	5 1 0	18	48
Welton, near Lincoln	1 16 0	6	38
Weston, St. Mary's	6 2 0	21	54
Waddington	7 13 0	27	75
Claypole	5 17 0	20	46
Halton Holegate	1 4 0	4	41
Laceby	5 2 0	18	69
Market Rasen	3 12 0	12	59
East Pinchbeck	3 2 0	11	92
Skirbeck	12 7 0	54	119
Welton le Wold	3 4 0	11	57
Winteringham	9 16 0	35	77
Brocklesby	7 1 0	25	79
Winterton	13 4 0	47	95
Epworth	2 15 0	11	36
Total	145 4 0	524	1,674
Nottinghamshire.			
Beckingham	4 8 0	15	44
Collingham	9 7 0	34	108
Eastwood	17 3 0	61	152
Hyson Green	13 0 0	44	83
Hucknall	6 16 0	25	80
Lowdham	8 15 0	32	102
Lenton	20 5 0	71	211
Ollerton	26 0 0	94	230
" 1855	29 0 0	116	230
Southwell	14 0 0	50	130
Sneinton	11 14 0	39	82
Carrington	6 18 0	23	59
Total	167 6 0	604	1,506
Leicestershire.			
Ashby	31 0 0	132	230
Burbage	8 2 0	27	48
Breedon	2 8 0	8	44
Earlshilton	8 8 0	28	116
Kibworth	4 16 0	18	47
Gilmorton	7 13 0	23	43
Hathern	11 18 0	33	80
Hugglescote	5 15 0	20	46
Kegworth	17 16 0	66	117
Melton	16 14 0	61	119
Thurmaston	5 16 0	21	40
Oadby	11 8 0	41	114
Sharnford	7 5 0	26	66
Sheepshed	13 12 0	50	213
Wigstone	5 0 0	18	83
Twyford	3 14 0	13	42
Thurlaston	2 14 0	9	58
Barkestone	9 3 0	34	24
Knipton	3 8 0	12	76
Market Harborough	6 10 0	26	54
Nailstone	3 16 0	14	26
Wymeswold	3 4 0	11	92
Waltham	6 7 0	22	79
Total	196 7 0	775	1,837

School.	Grant.	Number of Children who have attended 176 Days and upwards.	Average Attendance.
Derbyshire.	£ s. d.		
Ashbourne	19 10 0	72	
Allestree	11 16 0	45	72
Alfreton, 1855	8 9 0	30	108
„ 1856	11 4 0	39	110
Belper	16 7 0	59	223
Castleton	4 16 0	16	30
Claycross	3 8 0	12	51
Chapel-en-le-Frith	2 15 0	11	44
Chesterfield, Victoria Schools	23 11 0	102	196
Derby, St. Alkmund's	4 13 0	17	238
„ St. Michael's	3 8 0	12	48
„ St. Paul's	12 17 0	45	84
„ Christ Church	9 9 0	34	60
Draycott and Wilne	14 2 0	50	60
Doveridge	8 10 0	34	73
Duffield	15 0 0	50	74
Eaton, Little	16 17 0	62	85
Hulland	1 3 0	4	56
Tronville, 1855	26 18 0	96	210
„ 1856	33 16 0	133	251
Longford	5 12 0	20	34
Ilkeston	15 8 0	56	141
Measham	11 15 0	41	106
Melbourne	10 16 0	36	82
Riddings, 1855	3 6 0	11	53
„ 1856	7 16 0	26	64
Smalley	3 12 0	12	57
Shardlow	9 6 0	31	42
Stanton le Dale	7 6 0	27	67
Spondon	1 10 0	5	45
Stapenhill	1 15 0	7	40
Shirley	4 4 0	15	39
Tansley, 1855	11 17 0	41	56
„ 1856	9 11 0	33	48
Total	352 4 0	1,284	2,887
Totals of 103 Schools	930 3 0	3,423	8.775

A comparison of the following tables shows greater regularity in the attendance of the children, as well as an increase in the number of schools that have benefited by the grant.

Capitation Grants from 31 August 1854 to 31 August 1855.

County.	Number of Schools that have received Grants.	Grant.	Number of Children who have attended 176 Days and upwards.	Average Attendance.
		£ s. d.		
Northampton	6	28 11 0	105	428
Rutland	3	10 12 0	38	164
Lincoln	18	121 3 0	445	1,218
Nottingham	10	89 14 0	298	1,116
Leicester	19	124 11 0	423	1,243
Derby	29	181 11 0	663	1,859
Totals of 85 Schools	85	556 2 0	1,972	6,028

CAPITATION GRANTS from 31 August 1855 to 31 August 1856.

COUNTY.	Number of Schools that have received the Grant.	Grant. £ s. d.	Number of Children who have attended 176 Days and upwards.	Average Attendance.
Northampton	8	44 16 0	157	611
Rutland	3	24 6 0	79	260
Lincoln	23	145 4 0	524	1,674
Nottingham	12	167 6 0	604	1,506
Leicester	23	196 7 0	775	1,837
Derby	34	352 4 0	1,284	2,887
Totals of 103 Schools	103	930 3 0	3,423	8,775

Certificated teachers.

The number of certificated teachers, and their distribution over the district, are shown in the following table :—

COUNTY.	Certificated Teachers.	
	Masters.	Mistresses.
Northampton	11	10
Rutland	2	5
Lincoln	30	12
Lottingham	15	7
Leicester	19	13
Derby	28	25
Totals	105	72

Twenty-seven pupil-teachers (14 boys and 13 girls) completed their apprenticeship in the course of the year. Thirty (17 boys, 13 girls) were successful candidates for Queen's scholarships.*

Iron and Coal Masters' Association for awarding annual prizes among schools in mining districts of Derbyshire, Leicestershire, and Nottinghamshire.

Your Lordships have already been informed by Mr. Tremenheere, that, after communicating with the principal employers of mining labour in Derbyshire, Leicestershire, and Nottinghamshire, on the subject of associations for offering prizes in schools, he attended a meeting of the Coal Masters' Association for those three counties, at Derby, where unanimous resolutions were passed, adopting, with some modifications, the plan of the South Wales Associations, forming a committee, and voting 100*l.* for carrying the prize-scheme into effect. I have further to report that, in accordance with instructions received from your Lordships, I communicated with Mr. Tremenheere, and attended meetings of the committee at Derby on the 25th of November 1856 and on the 7th of January 1857. At the beginning of the year (1857) the following Circular was addressed by the Secretary to the clergy and the teachers of the district :—

TO SCHOOLMASTERS AND SCHOOLMISTRESSES.

1. THE attention of schoolmasters and schoolmistresses is called to the subjoined Rules and Regulations of the Iron and Coal Masters' Association, for awarding prizes in elementary schools for the working classes.

* Vide List in Appendix B. Three of the successful candidates had completed their apprenticeships in previous years, but had not competed for Queen's scholarships.

2. Schoolmasters and schoolmistresses, who intend to send candidates to compete for these prizes, are requested to comply carefully with the rules laid down in the conditions of competition, and with the directions of § B.

3. It will be observed, that the competition is open to schools of every denomination, whether under Government inspection or not, provided they are approved of by some member of the association.

4. The object of this notice is, that schoolmasters and schoolmistresses may prepare as many candidates as possible, to take part in the competition.

ASSOCIATION for awarding ANNUAL PRIZES among the SCHOOLS of the MINING DISTRICTS of Derbyshire, Nottinghamshire, and Leicestershire.

President.—Francis Wright, Esq., Osmaston Manor, Derby.

Vice-Presidents.

His Grace the Duke of Rutland, K.G.
His Grace the Duke of Newcastle, K.G.
Hon. G. H. Cavendish, M.P.
Robert Stephenson, Esq., M.P.
Venerable Archdeacon Hill.
Richard Barrow, Esq.

Patron.—The Right Rev. the Lord Bishop of Lichfield and Coventry.

Committee.

William Needham, Esq., Butterley Ironworks, Alfreton.
George Vaughan, Esq., Snibstone Colliery, Ashby-de-la-Zouch.
Alfred Barnes, Esq., Grass-Moor Colliery, Chesterfield.

Subscribers collectively to the amount of - - - - - - £100 0 0

FOR EREWASH VALLEY.

The Butterley Co., Butterley, near Alfreton.
Messrs. Barber, Walker, and Co., Eastwood, Notts.
A. M. Mundy, Esq., Shipley Hall, Derbyshire.
Messrs. Coke and Co., Pinxton Collieries, near Alfreton.
Thomas North, Esq., Nottingham.
W. P. Morewood, Esq., Alfreton Hall, Derbyshire.
Messrs. S. and P. Potter, Ilkeston, near Nottingham.
Messrs. Oakes and Co., Alfreton Iron Works, Derbyshire.
Messrs. Haslam, Bros., Swanwick, near Alfreton.
Messrs. Mellors, Bros., Hucknall Colliery, near Alfreton.
Mr. S. C. Royston, Stoneyford Colliery, near Alfreton.
Messrs. J. and C. Mold, Alderwasley Iron Works, near Belper, Derbyshire.
Messrs. Charles Seeley and Co., Lincoln.

FOR LEICESTERSHIRE DISTRICT.

John T. Woodhouse, Esq., Midland-road, Derby.
The Moira Colliery Co., nearly Ashby-de-la-Zouch.
The Granville Colliery Co., near Burton-on-Trent.
Messrs. Wm. Stenson and Co., Whitwick Collieries near Ashby-de-la-Zouch.
The Snibstone Colliery Co., near Ashby-de-la-Zouch.
Messrs. Walker and Worswick, Coleorton Collieries near Ashby-de-la-Zouch.
Messrs. Hall and Boareman, Swadlincote, Old Colliery, near Burton-on-Trent.
Wm. Worswick, Esq., Leicester.

FOR NORTH DERBYSHIRE DISTRICT.

Clay Cross Colliery Co., near Chesterfield.
Wingerworth Colliery Co., near Chesterfield.
Wingerworth Iron Co., near Chesterfield.
Robert Stephenson, Esq., Tapton Colliery, near Chesterfield.
Grass Moor Colliery Co., near Chesterfield.

Additional Subscriptions.

His Grace the Duke of Rutland, K.G.	- - - - - -	10	0 0
Richard Barrow, Esq., Staveley Works	- - - - - -	10	0 0
Hon. G. H. Cavendish, M.P. (Donation)	- - - - - -	5	0 0
		£125	0 0

Hon. Secretary and Treasurer.—Mr. George Pickering, Eastwood, Nottingham.

The object of this Association is to induce parents to keep their children at school longer, and more regularly, than is at present the custom; and to hold out to the children themselves an additional motive to diligence and good conduct.

Conditions of Competition.

1. Candidates to be boys or girls (not pupil-teachers) who have attended, for a period of at least two years, an elementary school for the working classes, approved of by some member of the Association.

2. They must be at least ten years of age.

3. They will be required to produce a certificate, from their teacher, that they have attended the day-school at least 176 days during the twelve months ending the 1st June preceding the examination.

4. Certificates will also be required of good character, and of satisfactory progress in religious knowledge, signed by their teacher, and countersigned by their clergyman or minister.

5. All candidates will be expected to read tolerably: to write a fair round hand; to spell simple words correctly from dictation; and, in arithmetic, to have a fair knowledge of the first four rules, simple and compound.

Those competing for the higher prizes will be examined in decimals and the higher rules of arithmetic, and in grammar and geography.

Schoolmasters and schoolmistresses are reminded, that as the principal object of the Association is to improve the education of children whose parents are connected with the Collieries and Iron Works, any children whose parents belong to other occupations will be expected to answer more difficult questions than those submitted to the first-named class of children.

Girls will be expected to possess skill in needlework, and should bring with them the requisite materials for cutting out and making some article of clothing.

§ A. The above rules have been drawn up with a special view to the first year's examination. In subsequent years it may be judged expedient to modify them.

§ B. Managers of schools, who wish to send candidates to take part in the above competition, must forward, on or before the first day of June next, a list of such candidates, specifying the age of each, together with a certificate that the school is approved of by some member of the Association, to the Rev. J. J. Blandford, or M. Arnold, Esq., Her Majesty's Inspectors of Schools, Privy Council Office, London.

§ C. The examinations for the year 1857 will be held at Derby, in the month of July next.

The day and hour of the examination will be duly announced by public advertisement.

§ D. Prizes, not exceeding on the whole 100*l.*, of 3*l.*, 2*l.*, and 1*l.* each, will be given to the successful candidates according to their proficiency, as shown by the examinations.

Smaller prizes in addition to the above may also be given on the recommendation of the inspectors.

The name of each successful candidate will be registered in a book, to be provided by the Association, to which reference may always be made.

A handsomely printed card will be given to each successful candidate, certifying that he has gained a prize. The prizes and the cards will be delivered to the successful candidates at a public meeting, which will be held after each annual examination.

These cards will form a lasting certificate of diligence and good conduct at school, and will be not only a just object of satisfaction to the possessors of them and to their friends, but a valuable testimonial to any employer.

In some parts of the country, the employers of juvenile labour have signified their intention of giving a preference to those children who are possessed of these cards, signed by Her Majesty inspectors.

The expenses of the successful candidates in attending the examination and the meeting will be defrayed by the Association, together with such other casual charges as the inspectors may recommend.

§ E. In order to encourage boys to keep up and extend their knowledge after leaving school, to show them the value of good character, and to teach them habits of economy, it is further proposed to offer, in subsequent years, prizes of 5*l.* each, to candidates who pass a satisfactory examination in some one or two books, which may be selected from a list of works to be hereafter advertised, and who can produce certificates, signed by their minister, and also by some member of the Association,—

a. That they have gained one of the preceding prizes.

b. That they are employed in connexion with the works of some member of the Association.

c. That their character is good.

This prize will only be awarded once to the same individual.

The sum will be invested in the Savings' Bank, in the name of the successful candidate, and at the expiration of two years from its being awarded, the Savings' Bank book, containing the statement of the original sum and the interest, will be given over to him.

If any boy who has become entitled to this sum dies before the two years are completed, the money will at once be given over to his parents, or to his nearest relative.

A printed card will also be given with this prize.

It would be premature to express any decided opinion as to the probability of the success of the scheme; but, judging from what has been done of a similar character in other counties, I cannot help feeling sanguine as to its ultimate beneficial results; and I need scarcely add that no effort shall be wanting on my part to further the views and carry out the intentions of the association.

I have the honor to be, &c.

J. J. BLANDFORD.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix A.

Summaries of Tabulated Reports, for 1855-6, on Schools inspected by Rev. J. J. Blandford and Rev. H. B. Barry.

Summary *a*.

Attendance, &c.

Number of Schools *actually inspected* between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children							
No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*				In *Average Attendance.*	For whom *accommodation* is provided, at 8 square feet of superficial area per Child.	Number of *Certificated Teachers.*	Number of *Pupil-teachers.*
	Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.				
392	110	97	62	259	8,467	7,024	5,113	13,789	28,902	50,561	177	304

Per-centage of Children on *School Registers*

Aged

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
8·09	8·83	10·67	12·58	13·12	11·64	10·91	8·91	6·56	4·54	2·65	1·5

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
40·39	24·42	15·69	9·82	5·54	4·14

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 466 inspected, in which

Subjects of Instruction.	Are reported to be taught			Are Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Holy Scriptures	214	110	15	339
Catechism	221	85	4	310
Reading	217	120	17	354
Writing	240	105	10	355
Arithmetic:—				
Simple Rules	156	147	37	340
Compound Rules	155	102	20	277
Higher Rules	110	41	7	158
Geography	187	85	7	279
Grammar	90	84	6	180
History	74	21	1	96
Music from Notes	17	–	1	18
Drawing	9	–	–	9

Summary *c.*

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
381	101	14	451	22	3	319	106	69	331	18	6	345	90	46	379	87	8	196	25	9

Summary *d.*

Income and Expenditure.

Aggregate *Annual Income*, as stated by Managers, of 307* of Schools enumerated in Summary *a.*									Average Income per Scholar in attendance.†
From Endowment.			From Voluntary Contributions.			From School Pence.			From other Sources.			Total.			
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£ s. d.
2,197	13	7½	10,616	7	8½	8,920	6	11	2,841	18	8½	24,576	6	11½	0 17 11½

Aggregate *Annual Expenditure*, as stated by Managers, of 307* of Schools enumerated in Summary *a.*									Average Expenditure per Scholar in attendance.‡			No. of Children in average attendance in Schools to which Summary *d.* relates.
Salaries.			Books and Apparatus.			Miscellaneous.			Total.						
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	
20,177	14	3½	1,518	14	9½	4,208	6	2½	25,904	15	3½	0	18	11	27,379

Summary *e.*

Salaries of Teachers.

	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Average pecuniary emoluments (including Government Grants and all professional sources of income)	87 0 5½	43 3 8½	58 4 2	30 9 6½	52 5 9	27 10 8½
Number on which average is taken	104	133	56	94	15	36
Number provided with house or rent-free	65	70	35	37	8	16

Summary *f.*

School Fees.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
249	28,878	38·44	40·47	13·01	4·77	3·31

* The number of Schools inspected during the year was 392; but from 85 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

Appendix B.

List of Pupil-Teachers in Rev. J. J. Blandford's District who obtained Queen's Scholarships in December 1856.

Males (in order of merit).

First Class.—Scholarship of 23*l.*, with a personal allowance of 4*l.*

Name of Candidate.	Name of School.
Armstrong, Alexander	Leicester, County S.
Jay, Jacob	Boston. N.S.
Nunn, William	Northampton, St. Sepulchre's, N.S.
Green, Percival	Nottingham, Trinity S.
Orchard, John	Ilkeston, N.S.
Hannah, Charles	Brocklesby Park, Church S.
Mitchell, James	Derby, Curzon Street, N.S.
Walpole, Henry W.	Derby, Curzon Street, N.S.
Dames, William B.	Northampton, St. Giles', P.S.

Second Class.—Scholarship of 23*l.* No personal allowance.

Burnett, Henry	Gainsborough S.
Thomas, Robert	Pinchbeck, West. N.S.
White, Robert	Leicester, Christ's Church, N.S.
Boards, John Lee	Winterton, N.S.
Burgoin, George	Lenton, N.S.
Richardson, Samuel	Riddings, N.S.
Edwards, William	Derby, Trinity S.
Smith, Alfred	Belper, N.S.
Guillatt, Henry	Scotter and Scotton, S.

Females.

First Class.—Scholarship of 17*l.*, with a personal allowance of 3*l.*

Lucas, Elizabeth	Sheepshed, Loughborough, N.S.
Boot, Sarah Ann	Derby, Trinity, Parochial S.
Allison, Ellen	Boston, West Church, S.
Meakin, Sarah Ann	Sudbury, Derbyshire, Lord Vernon's S.
Evers, Mary	Ollerton, N.S.
Longdon, Esther	Ilkeston, N.S.
Martin, Harriett	Boston, N.S.
Marshall, Eliza	Belper, N.S.
Evers, Eliza	Northampton, St. Sepulchre's, N.S.
Mason, Mary	Derby, Ch. Ch., S.
Healy, Matilda	Derby, Parochial S.

Second Class.—Scholarship of 17*l.*, with no personal allowance.

Spencer, Ann	Belper, N.S.
Camm, Harriett Ann	Newark, Ch. Ch., S.

General Report, *for the Year* 1856, *by Her Majesty's Inspector of Schools, the* Rev. W. H. Brookfield, M.A., *on the* Church of England Schools *inspected in the Counties of* Surrey, Sussex, *and* Kent.

My Lords,

The employment of my time during the year ended on the 30th of September 1856 has been as follows :—

	No. of days.
Inspecting elementary schools	145
„ normal colleges	8
Holding examinations for pupil-teachers	26
„ „ for certificates of merit	9
„ „ „ registration	3
Revising papers of pupil-teacher examinations	26
„ „ candidates for certificates	14
Travelling	4
General report, &c.	26
Correspondence, conferences, &c.	40
Public holidays	7
Illness	5
Sundays	52
	365 days.

Within this period I have examined 192 schools under separate teachers, the comparative efficiency of which may be estimated as follows :—

Good schools	53
Fair	92
Indifferent	47
	192

The estimate formed by my colleague, the Rev. R. L. Koe, of 303 schools under separate teachers examined by himself, and measured by his own independent standard, exhibits a result not very widely different. What difference there is, and his somewhat (but not much) larger proportion of inferior schools, will be pretty accurately accounted for by the circumstance of his having visited a larger number than myself of the smaller and more obscure schools, in poor and remote neighbourhoods, which had not been previously visited, or brought under the the operation of the Minutes of the Committee of Council. Mr. Koe's comparative estimate of 303 schools visited by himself is as follows :—

Good schools	58
Fair	174
Indifferent	71
	303

The two results combined give for the South-eastern district :—

Good schools - - -	111
Fair - - -	266
Indifferent - - -	118
Total - -	495

It is, perhaps, hardly to be expected that any just estimate, on a large scale, of human institutions or the results of human enterprise should be much more favourable than that which exhibits about an equal number of good and of indifferent, and a number doubling either of satisfactorily fair. I think, however, that the standard of appraisal with reference to elementary schools might be considerably raised, without disturbing these proportions, if the art of teaching and of managing a school occupied a more prominent position than it has hitherto been found practicable really to enforce, amongst the various accomplishments exacted as indispensable in a teacher. And if I have hitherto, or up to a recent period, found reason to believe that this art of teaching has neither been cultivated nor insisted on proportionately to attainment in the subjects to be taught, I persuade myself that I have lately seen indications, not to be mistaken, of a more equitable adjustment of the balance, from which the best results may be anticipated.

With these few observations, and inviting your Lordships' attention to my Tabulated Reports for the past year, already published, containing remarks on each particular school visited, I am compelled at present to content myself. The recent removal of the limitations previously existing with regard to capitation grants, and the great annual increase in the number of certificated teachers claiming augmentation of salary, have combined to bring in so large an accession of schools demanding inspection in my district, that, without additional assistance, my colleague and myself can no longer meet the press of these engagements. The number of schools open to inspection in Surrey, Sussex, Kent, and the Channel Islands is at this moment upwards of 520,—most of them consisting of two or three departments (boys, girls, and infants) under separate teachers ; and the number is increasing daily. The number of certificated teachers, male and female, is upwards of 300, and of pupil-teachers 600. For two persons to do justice to so many and increasing demands upon their time has long been difficult, and by the summer of this year will have become impossible. I trust, therefore, that I may with confidence appeal to your Lordships' for the assignment to my district of

an additional Assistant Inspector, and that I may be able next year to report the visible advantages resulting from his co-operation.

I have the honor to be, &c.

W. H. BROOKFIELD.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1855-6, ON SCHOOLS INSPECTED BY REV. W. H. BROOKFIELD, REV. R. L. KOE, AND REV. T. WILKINSON.

SUMMARY *a*.

Attendance, &c.

Number of Schools *actually inspected* between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children							
No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*				In *Average Attendance.*	For whom *accommodation* is provided, at 8 square feet of superficial area per Child.	Number of *Certificated Teachers.*	Number of *Pupil-teachers.*
	Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.				
297	176	167	80	103	15,919	12,447	6,968	7,151	37,531	55,061	270	600

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
6·21	5·76	7·46	10·58	12·95	13·15	13·31	11·66	8·67	5·83	2·96	1·46

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
41·2	22·01	14·97	10·11	6·56	5·15

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out out 446 inspected, in which

Subjects of Instruction.	Are reported to be taught			Are Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Holy Scriptures	224	30	1	255
Catechism	77	15	1	93
Reading	162	88	1	251
Writing	215	31	1	247
Arithmetic:—				
Simple Rules	136	73	7	216
Compound Rules	165	42	1	208
Higher Rules	34	1	–	35
Geography	142	76	12	230
Grammar	115	42	18	175
History	35	8	2	45
Music from Notes	6	–	–	6
Drawing	2	1	–	3

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
476	26	8	469	28	5	404	74	22	401	2	5	428	64	11	469	29	6	293	7	3

Summary *d*.

Income and Expenditure.

Aggregate *Annual Income*, as stated by Managers, of 256* of Schools enumerated in Summary *a*.									Average Income per Scholar in attendance.†
From Endowment.			From Voluntary Contributions.			From School Pence.			From other Sources.			Total.			
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£ s. d.
4,253	2	8½	19,069	16	10½	10,434	3	4	4,601	4	6½	38,358	7	5½	1 0 11¾

Aggregate *Annual Expenditure*, as stated by Managers, of 256* of Schools enumerated in Summary *a*.									Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary *d*. relates.
Salaries.			Books and Apparatus.			Miscellaneous.			Total.				
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£ s. d.	
25,226	17	8½	2,870	4	0¾	11,387	16	9	39,484	18	6½	1 1 7¾	36,554

* The number of Schools inspected during the year was 297; but from 41 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

Summary *e*.

Salaries of Teachers.

	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
	Certificated.	*Uncer*tificated.	Certificated.	*Uncer*tificated.	Certificated.	*Uncer*tificated.
Average pecuniary emoluments (including Government Grants and all professional sources of income)	£ s. d. 88 5 2¾	£ s. d. 60 4 8	£ s. d. 59 9 0¾	£ s. d. 37 17 10¼	£ s. d. 51 4 4¾	£ s. d. 34 5 3¼
Number on which average is taken	148	73	104	100	18	58
Number provided with house or rent-free	99	43	74	58	14	23

Summary *f*.

School Fees.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
210	40,418	46·57	43·53	6·21	1·34	2·35

GENERAL REPORT, *for the Year* 1856, *by Her Majesty's Inspector of Schools, the* Rev. W. J. KENNEDY, M.A., &c., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the County of* LANCASTER, *and in the* ISLE OF MAN.

MY LORDS, Preston, January 1857.

I HAVE the honor to lay before you my report for the year 1856.

Introduction. The principal statistical results concerning the several schools examined during the year by my colleague, the Rev. W. Birley, and myself, are exhibited in the usual tabular form which is now printed separately for circulation in our district. Though these results are briefly and somewhat technically expressed, yet I believe that they are now perfectly understood by those interested in the several schools so reported on. The public at large, however, are more interested in learning the general results and impressions left on the mind of an Inspector by his year's labours among schools and among those who are most zealous and most concerned in the business of national education.

Capitation fees, The fact of greatest educational importance to all of us in Lancashire during the past year is, unquestionably, that new Minute of your Lordships, by which the capitation fees have been extended to all schools, instead of being limited as at first to schools in unincorporated towns, and in districts where the population did not exceed five thousand. The limitation placed in the first instance upon this kind of grant caused it to be of comparatively little use in Lancashire, where the population is mostly grouped in large towns and districts. Since the limitation was withdrawn, however, its exceeding usefulness is beginning to make itself extensively felt in Lancashire. These capitation fees are the first important attempt of your Lordships to increase by a grant the funds of a school, without at the same time requiring some special outlay or improvements which should absorb the grant. Now, for the first time, additional annual funds from a public source are put into the hands of school managers, which they may spend on undefined and general school purposes. The need of such funds has been my incessant cry for many years. The kind of school to which, above all others, this grant will be useful is that in which the managers have hitherto felt themselves unable, from want of funds, to engage a certificated and competent teacher, but will now venture to do so in reliance on

now extended to corporate towns and populous places;

now beginning to be of very great use in Lancashire;

they will enable managers to

engage certificated teachers.

the capitation fees. The advantage to education which we may fairly hope for in this one respect alone, as resulting from the capitation fees, is immense. From year to year I have found, and I have stated, that our first great want was adequate and permanent annual funds; and the main thing which those funds were needed for was, to enable school managers to engage good teachers. The means of doing this your Lordships have now at length put into their hands. If a school has a certificated teacher, it may almost rely on obtaining capitation fees, and these fees will eventually more than make up the larger salary which it will be necessary to give such a teacher, to say nothing of all the other advantages in the shape of pupil-teachers, &c., which the having a certificated teacher generally confers. I earnestly hope that those managers who have hitherto been afraid to offer the stipends which competent certificated teachers reasonably expect will consider this point, and will engage such teachers, in reliance on the capitation grant at the end of the year. Managers will naturally be desirous of learning about what proportion of children in attendance at a school come with sufficient regularity to obtain the fees, in order that they may calculate what sum they may expect to accrue to their own school. I have made some calculations on this subject from the schools in my district which have received the capitation fees, and I find that at present the proportion of children for whom the grant is claimed is, *upon an average,* rather under one-third of the children in ordinary attendence. Thus, out of 120 children who are in ordinary attendance at a school, rather less than 40 may be expected to attend for at least 176 whole days in the year, and for them the capitation fees may be expected if the teacher is certificated. It cannot be doubted, however, but that the proportion of children who attend for 176 whole days will increase, so that we may soon expect to find that, on an average, half the scholars in attendance will complete the requisite time; for the capitation grant has this indirect advantage, (as doubtless your Lordships foresaw,) that it becomes the peculiar interest of managers and teachers to look after the attendance of the children; and, moreover, we may reasonably hope that the parents themselves will feel an additional stimulus to send their children with regularity when they know that the school will derive a pecuniary advantage from the regularity of their children's attendance. As far as the mere supply of funds, we may hope that ere very long the capitation fees will do for schools nearly all that would be done by those local school rates, which I have advocated, in all my reports, though we cannot expect that the capitation grants will inspire that local interest in the work of national education which would pro-

Proportion of children who attend school for 176 whole days per year about one-third of scholars on an average.

Proportion will be increased through capitation fees.

bably be infused into persons if they were annually rated for its support. This absence of real interest in the education of the people appears to me to be one of the most real and important facts of our time, and yet one which is not duly perceived. The truth, as I believe, is, that comparatively few persons in Lancashire feel any real concern to see the people at large educated. A few persons make a good deal of noise on the subject; and a still fewer number carry on the work liberally and zealously though without talk and noise;* but the mass of persons are still hostile, or at best indifferent on the matter. *A public feeling for education has yet to be created.* In saying this, however, I am bound in truth to except one class of persons from the assertion, I mean the clergy. Ever since the year 1843 I have had a most extensive insight into the educational doings of the clergy, and I cannot but attribute the main educational work which has been effected in England—and that is not slight in amount—to their zeal and their labour; aided, indeed, by the more wise and religiously disposed lay members of their flocks but still essentially *their* work; theirs in scheme and design, theirs in wearisome collection of funds, theirs in careful daily supervision, and, to some extent, in actual teaching. As far as my present work of inspecting schools is concerned, I am bound to add that I owe a debt of gratitude to the clergy of my district, which I feel most sensibly. I have received at all times, and in all shapes, the most frank, generous, and hearty assistance and co-operation from them all. I should in vain attempt to express all I owe to them. So far as the inspection of schools may have been useful in Lancashire, it has been mainly owing to the zeal and kindness of the clergy. The clergy, then, I say, have played and are still playing their part in education, and a most active, laborious, useful, and self-denying part it has been. But still, I believe that in education, as in all religious and ecclesiastical affairs, the work can never be complete or wholly sound and thriving unless the laity also take an active and prominent part in it. I wish I could see any symptom that the laity were generally interested in the matter. I have spoken of the schools whose efficiency and almost whose existence will be dependent on the capitation fees. But there is another class of schools, namely, those in which the capitation fees will rather be a luxury than an absolute necessity. I trust that in these cases the stream of voluntary

Great body of laity in Lancashire not really interested in national education.

Clergy have been and are chief promoters of national education.

* I am happy to say that I could name several such good and wise men among the laity of Lancashire. The work of one gentleman in particular is beyond all human praise for what he is doing—I mean Herbert Birley, Esq., of Manchester, with whose generous educational work I constantly meet in that city. And yet it is probable that very few persons indeed have ever heard his name in connexion with education there. Mr. Herbert Birley works and gives, while others talk.

contributions will not be checked; for, even in the very best and richest schools in my district there remain various modes of outlay, in which their efficiency and value may be increased.

Mode suggested in which managers may often usefully employ part of capitation fees.

One mode I will call attention to, which may often be adopted with advantage; I mean the giving gratuities or exhibitions to deserving boys and girls, to enable them to remain at school, especially when they display an aptitude for the duties of pupil-teachers. I very frequently find that the scholars who show most proficiency and general fitness for the duties of an apprentice in a school are too young by a year or two for the office; and then, when I visit the school next year, these scholars have been taken away to work. There is no more general complaint among Lancashire schools than this, especially in the case of boys. The boys who do remain at school till they are thirteen years old are very often either not fit to be apprentices, or at least are not the most eligible; the eligible boys having been compelled to go to some remunerative labour. Accordingly, I incline to think that, in many cases, the capitation fees cannot be better expended in Lancashire than in inducing parents to keep their children at school by pecuniary gratuities. At present I hardly know of a single school where the funds, exclusive of capitation fees, would enable the managers to do this. The following quotation from a letter, which is only one out of a vast number of instances of the same kind in my district, illustrates the want to which I refer:—

"Since your visit last year to our National School at Lane Head, we have opened a new school at Haggate, the most populous part of the district. This school is now attended by 140 children, a sufficient proof that the school was needed and is valued. As it is impossible that one master can attend to so many children, the committee are anxious that pupil-teachers should be apprenticed to the master as soon as possible. There are three boys who are likely to remain at the school till you come in August, and would gladly avail themselves of the chance of becoming pupil-teachers, if they were approved of by Her Majesty's Inspector; but all of them will be under thirteen years of age, though above twelve. Would it be possible to apprentice them when you visit the school? *If we do not secure them now, the probability is that they will go to work and we shall lose them.* Very few deserving and competent boys are to be found in this neighbourhood likely to become pupil-teachers; their parents send them to the mills for full time as soon as they can, viz., at thirteen, and they can earn more there than they could in any other way."

In the case of schools where the capitation fees are not a necessity, can they be better employed than in retaining the services of deserving boys who would otherwise be lost to the schools in the way described in the foregoing extract? In the case of poor schools, I earnestly wish that your Lordships would empower the Inspectors to give sums, not exceeding 5*l.*, to retain such boys for the office of apprentices.

School registers.

A decided improvement in the nature of the registers kept in schools, and in the mode of keeping them, has been incident

upon the capitation fees. The registers most approved in Lancashire are the class-registers recommended by your Lordships, as they are got up and published by James Martin, 9 Lisson Grove, St. Marylebone, London. I am glad to see that this publisher, amongst others, has his class-register on your Lordships' list of books. But in some schools, where the classes are very large, and especially where there are many "half-timers," a very long list of names is required for each class, extending, sometimes, to as many as 50 or even 60 names. For such cases the only suitable class-registers which I have seen are those got up by Mr. Wrigley, the excellent master of the parish church school at Rochdale, and through whom, I daresay, they could be procured by those factory schools where the classes are of the large nature I speak of. I would urgently recommend the teachers of all those schools, where the old pence and roll registers are still in use, to make up weekly, monthly, and quarterly, the number of days attended, and the payments made by each child, in order that they themselves, and the clergy, and school managers who have to sign the capitation schedule, may be able at the end of the year to make out that schedule easily as well as accurately. I need scarcely refer to the fact, that in the making up of the capitation schedule your Lordships rely upon the good faith and diligence of school managers and teachers, to see that the list is strictly accurate. I feel confident that no clergyman or other school manager will ever sign this schedule,—which is, in fact, a kind of cheque upon the Government,—without having taken some pains to verify the list.

Attendance of children at school.

The next vital question after that of school income is, how to secure the attendance of all children; and now that school managers begin to see their way better in respect to annual funds, they begin more and more to moot the inquiry, whether steps cannot be taken to enforce attendance. If it should be found expedient to put some compulsion on parents in this matter, there are obviously two ways in which it may be done, as I stated at some length in my report for 1855. One is to require, by law, a certain amount of knowledge from all young persons before they are allowed to engage in regular remunerative employment. The other is gradually to extend the Acts which regulate the employment of children in cotton and silk mills to all other employments. This latter plan is the one which finds the most favour among people in general. If any schemes of this kind are to be acted upon, however, I think that it will be essential to their success and to their fairness that they should be carried out by legal enactment, and so be universal in their operation, and carefully watched. Local and provincial associations, by which employers of labour agree among themselves not to employ those

who cannot produce certain school certificates, are, for many reasons, necessarily unfair in their operation, and also prove futile. They prove futile, because those who do not possess the required certificates can and do move to spots where the certificates or other tests are not made requisites for employment. Thus, for instance, the late lamented Lord Ellesmere laid down a rule that no child should be employed in his collieries under the age of eleven years. But this local rule proved nugatory, because the parents moved away, or sent their children to other collieries, and the benevolent rule was perforce soon abandoned. And mere local certificates and tests prove unfair; because it is ever found that employers evade their own rules of this sort, unless the evasion is punishable by law—indeed, they evade it too often even then. The half-time system of the Factory Acts has proved such a blessing because its operation was universal, and because it has been closely watched, and diligently superintended and worked by gentlemen like Mr. Leonard Horner and the late Mr. Saunders, and the other Inspectors of Factories. Any attempt to carry out such a scheme locally, and by private machinery, must result badly. I learn with regret, therefore, that the town of Birmingham and other places are proposing to carry out any scheme of this nature locally and by private machinery. Such schemes have been tried and have failed in Lancashire, and they will do so elsewhere. On this subject of the attendance of children, while admitting fully the need for obtaining a more complete and much more regular attendance of children, I must not refrain from noticing an egregious fallacy into which even those are betrayed from whom I should have expected more exact perceptions. Certain returns have tended to show that while there are about four millions of children in Great Britain who might be expected to be attending our elementary schools, two millions only, or thereabouts, were at school at the particular time when these returns were obtained. Hence, it is (illogically) argued there are two millions of children who are going without instruction. This deduction has been now repeatedly made, and people would seem to attach weight to it; but the deduction is absurd. The fact is, that, even supposing at some fixed moment, there were two millions of children not at school, it is probable, nay, certain, that a very large majority of these absentees get precisely the same amount of schooling as those who are reckoned as being at school. All alike have intervals in their school course, from three years old to thirteen years of age, during which they are not at school. A more just and reasonable deduction would be, that whereas the four millions of children might be at school ten years, from three to thirteen years of age, they did not attend upon an average for more than half that time.

With a view to elicit some data on this subject, I should be much obliged to all the teachers in my district if they would kindly obtain for me the following information from all the children of their two first classes, or where the children cannot give the information, from their parents :—

1. Age of scholar.
2. At what age did the child begin to go to school?
3. How many months altogether has the child been at school in its life?
4. At how many distinctly different periods was it at school?
5. Average attendance each period.

Religious or secular education for youthful poor?

Another question which specially engages attention in my district is whether the present religious and denominational system of education should not be superseded by what is called the "secular" system. I am happy to say that even in Lancashire the practical educationists, and, indeed, a decided majority of influential persons of all descriptions continue clearly in favour of prosecuting and developing the present religious system of education. This is certainly true of Church of England people, and of the Wesleyan body ; and I believe it to be true of the Roman Catholics. But these form the main population of Lancashire. The educationists on the religious system are as fully alive to the present shortcomings of education as any persons ; and they are at least as anxious as any persons to see education extended as widely and penetrating as deeply, among our population, as possible. They too have been the great promoters of purely secular learning ; giving it as far as practicable without stint and without limit ; seeking to give the youthful poor such a standing-ground in the domain of the soul as to induce them to place their happiness in the exercise of the mental rather than of the animal faculties. But they see that the most purely secular learning (so to speak) can be best given, and is being best given, on the present religious system of schools. And people generally now begin to see that there will be little difficulty in developing the present system till there are schools for all our population, and till adequate permament funds are provided for the maintenance of the schools, whether such maintenance is assisted by capitation fees as at present, or by an education rate when the capitation fees become too large for an annual Parliamentary grant to supply. When a school is aided out of a general rate, of course no child must be obliged to learn a creed to which its parent objects. But it cannot be doubted but that when a rate comes to be levied, (as sooner or later it must be), all school managers will eventually consent to exempt from the religious lessons those children whose parents shall request such exemption. This proper system, indeed, I

believe to be almost universally acted upon already in my district; and no greater concession than this, if it can be called concession, is needed to enable a rate to be levied with perfect fairness to all parties. While at the same time I trust that the managers of all our denominational schools, whether they be Church of England schools, or Roman Catholic, or Wesleyan, or Congregational, will never go further than this in relinquishing religious teaching in schools for the poor. Every parent ought to be allowed to send his child to any school, and to claim exemption for it (if he will) from the religious lessons. This is right; but to grant more than this will be fatal to the religious teaching of schools. If the managers of a school ever consent that religion shall be taught at a fixed hour only, farewell to the religion of that school. This, doubtless, will be the next insidious form under which the secularists will disguise their designs. We ought to exempt children from religious lessons; but we must never consent to limit the teacher to one time for religious teaching. And there is no honest plea for such a demand; it would be as intolerant as the forcing religious teaching where the parent was unwilling. It would not really be the question between one hour and another; but a vital question whether the master's mouth should be closed or not on religious and spiritual subjects. It is essential to the question, however, to observe that what I say of religious teaching is only fully applicable in the cases of schools for *the youthful poor*. If the parents belonged to those educated classes who had means and leisure, they might perhaps themselves suffice for the religious culture of their young children. With the poor, toiling classes this is utterly impossible; and it is difficult to have patience with those who compare the case of the higher or middle classes, in this respect, with that of the poor. There is no parallelism in the case. It is folly and worse than folly to talk of the youthful poor being instructed duly in their religion by means of "stated hours," or "Sunday schools," or by their parents at home. No! With the youthful poor the schoolmaster or no one must be their religious instructor, and his personal religion must leaven his whole work. For religious men to abandon this point at the intolerant demand of the secularists would be for the sheep to give up their dogs at the demand of the wolves. I say this *intolerant* demand of the secularists, because, to say nothing of the fact that in towns children can attend the schools of their own denominations, what more can the secularists in reason and fairness ask than that no child shall attend a religious lesson if the parent of the child requests its exemption? While it is most intolerant, towards those who feel and know what is at stake, to say that the teacher shall be

forbidden to name freely the name of Christ, even to the children of his own denomination; and this, too, in schools which have nearly all been built and hitherto maintained on a strictly religious and denominational system. The religious party have consciences as well as the secular. But it is most gratifying, and at the same time re-assuring to see that these sentiments, which I have from time to time advocated in my reports, have been very recently advocated by one of the most eminent lawyers in England, one distinguished alike by his strongly liberal sentiments, and by his personal piety, Vice-Chancellor Sir W. Page Wood—

"True liberality," says Sir W. Page Wood, "consists in allowing every man to hold and to assert his own opinion, so that it be done without offensive violence, which is a civil injury to his neighbour." "I have already referred to the blessing we enjoy in this country of religious liberty. A true liberality of sentiment has prevailed with us, founded on the soundest principles; but of this, as of every virtue, there is a counterfeit, and that counterfeit is indifference." . . . . . "This pseudo-liberalism of indifference in our own time has prompted many to deprecate all religious instruction in our schools. They have asserted that a desire to impart religious instruction is the main obstacle to education. Now, I ask what facts warrant this assertion? I will venture to assert the direct reverse, and to say that all the education of our poorer brethren has been attained solely (for some recent exceptions are too insignificant for notice), through the beneficent impulse of religion. Look at the poor schools in every town and village—who have established them? The ministers of the Gospel. Who have chiefly supported them? The National Society, the British and Foreign School Society, and the societies of various religious denominations. What have the advocates of mere secular education done, that they should boast of their principle? What prevents those who maintain it from setting up their own model schools, and teaching, as religion does, their millions? No! let every one honestly teach what he thinks right, the love of Christ constraining him, and I will venture to say that we shall find our schools increasing, as they have increased, in exact proportion to awakened religious zeal. It is the want of religion in parents, not their careful anxiety as to the form of religious truth taught in the school, that prevents our schools from being filled, as anyone with any experience in the matter will tell you." *

To these forcible and most truthful and important words of Sir W. Page Wood, I will only add the result of my own experience. I have seen schools,—I often do see schools,—where the religious knowledge, and what is more the manifestly religious, reverential, devout tone of the scholars inspires feelings of gratitude to God for allowing such a work to be wrought. The intellectual faculties are not neglected, far from it; but the spiritual faculties have been duly cultivated and trained also. What do the secularists offer that such work should be abandoned? Again, a very special objection to the scheme of the secularists lies in the formation of the teacher. If our schoolmasters and schoolmistresses are not to be teachers of religion, how different will be the point of view, and the spirit in which they are trained, and afterwards enter upon

* "Truth and its Counterfeits." A Lecture by the Hon. the Vice-Chancellor Sir W. Page Wood, Knt.—James Nisbet, London.

their work. This question, touching the teacher to be trained for secular schools, is of the gravest importance. The two subjects which interest Englishmen most are religion and politics. You cannot train a man well and yet pretend to banish these subjects, especially that which most affects his spiritual nature. It is remarkable that any persons in this country should wish to enter upon a system which may be said to have been tried and failed in France, and in which the French Government find it necessary to retrace their steps. The too-secular system of M. Guizot resulted in a race of schoolmasters who were found to be atheists and revolutionists; and the one thing which has specially distinguished the new educational code of 1851 in France is the infusion of a greater religious element into primary education, especially, perhaps, into the training of the teachers. Then, again, with what a different spirit does the teacher issue from the Training College, where he feels himself, in some sort, an apostle of Christ, of Him who said, "Suffer little children to come unto me, and forbid them not," from that which he would feel if he went forth as a mere dealer in sums and the nine parts of speech! When there is no necessity whatever for this "secular" system, when we can have (as we can) more and better schools on the present religious system—and that too without any intolerance or proselytism, which I should abhor as much as anyone—when this is the case, why compel the teacher to repress before his young and docile pupils all the light, religion, beauty, and goodness, which should be his attributes as a Christian, and which might become the attributes of his impressible scholars? Surely such a scheme was reserved for this material age to excogitate and entertain, when "cash-payment is the only nexus between man and man." In what a different spirit from our "secularists" does a great Christian philosopher and statesman, now retired from public life, speak on this matter. He writes thus:—

"There are two classes of civilisation which must not be confounded: the material and mechanical, which acts upon matter and produces wealth; and the moral, which operates on the soul, and deals with ideas, manners, heroism, and exalted virtue. We calculate the value of the first by what it produces—worldly possessions: we appreciate the latter by what it inspires—noble sentiments. The nations who are most truly civilised unite both; and to attain this end requires and demands the combined efforts of governments, legislators, political economists, moralists, writers, and poets. But if we were compelled to choose between these two conditions of civilisation, often opposed to each other, we should not hesitate to pronounce for that of the mind in preference to that of the body. We feel that there is more actual civilization in a verse of the Gospel, an axiom of philosophy, or a stanza of poetry, imprinted eternally on the memory or manners of a nation, than in the Crystal Palace of London or in an industrial exhibition of all the mechanical arts in the universe. Your workshops, wares, manufactures, and machines produce marvels of weaving and carving; but all the machinery

in the world will never create an idea or a sentiment. In mechanism is comprised the hands but not the soul of humanity. But it is not the hand which makes the man." *

In conclusion, I will only further observe, that it will not do for the friends of the present religious and denominational system of education even to appear to fold their hands and look on, as though all were done that is needed. They must make themselves thoroughly alive to the fact that adequate and permanent annual funds will have to be provided from some source. Let them, at least, believe that it may at last be decided that this source shall be an educational rate; and then let them make a final bargain with the country on this matter. For, surely it is evident that in these matters of compromise, things always drift downwards; and those who care to preserve nothing as it is, get the more, the longer the final bargain is delayed. Whereas, with those who do care to preserve religion and other such landmarks, the case becomes one of the Sibyl's books, they get a worse bargain after each delay, and yet have to conclude some bargain at last. The short but admirable Bill introduced by the Government in 1853 fell through, owing to the culpable inactivity, indifference, and want of foresight, in the friends of religious education. And now, in one part of my district, a Bill wholly secular in its character and necessary results, finds favor even with some (happily, only a few) who profess to be in favor of a religious education.

Hasty legislation to be deprecated.

At this moment the one great thing to be feared is hasty legislation.

Friends of religious education should obtain early settlement of question.

If the friends of religious education have time to arouse themselves and speak out, they will not allow a small and intolerant minority to upset the present tolerant and fair denominational system. That the present system finds favour with a large majority in my district I cannot doubt.

Renewed suggestion of free conference of all parties.

Finally, I desire to renew the suggestion which I made some years ago in one of my reports, viz., that a free conference of all parties should be held under the auspices of the Committee of Council on Education, with a view to elicit and, if possible, consolidate and amalgamate the views of all the various Christian bodies. If delegates were chosen by the different religious bodies, I firmly believe that an agreement upon the great essentials for a national system of education could be agreed upon by a large majority, without any intolerance towards the minority.

I have the honor to be, &c.

W. J. KENNEDY.

To the Right Honorable
The Lords of the Committee of Council on Education.

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* Lamartine's Life of Antar.

Appendix A.

Summaries of Tabulated Reports, for 1855–6, on Schools inspected by Rev. W. J. Kennedy and Rev. W. Birley.

Summary *a*.

Attendance, &c.

Number of Schools *actually inspected* between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children							
No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*				In *Average Attendance.*	For whom *accommodation* is provided, at 8 square feet of superficial area per Child.	Number of *Certificated Teachers.*	Number of *Pupil-teachers.*
	Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.				
232	130	110	73	85	15,692	10,378	8,959	8,707	38,959	65,370	266	767

Per-centage of Children on *School Registers*

Aged												
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
7·66	8·37	9·89	11·5	12·47	11·34	11·14	10·42	8·16	5·89	2·18	·98

Who have been in School					
Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
49·79	22·86	12·8	7·45	4·31	2·79

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 325 inspected, in which

Subjects of Instruction.	Are reported to be taught			Are Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Holy Scriptures	133	51	1	185
Catechism	130	51	1	182
Reading	159	48	–	207
Writing	180	28	1	209
Arithmetic:—				
Simple Rules	99	97	6	202
Compound Rules	112	85	4	201
Higher Rules	77	46	11	134
Geography	137	65	1	203
Grammar	41	74	76	191
History	28	81	5	114
Music from Notes	1	–	–	1
Drawing	4	1	–	5

Summary *c.*

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
329	45	10	366	11	4	310	30	42	233	19	27	317	35	25	331	35	9	246	39	6

Summary *d.*

Income and Expenditure.

Aggregate *Annual Income*, as stated by Managers, of 211* Schools enumerated in Summary *a.*

From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	Average Income per Scholar in attendance.†
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
1,074 12 10½	12,318 2 7¼	14,419 17 3	2,886 5 5¼	30,698 18 2	16 3¼

Aggregate *Annual Expenditure*, as stated by Managers, of 211* Schools enumerated in Summary *a.*

Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary *d.* relates.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
21,344 6 8¾	2,234 14 6½	7,696 14 2	31,275 15 5¼	16 7	37,742

Summary *e.*

Salaries of Teachers.

	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
Average pecuniary emoluments (including Government Grants and all professional sources of income) – – –	£ s. d. 99 13 10	£ s. d. 60 3 3	£ s. d. 66 6 8	£ s. d. 42 6 2	£ s. d. 59 5 4	£ s. d. 35 8 2
Number on which average is taken –	148	40	92	19	26	39
Number provided with house or rent-free	69	22	24	9	8	10

Summary *f.*

School Fees.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
201	44,357	24·35	55·22	12·5	5·45	2·48

* The number of Schools inspected during the year was 232; but from 21 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

Appendix B.

At the request of many teachers, I here reprint a scheme of examination in religious subjects for pupil-teachers, during each of the five years of apprenticeship, being the same scheme which I set forth in an Appendix to my General Report for the year 1851. (Minutes of 1851–2, p. 355).

Teachers will be glad to learn that the Committee of Council on Education propose henceforward to set forth, in the broad sheet for apprentices, more definitely the course of study in secular subjects for each of the five years.

Extract from my Report for 1851.

"It seems desirable to define to some extent the subjects of 'religious knowledge' in which I propose to examine apprentices year by year, in order that they may be able to concentrate their attention upon some definite periodical course of study, instead of being left to skim over the whole surface of 'religious knowledge' in each year.

"Every candidate for apprenticeship is expected by the Committee of Council to be able to 'repeat the Church Catechism,' and to 'understand its meaning,' and to be 'acquainted with the outlines of Scripture history.'

"I propose, further, to divide the religious knowledge required from apprentices into five portions, and to expect them to be able to answer questions year by year in the following subjects respectively:—

"End of First Year.

"The history contained in the Old Testament to the end of Esther, with its geography and dates.

"The history contained in the three first Gospels, with its geography and dates.

"The ten commandments, with illustrations of their observance or infringement in Bible history.

"End of Second Year.

"Old Testament history as before; and in addition, the government and ceremonies of the Israelites and Jews, and the types and prophecies contained in that portion of history.

"St. John's Gospel.

"The articles of the Apostles' Creed.

"End of Third Year.

"The history contained in the Old Testament from the end of Esther to the end of Malachi, and especially the date and general scope of each prophetical book.

"The Acts of the Apostles.

"The two Sacraments as explained in the Catechism.

"End of Fourth Year.

"The subject-matter of the four greater prophets with reference to the meaning and fulfilment of their principal predictions.

"The four Gospels and Acts of the Apostles, and, in particular, the parables of our Lord.

"General account of the translation of the Bible into English; of the history of the Book of Common Prayer, and the services contained in it.

"*End of Fifth Year.*

"The twelve minor prophets.

"Dates and general scope of the Epistles in the New Testament.

"The words of the Thirty-nine Articles.

"In each year I shall probably give a question in the subjects of the preceding year, to try whether the past year's subjects are retained in the mind; and I shall not debar myself from asking questions collateral to the precise subjects I have defined. I shall also be ready to ask questions on Church history at the end of the fifth year. But a knowledge at the end of each year of the subjects I have named will be all that I shall expect. If I find it expedient to make alterations in the above-named routine, I will state it in the Appendix to my Report.

"Suitable text-books will be found in the lists of books recommended by the National Society and the Society for Promoting Christian Knowledge."

GENERAL REPORT, *for the Year* 1856, *on the* CHURCH OF ENGLAND SCHOOLS, *inspected in the Counties of* CHESTER, SALOP, *and* STAFFORD, *by Her Majesty's Inspector of Schools, the* Rev. J. P. NORRIS, M.A., Fellow of Trinity College, Cambridge.

MY LORDS, Stafford, December 1856.

Need of further assistance for inspection of district.

FOUR years ago I had occasion to report to your Lordships that the work of inspection in these counties had doubled itself since I entered the district, and you were pleased, on this showing, to assign to me an Assistant Inspector. I have now to report that it has again doubled itself; and must, therefore, again bring before your Lordships the need of additional assistance.

Increase in work to be done.

The number of schools in receipt of annual grants in 1849 was 71; in 1852 it had risen to 130; at the close of the present year it has reached 265 From the general favour with which your Lordships' measures are regarded in this part of England, it is probable that the number will go on increasing in proportion as the means of inspection are enlarged; for, since the extension of your capitation grants to all elementary schools, whether in town or country, a visit of simple inspection is nearly always followed by an application for a capitation grant. The total number of schools now on my list which have either invited inspection, or rendered themselves liable to it by receiving grants of public money, is 465. Of these 390 were inspected during the year ended 31 August; 220 by my colleague, the Rev. H. R. P. Sandford; 170 by myself. As the chief burden of the correspondence, not only with the Council Office but also with the school managers, falls upon the principal Inspector, his administrative work must go on increasing, and his time for actual inspection must decrease in the same proportion. And though, during the past year, Mr. Sandford's unremitting industry enabled us to accomplish a much larger amount of inspection than heretofore, yet numerous applications were necessarily declined, and the work that was done was too often performed under a degree of pressure incompatible with that carefulness which the task requires.

Teachers and pupil-teachers.

The number of certificated teachers in the district at the date of my last report was 228; it has now reached 250; of whom 158 are masters, and 92 are mistresses. Of pupil-teachers the number has risen from 409 to above 500. Of

the conduct of the pupil-teachers I have, as heretofore, a satisfactory report to make. Only six apprenticeships (so far as I am aware) have ceased prematurely. Of these, *two* were from death; *one* from ill-health; *one* from the unfavourable circumstances of the school; *one* from want of promise; and *only one* from misconduct. Several, of course, in so large a a number, have needed a warning that greater industry or skill or activity must be shown in future years; but, on the whole, their behaviour may well be a cause of deep satisfaction.

Schools of Science and Art.

I am glad to have to report that in Art Instruction this district maintains its pre-eminence. Of the 56 provincial Schools of Art, connected with the Department of Science and Art in London, 13 are situated in these three counties. They are in operation at the following places, viz., Birkenhead, Burslem, Chester, Dudley, Hanley, Ludlow, Macclesfield, Newcastle-under-Lyme, Smethwick, Stoke-upon-Trent, Wellington, Wenlock, and Wolverhampton. In schools of Practical Science I have no advance to report. The School of Chemistry in the Potteries continues to flourish under Mr. Leach's able superintendence. The Science School at Crewe has not, I regret to say, as yet commenced operation.

Endowed grammar schools.

There is no class of schools that stand in more urgent need of public attention than the decayed Grammar Schools, of which there are several, with considerable endowments, in my district. The difficulties in the way of re-organizing them are not nearly so great as is generally supposed. The Charity Commissioners (whose Secretary may be addressed at their office in St. James' Square) are prepared to give gratuitous advice and direction on this subject, and to indemnify trustees who may wish to act under their direction. Two endowed grammar schools in Cheshire have in this way been brought under my inspection, and have been re-organized so as to meet the altered requirements of the present day. One is at Bunbury, near Tarporley, and the other at Audlem. The following extract is from the prospectus put forth at the commencement of the year by the visitor of the Bunbury school. The promise therein made has thus far been well fulfilled; I visited the school last month, and found it already in a very efficient condition, with an attendance of ninety scholars, of whom a considerable proportion were the children of farmers:—

Bunbury Aldersey, Grammar School.

This school will open on Monday, the 4th of February, under the superintendence of Mr. W. Bailey, certificated master, of Battersea Training College, London.

The school was intended by the founder to afford a *free* education for the children of the parish and neighbourhood, but, the salary arising from the old endowment being insufficient to secure the services of a competent master, it was agreed at a public meeting of the parishioners that payments should be received from the children attending the school.

The Visitor, the Rev. W. B. Garnett, has received permission from the Governors, the Haberdashers' Company, to re-organise the school in such a manner as to meet the requirements of the present time, provided the master selected bears a *certificate of merit*. It has, therefore, been his object to place the school in such a position as to afford the best possible education at a reasonable charge.

The course of instruction will embrace the following subjects :—Scripture, reading, writing, grammar, history, geography, Latin, music, agricultural chemistry, book-keeping, arithmetic, mensuration, land-surveying, algebra, mechanics, and geometry.

The Visitor confidently hopes from the position held by Mr. Bailey on the list of Queen's scholars, from his certificate of merit (first class) in his first year, and from the high testimonials he has received of him, that he will be able to impart instruction in the foregoing subjects so as to give satisfaction to the parishioners.

Terms of Admission.

1. A few boys, the children of poor widows, or of parents whose circumstances render them quite unable to pay the lowest fee, will be admitted free, at the discretion of the Visitor; and it is earnestly requested that none who can afford to pay will apply for a free admission.
2. Children of labourers will be admitted at 2*d.* a week.
3. Children of farmers renting less than forty acres of land, and of small tradesmen, will be received upon payment of 6*s.* a quarter.
4. Children of farmers and tradesmen, not included in No. 3, will be admitted at 10*s.* a quarter.

In cases where two or more children of the same family attend the school, the first will only be charged the full price, every additional child being admitted at half price.

All payments must be made *in advance*: the quarterly payments at the commencement of each quarter, and the weekly payments on each Monday.

Evening schools.

The number of Evening Schools which have been brought under my notice during the year is about forty. In cases where special grants have been claimed with reference to them, some remarks upon their condition will be found in the Tabulated Reports. As fair samples of the rest, I may mention the following evening schools :—

West Bromwich, Messrs. Bagnalls', excellent.
Bollington, very good.
Bridgnorth, good.
Congleton, St. James', very good.
Dudley, St. John's, very fair.
Dukinfield, St. Mark's, very fair.
Shelton, Earl Granville's, good.
Hanley, Potteries, good.
Macclesfield, Hurdsfield, good.
Macclesfield, Old Church, good.
Stoke-upon-Trent, Potteries, good.
Tattenhall, good.
West Bromwich, Trinity, very fair.
Wolverhampton, St. Matthew's, very fair.
Wolverhampton, Ragged School, very fair.

There are several others, equally good with the foregoing; and I very much regret that the great pressure of our engagements has prevented me and my colleague from bestowing upon them the attention which they deserve. Nearly all of them are either in the factory districts of Cheshire or in the

mining and manufacturing districts of Staffordshire. Of those mentioned in our Tabulated Reports, only one (Tattenhall) is in a rural village.

Aid offered to evening schools.

From the fact that only twenty-three assistant-teachers are employed in the district under the Minute of 23 July 1852, and that not more than six evening-school teachers have as yet been engaged under the Minute of 1 March 1855, I cannot but infer that the managers of schools in my district do not generally understand the advantages afforded towards the maintenance of evening schools. By the latter of these Minutes, annual payments not exceeding 10*l.* are offered to persons who, while engaged in other occupations during the day, are well qualified by inclination and ability to act as teachers in evening schools. One or two such persons may be found among the Sunday-school teachers, Scripture readers, or district visitors in most parishes. The several conditions are set forth in the Minute of 1 March 1855, pp. 111, 112, in the volume of Minutes for 1854–5.

General ignorance of advantages offered under Minutes of Committee of Council;

But in this case, as in others, experience convinces me that the mere publication of a Minute, or its circulation among other official papers through the post-office, is by no means sufficient to secure to it a due degree of attention generally on the part of managers of schools. From the necessity of a document of this kind being worded so as to meet a great variety of cases, its application to a particular place is not immediately seen; and, unless it be brought home by the explanations of an Inspector or of an organizing master on the spot, there is little likelihood of its being adopted in the rural districts In towns and manufacturing districts, the teachers' associations, by giving currency to information of this kind, have rendered important service to the cause of education, and especially to the general comprehension of your Lordships' measures; but in rural districts this machinery seldom exists, and for them some further means of advertising the advantages offered by the Committee of Council on Education seem to be needed. Some suggestions on this subject will be found in an appendix to this report. (*See Appendix* B.) As a striking illustration of the truth of what I have here observed, I may refer to the circular letter addressed by your Lordships' Secretary, to myself and my colleagues, on the 21st of June last. Our attention was there called to the fact that the managers of schools appeared to be very generally ignorant of the true import of the last paragraph in the Minute of 29 April 1854. Under this Minute provision is made for recognizing a system of *half-time* attendance in schools aided under the Minute of 2 April 1853, by accepting 88 instead of 176 whole days of attendance, as the condition of a capitation grant, for boys over ten years of age who are

illustrated in case of half-time scheme.

instructed by a certificated schoolmaster, and who continue their schooling after the commencement of labour, by some regulated alternation of lessons and of work. It appears that, for the most part, those who have heard of this Minute have taken it to be a mere modification of the system of industrial schools, not understanding that "ordinary labour" meant *labour away from the school under the common kind of employers.* The circular letter of 21 June 1856 explains that, by this later Minute, the privilege granted under the original Minute of 2 April 1853 to the factory districts has been extended to the whole of Great Britain.

Importance of half-time schemes.

The express wish of the Lord President that the scope of the Minute of 29 April 1854 should be generally known, and my own unabated interest in all efforts to give a practical and industrial direction to the teaching of our rural schools, make me especially desirous to recommend this Minute to the attention of school managers in my district. The system is being admirably carried out at ACTON in Cheshire. About *sixty* of the boys in that school are *half-timers*,—earning regular wages during one half of their time, while continuing to attend school during the other half,—and are included, therefore, under the provisions of this Minute, in the number upon whom capitation grants may be claimed. The demand for their labour is so great that the master finds it difficult to meet it The parents are, by this system, reconciled to leaving their boys at school to a much more advanced age than is usual in rural places; and in their knowledge the *half-timers* seem to me to be as proficient as those who have attended the full time at school. The system is also in operation at SALTNEY near Chester, and is being attempted in other places.* As compared with other schemes of industrial work, this *half-time* scheme has the great merit of costing nothing; while further, (I quote the words of your Lordships' circular), "it affords the advantage of that truth and reality in industrial training which the arrangements of a school may imitate, but can never accomplish in the same degree as actual work for wages." It is essential to its success that the master should himself take a hearty and practical interest in the boys' field-work, and should be competent to give to his school-instruction a direct bearing upon it, by introducing for his elder boys occasional lessons, of a simple and sensible kind, on mechanics and chemistry in their applications to agriculture.

Instruction in "common things"

I believe it would be well that lessons of this kind should

* It is to be regretted that, by the wording of the Minute, it is made to appear that the scheme is intended to be confined to *boys'* schools. That it is quite as applicable to girls as to boys has been shown at Saltney. (Minutes for 1855-6, pages 478, 479.)

become more general in our rural schools, even at the risk of displacing some of the instruction now given in what may be termed more scholastic subjects. The importance of instruction in "common things" has been brought before the public by Lord Ashburton, the Dean of Hereford, Miss Burdett Coutts,* and others, and very recently, in a popular and sensible form, by the Rev. H. Fearon, whose pamphlet† has, I am glad to see, reached a third edition. Instead of calling it the "teaching of common *things*," I would rather call it the "teaching of common *principles*,"—of those principles which find their illustration and application in the "common things" of every-day life. It is much to be regretted that some who speak with authority on these subjects should have discredited this sort of instruction by gratuitously confounding it with mere *fact*-teaching. So far as the two have been confounded in practice, our teachers have been much to blame. So far as the confusion exists merely in the minds of those who advocate what they consider a more philosophical course of study for young ploughboys, the teachers may throw back the blame upon their assailants. Nobody can deprecate too strongly the practice of loading children's memories with isolated facts—curious fragments of knowledge about the outer world, unconnected with any of its laws. If the "teaching of common things" means this—however useful such knowledge may be as a recipe for getting comfortably through life—it ought to be reprobated, for it damages the child's mind. But, if it means a course of instruction in which the study of some of the simplest principles of nature is made to take the place of the principles of language, or the like, as an instrument of education, its advocates may at least claim a patient hearing for their side of the question, without incurring the imputation of being materialists.

prejudiced by confusion with fact-teaching.

Having thus endeavoured to explain what is meant, and what is not meant, by the study of "common things," with a view of clearing away any confusion that might create a prejudice against it, the question may be stated as follows. Supposing a child, of eleven or twelve years of age, to have mastered the arts of reading, writing, and ciphering, and to be able to express his thoughts, with tolerable correctness, on paper,—is it best for him to occupy the remaining year or two years of his school life in the study of language and higher mathematics, or in the study of the mechanical and chemical principles which are connected with bodily health and the common operations of daily life? The question resolves itself

Question stated as to when study of "common things" becomes preferable to other studies.

* The account of the prizes given by Miss Burdett Coutts for essays on "Common Things," at Whitelands, ought to be in the hands of every schoolmistress. The book is published by Hatchard, Piccadilly.

† "The Importance of Teaching Common Things." Rivingtons, Waterloo-place.

into this,—which study best fulfils the purposes of education? Now, the highest purpose of education is to impart wisdom. And wisdom may, perhaps, be defined in the words of our Whitsuntide collect as being "a right judgment in all things."* It would appear, therefore, that the value of this or that study, as an instrument of education, is to be measured principally by its degree of fitness for cultivating the judgment. What studies, then, are most likely to cultivate the judgment? And let it be remembered that this is not an abstract question, but one that must be considered in connexion with the age and natural aptitudes of our pupil. To attempt to answer it absolutely would be a folly. We can only express an opinion as to what is generally best at a given age.

Natural philosophy as good training for young minds as language, mathematics, &c., for older minds;

For young people between the ages of fifteen and twenty, I believe that there are no studies so well calculated to call forth and sustain efforts of thought, and so to cultivate the judgment, as the study of language and mathematics and geometry. Where, accordingly, there is a likelihood of education being prolonged to any period between those ages, I can understand that, for the sake of the future edifice, it may be well to occupy a large part of the preceding years, from ten to fifteen, in laying the groundwork of these studies. But, where a child's period of schooling is sure to close before his fifteenth year, it may be worth considering whether it is wise to commence a structure which will never be finished; whether we cannot find for him some other study more directly connected with the outer world, with which a healthy child of that age is in a state of intense sympathy; whether, for instance, the study of some of the experimental sciences may not be equally well calculated to promote accurate observation, patient thought, and right judgment. At all events we cannot be far wrong, in these matters, if we follow nature's teaching; and I think that nobody who is observant of young people will gainsay the fact that, as naturally as the studious youth, between fifteen and twenty, delights to seclude himself in an ideal world of his own creation, so naturally does the intelligent child, of ten or twelve, go forth to question the world around him, in all its varied forms of animal and vegetable life, with a restless and insatiate curiosity. If education is really,—what it has been somewhat quaintly defined to be,—"placing the growing human creature in such circumstances of direction or of restraint as may make the most of him,"

more natural,

* This seems to sum up what Hooker means in the first book of his Ecclesiastical Polity, where he says—"Education and Instruction are the means, the one by use, the other by precept, to make our natural faculty of Reason both the better, and the sooner, able to judge rightly between Truth and Error, Good and Evil." It is worth while to observe the care and admirable point with which Hooker distinguishes between *Education* and *Instruction*,—words which the less "judicious" writers of our day so frequently confound.

then, I say, it is the business of the educator to "make the most of" these natural tendencies respectively at the one age or at the other. Having thus assured ourselves that the one course of instruction is adapted, no less than the other, to fulfil the primary purpose of education, it remains to be considered how far it fulfils its secondary purpose. The secondary purpose of education is, I suppose, to furnish the scholar with such information as will be practically useful to him in after-life. That the studies which we are advocating accomplish this in a far higher degree than the study of grammar or pure mathematics will be conceded by all.

and far more practically useful.

My conclusion, therefore, is this; that, in schools of higher instruction, it would be most unwise to supersede the more abstract studies; but that, in elementary schools, and wherever the term of schooling is to end at an early age, the study of natural philosophy, as exemplified in "the common thing" of daily life, is equally well adapted to exercise the understanding, and is certainly far more useful and more congenial to the circumstances of the scholar.

Conclusion on subject of "common things."

It may be observed that, in the foregoing remarks, I have treated the question as if it lay between grammar and mathematics, on the one side, and natural philosophy on the other, to the exclusion of other subjects of instruction.

Other subjects of instruction, besides grammar and mathematics.

I should be most sorry to be supposed for one moment to undervalue the importance of history and geography; but I have long been of opinion that there is too much *task-work* in these subjects in our schools. I would willingly see the abridgments of history and the compendiums of geography entirely banished. In their stead, I would introduce books of biography and of travel, to be used as reading-books, with constant reference to the maps on the wall or on the black-board. And, as much as possible, I would encourage the children to buy these books, and to take them home to be perused by themselves in their spare time. An occasional examination might be given, by way of stimulus, in the knowledge so acquired. But, as distinct subjects of instruction, I would strike them out of the lesson-table.

History and geography.

With respect to instruction in religious knowledge, I need hardly say that I have assumed, throughout my observations, that its proper place is secured to it, in a region far above the debateable ground on which we have been standing. Without religious knowledge, a school ceases to be a place of education, and becomes a mere lecture-room where instruction in certain specified subjects is given, at certain hours of the day.

Religious knowledge.

Such mere lecture-rooms as this our English schools have never been; and I cannot discuss any educational question of this kind without wishing to remind myself that the value

Moral tone of a school.

of a school after all does not depend upon the branches of learning that are studied in it,—no, nor upon the amount of religious instruction given in it,—so much as upon *the life that is lived in it.* Unhappily for many of those who write and speak about education, this is a truth of which the full force can be comprehended by none but those who are spending days and years of their lives within the four walls of a school. Once, in a report addressed to your Lordships, I endeavoured to explain to teachers what I meant when I spoke to them of the *moral tone* of their schools. Six years have passed since that report was written, and I cannot say that I find it easier now, than I did then, to define exactly wherein this most subtle quality of a school resides. But this I know, that, the longer one lives in a school, or rather the more one's life is spent in passing through a great variety of schools, the more sensitive one becomes to this their most important characteristic. Spend an hour or two in one school, and you feel all the while as a man feels who is confronted for some time by a bad countenance. Go into another, and all is right and healthy again; and, even before you inquire what branches of instruction are there taught, you are convinced that it cannot but be well for children to spend their days in so bright and wholesome an atmosphere. Whatever be the value or direction of the intellectual teaching, there is heart, and love, and healthy moral influence at work; and therein lies the real education on which the character of the after man or after woman depends; it is this surely that Milton had in view, when he said that the end of education was "to repair the ruins of our first parents by regaining to know God aright, and out of that knowledge to love Him, to imitate Him, to be like Him."

Effect of good schools on their neighbourhoods.

It has been a source of continual happiness to me, in my district, to find the number of schools of this character yearly increasing. Where there is a high moral tone, there the intellectual instruction is nearly always of a good kind. That these schools are producing a slow but sure effect upon the population of their respective neighbourhoods, I have never for one moment doubted. For direct evidence of this, I have only to refer your Lordships to the series of letters printed in an appendix to this report (*see Appendix* C.) These documents relate exclusively to Staffordshire, and were collected in connexion with a scheme* for *registering* all the children in the county who had attended school regularly up to a certain age, in the hope that, by persuading employers of labour to give them a preference in the labour-market, we might in some

* This registration scheme cannot claim to be considered otherwise than as an experiment; but thus far it may, I think, be considered a successful one. Some remarks upon it are contained in a letter which I lately addressed to the Bishop of Lichfield, on the subject of Education in Staffordshire.

measure overcome the parents' indifference to their children's schooling. Similar evidence might have been obtained from several other parishes of Staffordshire. As far as it goes the evidence is very satisfactory, but I cannot disguise from myself the fact, that, the education given in the higher classes of these schools has been brought to bear, as yet, only upon one-tenth part of our juvenile population; and that it is altogether in vain to expect to see any diminution of crime, or any real amelioration of the mass of our people, while nine-tenths of the children escape from our schools in mere infancy.

I have the honor to be, &c.

J. P. Norris.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix A.

Summaries of Tabulated Reports, for 1855–6, on Schools inspected by Rev. J. P. Norris and Rev. H. R. P. Sandford.

Summary *a*.

Attendance, &c.

Number of Schools *actually inspected* between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children							
No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*				In *Average Attendance.*	For whom *accommodation* is provided, at 8 square feet of superficial area per Child.	Number of *Certificated Teachers.*	Number of *Pupil-teachers.*
	Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.				
390	181	162	126	190	13,407	10,286	9,345	12,063	36,574	66,285	234	454

Per-centage of Children on *School Registers*

Aged

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
8·42	8·76	10·18	12·26	13·19	11·68	10·74	9·28	6·76	4·54	2·71	1·48

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
44·25	21·46	14·29	9·99	5·4	4·61

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 538 inspected, in which

Subjects of Instruction.	Are reported to be taught			Are Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly, or Badly.	
Holy Scriptures	261	51	7	319
Catechism	234	60	7	301
Reading	217	97	2	316
Writing	261	56	6	323
Arithmetic :—				
Simple Rules	190	81	11	282
Compound Rules	175	93	17	285
Higher Rules	129	25	5	159
Geography	184	69	9	262
Grammar	108	46	2	156
History	65	17	2	84
Music from Notes	20	1	–	21
Drawing	9	–	–	9

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
479	60	57	488	17	9	359	110	81	328	41	26	420	61	50	476	47	30	236	8	3

Summary *d*.

Income and Expenditure.

Aggregate *Annual Income*, as stated by Managers, of 288* of Schools enumerated in Summary *a*.

From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	Average Income per Scholar in attendance.†
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
2,220 6 11	13,349 2 1¼	12,324 0 11½	3,881 12 10	31,675 2 9¾	18 0½

Aggregate *Annual Expenditure*, as stated by Managers, of 288* of Schools enumerated in Summary *a*.

Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Average Expenditure per Scholar in attendance.†	No of Children in average attenance in Schools to which Summary *d*. relates.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
25,176 18 4	2,213 16 2¼	6,472 3 5¾	33,862 18 0	19 3¾	35,107

* The number of Schools inspected during the year was 390; but from 102 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

Summary *e*.

Salaries of Teachers.

	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
	Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.
Average pecuniary emoluments (including Government Grants and all professional sources of income)	£ s. d. 89 8 10¾	£ s. d. 49 15 11¾	£ s. d. 58 3 1¾	£ s. d. 30 11 0¾	£ s. d. 53 4 6½	£ s. d. 31 8 3½
Number on which average is taken	140	114	88	116	11	87
Number provided with house or rent free	89	55	43	40	7	23

Summary *f*.

School Fees.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportions of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
255	38,196	30·45	47·05	15·12	5·	2·38

Appendix B.

In the concluding paragraph of my report for last year, I expressed my belief that much good would arise from the assignment to each Inspector of one or more organizing masters, to be employed under his direction in his district. I added a foot note to show that the suggestion was grounded upon my recent observation of the beneficial effects attending the visits of the organizing masters occasionally employed by the Diocesan Boards of Hereford and Lichfield.

Since the appointment of an Assistant Inspector in this district, I have been able to visit some hundred schools, mostly in the rural parts of my district, which had either never invited inspection before, or, for want of time, had been passed by, on previous tours of inspection. In nearly all cases, I have found these schools deplorably backward. It would be no exaggeration to say that they were ten or fifteen years in arrear of the schools that have profited by the annual grant scheme. In some instances I have been able to spend a day and a night, or a Saturday and Sunday, as the guest of the principal supporter of one of these schools. The effect of such a visit is something totally different from the effect of a mere official inspection, occupying barely three or four hours. The effect of mere inspection of one of these backward schools *may* be that the managers become aware of their defects, and are shamed into greater exertion; but in three cases out of four the effect is simply a sore and aggrieved feeling. "The Inspector," they say, "is so hurried that he cannot possibly understand the peculiar difficulties of the place; he finds fault, and publishes our faults, without in any way helping us to correct them." But the effect of the longer and more friendly visit has nearly always been that the Inspector wins the confidence of the managers, is thrown into conversation with the principal parishioners, and

helps to awaken (for the time at least) their interest in the school; that he explains, and makes them really understand, the several ways in which assistance may be obtained from Government; tells them what experiments have been attended with success in other analogous cases, in the way of higher fees, it may be, or in the way of combining children of different classes; and stimulates the teacher to read for a certificate or for registration, or advises the managers how to secure one who is more competent. In short, the result of such a visit is almost sure to be the re-organization of the school; and the first step is taken towards the attainment of the annual grant standard. Now, I need hardly say that to do this in many cases would either double the labour of the Inspector, or would cut down the number of schools inspected in the year to one-half of what otherwise might be visited. The question, therefore, arises—What are the intentions of the Committee of Council? Do their Lordships wish their Inspectors to continue to carry on, alongside of the annual grant scheme, the same propagandist work which, before the annual grant scheme, they were instructed to carry on, as occasion served? Or are their Lordships content that the Inspectors should mainly confine their attention to annual grant cases, leaving the number of these cases to go on increasing very slowly, accordingly as public opinion may happen to penetrate the several parts of their districts? If it is still their Lordships' wish that inspection should be made a means of diffusing information, and awakening educational zeal, it is my belief that in no way could this be accomplished so effectually, or so inexpensively, as by adopting the plan which I have ventured to suggest.

I will now briefly indicate the manner in which I should propose to develop the plan:—

1. *Qualifications.*—The organizing master should be selected from among the certificated teachers by the Inspector in whose district he is to be employed, subject to the approval of the Lord President and of the Diocesan or Diocesans of the district. He should be a man of some standing, and of good address.

2. *Relations to the Council Office, &c.*—He should be placed unreservedly at the disposal of the Inspector (subject of course to the instructions which would be issued to the Inspector, on his appointment); he should receive all his instructions from or through the Inspector, and account to him for the employment of his time (which, together with his travelling expenses, might be made to appear in the Inspector's diary). I should conceive it to be indispensable to the acceptableness of such an agent that he should be understood to be *confidentially attached* to the Inspector, for the single purpose of rendering assistance to those who might apply to the Inspector for such assistance, and to be invested with no sort of authority from the Committee of Council on Education.

3. *Duties.*—I have already, in fact, indicated his duties in what I have said in the early part of these remarks, with reference to the altered character of the Inspector's work since the annual grant scheme came into operation. His business should be mainly with such schools as have not yet come up to the standard of 1846. He should supplement the Inspector's work, taking up that part of it which, since 1846, the Inspector has, necessarily, in a great measure dropped. He should do a missionary work in the district. The Inspector would soon be able to make it known through his district that he has such an agent at his disposal. The Inspector would receive—perhaps invite—applications for this form of assistance. Having received and classified these applications, he would arrange the organizing master's tour. I know that in many rural parishes the organizing master would be invited to be the guest of the clergyman or, if not, of the schoolmaster;—at all events, I would propose that the school managers be held responsible for finding him board and lodging, free of cost, during his stay in each place. This should be their advance to meet the assistance thus offered. I should apprehend no difficulty in this arrangement, because the fact of his visit having been *invited* would secure to him a friendly reception. His stay at each place should vary from two days to a week, at the discretion of the Inspector after communication

with the managers. His business while there would be to furnish the supporters of the school with full information,—

(*a.*) About the several sorts of aid granted under the Committee of Council on Education;

(*b.*) About the approved methods of school organization adopted and found to succeed in the best schools of the district.

This leads me to a question which must clearly be settled preliminarily to any such scheme, viz., what is meant, in this connexion by,—

4. *School organization,* in the sense in which the term would be taken to define an organizing master's duties?

I mean it to include all that belongs to the administration of a school,—its plan, furniture, classification, rules, rate of fees, and methods of instruction. And by an organizing master I mean a professor of this science. It cannot be too clearly explained to him that he does not come with authority from the Inspector, or from the Council Office, to reorganize the school, but that he comes simply as a professor of school organization, prepared to give advice and make suggestions on all points on which he may be asked for advice and suggestions. To the Inspector he simply owes his introduction to the managers, and the payment of his locomotive expenses; any authority that he may be allowed to have *in the school* he owes entirely and solely to the managers of the school. With respect to any objection grounded on the difficulty in which an Inspector might find himself involved in reporting on a school so organized by his own agent, as an independent institution, subject like any other school to his free criticism, I apprehend no such difficulty. It would simply be as though he had himself visited the school on some previous occasion, had made some detailed suggestions for its improvement (with reference to annual grants), and had returned to ascertain how far these suggestions had been well carried into effect. Supposing the organizing master to stand in the confidential relation to the Inspector which I have suggested, any serious difference of opinion on questions of school organization could hardly occur.

5. *Remuneration.*—The salary should be clearly such as to make the appointment a promotion, as compared with the appointments open to our first-class teachers. His locomotive expenses being paid, and his board and lodging during a large portion of the year being provided without cost to himself, I should expect a salary of 100*l.* would secure the services of a first-rate teacher,—with a graduated increase up to 200*l.* if he continued to give satisfaction. During some portions of the year, as, for example, in the Christmas and Midsummer holidays, and occasionally at other times, I would suggest that his services should be used by the Inspector in attendance at collective examinations.

J. P. N.

Appendix C.

On the Practical Results of the Education given in some of the Schools of Staffordshire.

Stafford, 24 November 1856.

In order to collect some "evidence of the practical results of education, as shown in the conduct and progress of the young people who have left the better schools of Staffordshire in the course of the last eight or ten years," I issued a circular in August to some of the schools under my inspection, and have received in answer a packet of letters, which seem to me to be most instructive and interesting. To print them all would extend this

Appendix to an immoderate length, and to give only the most favourable testimonies would be hardly fair. I have, therefore, selected for publication the replies which I received from the places *where efficient schools, under my inspection, have been in operation for a period of at least ten years; and where, also, my correspondent has been connected with the schools for the same period.* This rule has excluded from my list, I am quite aware, some of the best schools in the county; but on the whole, I think, it is as fair as any principle of selection that I could adopt, and it admits the evidence of those only who have had the opportunity of watching some, at least, of their old scholars grow up to man's estate.

The extracts are arranged in order, according to the dates at which the several schools were established.

J. P. Norris.

Extracts from Replies to Mr. Norris' Circular.

Penkridge and Cannock Schools (Agricultural). Established 1820, and 1828. (From the Lord Hatherton.)

Teddesley, 12 September 1856.

I am sorry that circumstances have prevented my making an earlier reply to your circular letter, in which you request my view of the practical results of education, as shown in the conduct and progress of the young people who have left the principal National Schools in my neighbourhood. I feel no hesitation in speaking in the most positive manner of the excellent results produced by the schools connected with my property. Besides those to which I am only a contributor, there are three which are maintained almost exclusively by my family. These are Penkridge and Teddesley, and Cannock. With these schools you are well acquainted, and I confine my report to them.

With respect to Cannock School, Mr. Blackburne, who has been an active clergyman there many years, and who constantly attends that school, tells me, that, in the parish, which is extensive, and has a population of about 2,800, nearly all the children are educated, attending the National or some other school. But manufactories and mines draw them off at too early an age. Yet Mr. Blackburne expresses the strongest conviction as to the effect of education on the boys' conduct and character, observing, that commitments to prison are very few. He adds, that "the late Mr. Collis, a clergyman resident forty years in the parish, and an acting magistrate till two years ago, frequently remarked, that 'he knew few parishes that gave less work to the magistrates and the gaolers than Cannock.'"

With respect to Penkridge and Teddesley, I speak from my own observation for forty-four years. When I inherited my property here, there were few districts, as regards education, in a more neglected state. The only school in Penkridge, an extensive parish of 2,800 persons in 1820, now containing about 3,400, was a small endowed school for eight boys, the master of which had a stipend of less than 35*l.* a year, to which the inhabitants added a very scanty contribution, seldom exceeding 8*l.* a year, to assist in the education of a few additional boys and girls. There was not a school of any kind in several of the adjoining townships. The labourers' children were, with rare exceptions, totally uneducated, and the character of the labouring population, in a moral point of view, was very low. In 1820 I built the present National school, and I placed the small endowed school, of which I am hereditary and sole trustee, under the same master. The result was very striking. The school was immediately filled, and in the course of a few years an orderly adult population was bred up. Several of the boys soon procured profitable situations.

Mr. Shaw, an able teacher, and zealous master of the school for fourteen years, "knows three of his pupils now holding good and profitable situations in America, and one in Australia. There are three or four who have gained situations of 100*l.* a year, and others in greatly improved circumstances. The boys and girls during his time averaged from 220 to 240. He followed the careers of his pupils, as far as he could, after they left the school. He never knew during his time more than one of his pupils who was sent to goal, and that was not for a grave offence."

He adds, "There are not, however, many men of education to be found in the parish, the manufacturing districts absorbing them." It is hardly necessary to observe that this is a great benefit, not only to the individual, but to their families and the parish, by giving to each family a better security for independent maintenance.

The school at TEDDESLEY is for thirty boys. It is an offset of the Penkridge school, and the present character of that school is principally a work of your creation. I took originally these boys for employment on my farm. I took none, however, who were not able to read and write a little, say the Church catechism and explain it, and do a little mental arithmetic. They were generally eleven or twelve years old, and would have been lured off by wages elsewhere if I had not engaged them. These boys are instructed and employed in all those occupations with which their future life will be conversant. I treated them merely as labourers. Theirs was part of the system of labour on the farm. You, however, insisted on the duty, and policy also, of continuing their school education. I consented, I confess with reluctance, because I did not see the means of blending school with their industrial employments. I feared it would derange the system of labour on the farm, of which their labour was an important and very valuable part. They now pass the first two hours (*i. e.* from six to eight) of every morning during the period from Lady-day to Michaelmas-day under a schoolmaster. I am bound to add, that your prediction has been realized. Mr. Bright, my agent, and I concur in admitting that the boys' labour, though reduced two hours daily, is become far more valuable, by reason of their increased intelligence, and their bearing and manners are improved in a corresponding degree. Their wages vary from 7*d.* to 9*d.* a day. This teaches them to appreciate their own proficiency and labour. The payment of each is carefully advanced according to his value. It is very interesting to observe their anxiety for this advancement; evidently more the effect of a feeling of self-respect, and of a desire to stand high in the estimation of each other, and of their employer, than from estimation of the value of increased wages.

In thus reporting my observation on the effect of education in this district, I must not omit to state two most important facts. Owing to large inclosures, which have taken place in this immediate neigbourhood since 1820, and a very remarkable improvement in the system of agriculture, a great demand for labour, with better remuneration of it, has prevailed, and the parish of Penkridge especially has for many years felt the beneficial influences of zealous resident clergymen: the two at present residing at Penkridge, the Rev. J. Fell and the Rev. A. G. Cameron, having been indefatigable in their attention to the school and the parishioners generally.

There is also in the union an excellent Board of Guardians, who have had the satisfaction of being informed by the Assistant Poor Law Commissioner that theirs is the union in his district that has been most exempt from able bodied paupers in the workhouse. Indeed, with one or two momentary exceptions, I have never heard of any since the commencement of the union.

But there is still another circumstance that has exercised a most beneficial influence on the schools on my property,—I allude to the Government inspection. The constantly anticipated visits of the Inspector have greatly stimulated the masters, and increased the attention and rivalry of the boys. You have succeeded in rendering your inspection a source of the greatest interest to them, and no day is looked forward to with more pleasure than that of your visit. I must add, too, that to me, as a school trustee and proprietor, it is a very great satisfaction to reflect, that the constant vigilance of the Government Inspector might in future times supply the deficiency of others more immediately connected with the school, whether arising from absence, age, illness, or any other cause.

(Signed) HATHERTON.

BETLEY NATIONAL SCHOOL (Agricultural). Established 1826.

(From Miss E. H. Tollet.)

24 August 1856.

I RECEIVED you request for "facts" about the results of education in our neighbourhood at Buxton. The only way I could think of by which to obtain any satisfactory information was to write to inquire the characters of some of the girls

who have been for some years in service since leaving Betley school. The answers I have received from the employers of the six I fixed upon, have been, as to conduct, in every point very gratifying. Two of them, in addition to general good behaviour, had made themselves useful in teaching children and *fellow servants*. One lady says of her nursery-maid,—"She reads constantly to my children, and reads most pleasantly, and I have always found her very correct in keeping accounts of money laid out on journies or during my absence." Another mentions the same about reading pleasantly. All express themselves strongly as to the truthfulness of their girls; and, with one exception, we have generally been much satisfied on that point in those who have got to the head of the school. One lady says,—"I have had several excellent servants from Betley." As to the boys, I really could not remember any who had gone into domestic service. I believe everybody in the village of Betley acknowledges that drunkenness is diminished in the last twenty years, and that most of the drinking is done by the middle-aged men. I must tell you that, in answer to my questions about one of the servants, I got an answer which I could not possibly forward to you as a "fact;" it was,—"She was always quite perfect."

(Signed) E. H. Tollet.

Walsall Blue Coat School (Manufacturing Town). Established 1826.

(From the Rev. I. H. Sharwood.)

22 September 1856.

I am sorry I have not before this written in reply to your letter of inquiry of August, respecting the *results* of the extended system of education, as shown in the improved state of our population. I have been anxious to collect information for you, and I now forward some particulars, together with a letter from our recorder, Serjeant Clarke. I have made several inquiries into the present position and character of our old scholars, and, without mentioning names, can assure you that the result is most satisfactory, more so than I ever anticipated. Several of them are at work under the principal manufacturers and tradesmen of the town, not only employed as mechanics and workmen, but in places of trust, which they have attained by their excellent conduct and information. Some whom I could name are in counting-offices, much esteemed for their knowledge of book-keeping and arithmetic, which I can readily believe, remembering them of old as among our best scholars. Some are in America and Australia, and I often see their letters; some in the army, well reported of. One who is in the artillery service, and who was a very intelligent lad at school (Evans), in writing home has expressed the enjoyment he finds in reading and study, which I can readily believe from his previous school habits. He tells his parents, in very simple language, the interest he takes in collecting the shells and sea-weeds, &c., on the shore at Portsmouth or Plymouth, where he is quartered. An incident of a pleasing kind came under my notice only on Sunday last. An old scholar of our school (Heydon), who is living at some distance, and employed as a carpenter, and doing very well, having married, brought his child to church that it might be baptized by his old friend and pastor, and expressed himself most gratefully for the benefits of his education, which had enabled him to attain his present position, which is considerably above that of his parents. I have ventured to give you these particulars; you can, of course, make any use you please of them. In a conversation I had with our Mayor, I find he quite agrees with the Recorder in his statement that the chief criminals are strangers to the place.

(Signed) I. H. Sharwood.

Enclosure.

Having held the office of Recorder of the Borough (of Walsall) upwards of twenty years, and having in that capacity been engaged there in the administration of criminal justice, I have not found crime increase during that period, but diminish, although the population has, I believe, *greatly increased*. I confess I do not know to what to attribute this, except to the fact, that the benefits of education have been greatly extended amongst the labouring population. I should also say (speaking, however, from memory only, and having no notes or memoranda to assist my recollection) that in the cases in which I have been called upon to act

judicially, a large proportion of the criminals have been strangers to the town or neighbourhood. I certainly think that it is impossible to estimate too highly the advantages of a general system of education of the labouring classes.

(Signed) A. R. Clarke, Recorder of Walsall.

Newcastle-under-Lyne National School (Manufacturing Town).
Established 1835.

(From the Schoolmaster, Mr. Robinson.)

9 September 1856.

In answer to your letter of last month's date, I beg to forward for your information, the following particulars. From a register obtained from the Newcastle Police Office, I have been able to compile the following table of statistics :—

Date.	Number brought before Magistrates.	Number not having had any Education.	Number very imperfectly educated.	Number having had a tolerable Education.
1850	407	224	181	2
1851	399	219	176	4
1852	371	185	170	6
1853	325	186	139	0
1854	430	220	208	2
1855	473	210	260	3

The increase in 1854–5 arises from the number of militia men brought before the magistrates for conviction, and not from any retrograde movement in the morals of the inhabitants generally. My experience leads me to believe that the working class, on the whole, is more sober, frugal, industrious, and desirous of improvement, than it was ten or fifteen years back. Last November a working men's association was started by the rector, and before Christmas 300 had entered as members. I am sorry I cannot report favourably of the perseverance of a large number of them. The number has been considerably reduced during the summer months, which was to be expected; yet, I trust, we shall see them returning again as the autumn closes in. I am happy to say, that a considerable number of the members were young persons who had been educated in our schools. A great change is taking place in the working population of Newcastle since the depression of the hatting business. A large number finds employment in the Potteries; and the development of the iron trade around Newcastle has caused a large influx of miners. During the last twelve months I have received into the school a considerable number of the children of miners and others connected with the iron-works. I find the parents very anxious about their children's education. Last week a mother brought her boy, and on leaving him with me said, "I shall be glad to pay for anything he may require." I am of opinion that there is not generally the same amount of dulness in the children attending our schools as formerly. No doubt the cause is twofold : they are instructed in a much better manner, and they are the children of parents who received their education in our National schools, and they are thereby enabled to get a little assistance in their studies at home. It requires very little observation to distinguish the child of the intelligent parent from that of the ignorant one. In reference to the social advancement of the people of this locality, I may allude to the formation and successful carrying on of the several building and land societies which have started during the last seven years. By investing their earnings periodically in these societies, a great number of the working men of Newcastle are now in possession of a comfortable house and garden. These individuals have raised their status in society, and they are the more likely to think of giving their children a tolerable education. Not a few of these men received their education in our own schools. I have appended a list of boys who have passed through the school, and who are now, to the best of my knowledge, filling their several situations respectably.

(The list is too long for insertion.—J. P. N.)

(Signed) S. Robinson,
Master of the Newcastle National School.

SHELTON NATIONAL SCHOOL (Manufacturing District, Potteries). Established 1838.

(From the Rev. F. B. Grant.)

21 August 1856.

I AM thankful to be able to say that our schools (especially the girls'), since they have been under Government inspection and the operation of the pupil-teacher system, have improved in tone and efficiency. Three of the former pupil-teachers have obtained situations as schoolmistresses, where they are now doing themselves credit. Several of those brought up in these schools have obtained prizes at the examinations, continue regular attendants at Church, and are teachers in the Sunday School. The general impression among magistrates and police officers is that education is generally doing its important work, and bearing valuable fruits.

(Signed) F. B. GRANT.

KIDSGROVE CHURCH OF ENGLAND SCHOOL (Mining District). Established 1839.

(From the Rev. Prebendary Wade.)

IN 1839 a daily school was erected by the proprietor of the works, Thomas Kinnersley, Esq. Here great numbers of children were collected, and the best education then available was afforded to them. At that distant period many fears were entertained that the children's education would have utterly unfitted them for their future irksome lives of colliers and miners; but the experience of seventeen years has shown that sound education is nowhere attended with greater blessings to the workmen and masters, than in the mining districts.

In 1853 the old school was pulled down, and on its site the present noble building was erected by Mr. Kinnersley, at a cost of 1,700*l.* The schools are quite crowded, the daily attendance being above 300, and the great difficulty is now how to provide accommodation for the children pressing in for education. They are under the management of certificated teachers. They aim, not only to afford instruction to the children of the very poorest of the people, but likewise to the children of the respectable tradesman and mercantile clerk. The payments are carefully regulated from 1*d.* weekly to 10*s.* per quarter; whilst no distinction is made in the classification of the children, but what merit alone may determine. This plan works admirably. It has secured the confidence of the parents; and the annual payments of the children have risen to upwards of 130*l.*, and this in a mining district of 3,000 souls, and where there are other schools, not only of dissenters, but private individuals. The results are shown in the present improved character of the population. The schools have largely helped to promote morality, industry, and respect for the laws; and these blessed results are now apparent in a village once notorious for everything the contrary.

The absence of crime.—Not an instance can be produced of a child educated at Kidsgrove Daily School, since its formation in 1839, having been convicted as a felon.

The respect for the Church.—Every Sunday the Church is crowded with a congregation of the working class, most devout and attentive in their manner, and all respectably clothed. Many persons who remember what the appearance of the people was twenty years since, and what it is now, are struck with amazement; and it is among the young men that this change is most wonderful and apparent.

The absence of drunkenness.—Formerly this vice prevailed to a fearful extent; now it very seldom occurs that a man is fined. The workmen very generally save their money, and great numbers have built themselves good houses. But perhaps it will speak as much as anything else for the improved character of the people, when the fact is repeated that they are now paying annually upwards of 130*l.* for the education of their own children.

The scholars educated at Kidsgrove School.—Of these several have become teachers, others are now respectable tradesmen, clerks in various railway offices and mercantile pursuits. The most respectable of the artizans, miners, and labourers now employed in Kidsgrove Works, will be found to have been scholars of the school.

The school and parents.—It is found that the school has acquired such a strong hold upon the parents that they cheerfully submit to its very stringent regulations, and, in some instances, it has decided a man not to leave his employer, because he

must thus forego the advantages which he considered it confers upon his children. It helps to steady the man with a family to his master and work. A man employed at Kidsgrove had lately some difference with his employer. He received notice to leave, and, being a first-rate workman, there was no difficulty in the way of his being engaged elsewhere. Yet this man expressed, as the cause of deep regret at leaving, that he had to remove his children from a school where they were learning so well, and to which they were so strongly attached. His wife subsequently stated that one of her little boys intreated that he might be allowed to return to his old school; and he offered, if his dinner were given to him, to walk five miles daily to school. The family have since returned, and the children are all again at Kidsgrove school.

Female population.—Here a great improvement has taken place, the instances of immorality are becoming very rare, a much higher tone of morals prevails, and an inspection of the cottages of those young women who are now married, but who were once scholars, will show how far the school has helped to fit them for the duties of wives and mothers. A great many of the young women are members of a female club in the village, where the least deviation from the path of virtue insures expulsion.

Conclusion.—The whole character of the population is changed. The people themselves are conscious of this, and gratefully acknowledge it; and not long before his death presented their kind benefactor,—Thomas Kinnersly, Esq., and his lady, (on the occasion of the fifteenth anniversary of the church),—the former with a Bible, mounted in solid gold; and the latter with a costly bracelet, in testimony of their gratitude for the benefits conferred upon them and their children.

It would neither be just nor right to close this report without saying a few words on the present admirable system by which education has been so much improved and extended under the salutary influence of the Committee of Council on Education. This school is most deeply indebted to the assistance received from the Government for its present efficiency and usefulness. Without that aid it never could have effected what it has done, nor have taken such a firm grasp upon the affections of the parents and children.

(Signed) F. Wade.

Enclosure.

Rev. Sir, Police Office, Burslem, 16 August 1856.

In reply to your communication of the 15th instant, respecting the crime and condition of Kidsgrove, it will, I am sure, be gratifying to you to learn that, from July 1846 to July 1856, there were but ten persons committed for trial. Two of those were travelling boatmen, and one was a servant in the employ of the railway company. There has been no committal for trial since June 1851—except the railway servant—and his offence was committed on the line. During the same period (ten years) there have been but five persons summarily convicted, two of those were boat boys. Breaches of the peace, drunkenness, or other cases for the police seldom occur. Your wakes—which took place last month—did not produce a single police case. The inhabitants of Kidsgrove are orderly and industrious. I do not know a place in the country where the population is so great, and employing such a large number of workpeople, so free from crime. During the time I have had the management of the police of this part of the country (twelve years in January next) I have always been pleased with the reports and the remarks respecting the education of the children at Kidsgrove.

I am, &c.

To the Rev. F. Wade. (Signed) Thos. Povey, Superintendent.

Wolverhampton, St. Paul's National School (Manufacturing Town). Established 1842.

(From the Rev. W. Dalton, Rural Dean.)

4 September 1856.

In reply to your inquiry What good effects we can trace to the influence of our schools? I think I can answer without difficulty that, amidst many discouragements and trials, we have had much to encourage us in the goodly influence of sound and Scriptural education both on *children* and *parents*.

The *former* have shown great intelligence and an improved tone of morals. We sometimes had to mourn over lads who have been committed to jail; but these few

have been occasional visitors to the Sunday school,—few, if any, connected with our daily schools have been before a magistrate. We have also remarked that the children have frequently attended church of their own will. We only require them to go to church *once* on a Sunday in their school order; and we have been grateful to find that many come to the second service of their own accord. Our *Confirmations* have also proved the benefit of early training. The candidates have been far superior to those who have grown up without these advantages, both in intelligence and their future conduct. The proportion of communicants is also larger in the young people of the schools, than in other classes of society. With respect to the *parents*, I may state a fact which the experience of many clergymen will, I am sure, confirm, viz., that the fact of having had the teaching of their children in our hands has been felt to be a certain bond between pastor and people. When we visit through a large parish of nearly 6,000 people, we always find the welcome more sincere in proportion as we had the children under our care. In many ways the instruction received at the school is conveyed into the family, and, whilst it influences the parents directly or indirectly, it certainly opens our way for pastoral visits and instruction. Indeed, I may add, that if I lost my school, I should be deprived of one of the most important instruments for doing good amongst young and old.

(Signed) Wm. Dalton.

Burton-on-Trent National School (Town). Established 1844.
(From R. Thornewill, Esq.)

19 August 1856.

The results arising from our schools are, as far as we can judge, satisfactory. Thirty of the boys have obtained good situations, either in the railway or in the breweries; and are many of them, holding important posts. Eighty have gone out as apprentices to good trades. Thus, we can account for about one-fourth of the boys. They have improved their conditions and standing, and are in the way to become valuable members of society. About 400 boys have passed out of our schools since I took the management. We can give but little account of the state of the remainder. Burton has a very fluctuating population, but we have the satisfaction of seeing many of them at times at church, and frequently a few may be found spending their evenings in the reading rooms of the Young Men's Society. The education given has, at any rate, borne fruit in an improved and less awkward manner amongst the boys in the district,—less swearing, less immoral conversation, less indecent scrawling on the walls, and an improved and more religious tone altogether. There has not in the last six years been more than one case of a boy educated with us being brought before the petty session either for felony or misdemeanor, and this speaks for itself. Both boys and girls are eagerly sought for as they leave the school, and we rather suffer from the requirement,—we wish they remained longer with us. The increased cleanliness of the girls is a great recommendation to them; and I am thankful to say no children can be cleaner than ours are. Our schools seldom number less than 650 or 700 on the books. I am sure their value is fully estimated in the township, and their efficiency appreciated. Not making it a point of insisting on the peculiar views of this or that religious party, but conscientiously instilling the truths of the Gospel, we are trusted by every sect with their children. Nor do we find that objection is made to the principles of the Established Church, which are never concealed or disguised in the school, care being taken that nothing is done to offend any party. I find this matter easily managed in practice—difficult as it may appear in theory. Moderation and forbearance is all that is required,—never losing sight of the important fact, that our object is to make sincere Christians and useful members of society.

(Signed) Rob. Thornewill.

West Bromwich, St. James' N. S., (Mining District). Established 1845.
(From James Bagnall, Esq.)

6 September 1856.

The schools in connexion with St. James' church have been in operation upwards of eleven years under the same master and mistress. Previous to that time there were no day schools connected with this church. From small beginnings they have gradually improved, and for the last year and a half have numbered

upwards of 300 children in daily attendance. Nearly 3,000 have been admitted during the time these schools have been in operation, and many children having left for other schools have been re-admitted. The financial condition of these schools is steadily improving,—the payments of the children having exceeded 135*l.* for the past year. Many have become pupil-teachers, two of whom are now certificated mistresses. Several have been sent as teachers to other schools. Two have obtained Queen's scholarships. *Very many* are *regular* attendants at church; and others are known to be good workmen; and at home in domestic life, good husbands, good wives, and mothers. This important information I have obtained after very strict inquiry. Having been for many years a resident magistrate in this district, I must say that, comparing the religious and moral character of its inhabitants *twelve* years ago with what it is at the present time, we have every reason to congratulate ourselves; and I cannot help thinking that this good result is very much owing to the beneficial influence of our large and important schools. It is well known that drunkenness is one of the prevailing vices of the mining districts, but I am glad to observe that in this respect a *very striking* improvement has taken place.

Perhaps one of the best proofs of this happy change for the better may be drawn from the far better observance of the Sabbath, and the much more regular and uniform attendance at the services of our church. As I have before stated to you that upwards of 3,000 children have been admitted into these schools since they were first opened, it is rather a striking feature and a beneficial result, which I cannot help connecting with the successful operation of these schools, that, to the best of my belief, after mature *consideration* and *inquiry*, not a single child who has been there educated has been summarily punished for any breach of the law.

(Signed) James Bagnall.

Messrs. Chance's Schools, near Birmingham, (Manufacturing District—Glass). Established 1845.

(From the Schoolmaster, Mr. Talbot).

Spon Lane, 26 August 1856.

Since the receipt of your circular of the 12th instant, I have made a great many inquiries with the view of assisting myself in the formation of an opinion of the moral and social effects of the education imparted in the above school since its opening in 1845. I shall not be able to give you statistics in support of every statement which I may advance, but in all cases I shall be guided by the results of actual inquiries or observation. Of 800 boys who have passed through the above school, a large number have remained in the school to the age of twelve and upwards. Such of these as have remained in the neighbourhood have been assembled from time to time for a treat in the school-room, and thus I have been enabled to keep up a connexion with them which has been of much use to me in my inquiries.

I am informed that our old scholars in their work give entire satisfaction to their managers and employers. There is a most observable difference throughout the glass-works between the educated boys and the uneducated. It is such a difference as cannot fail to strike even the most casual observer. * * * * *

In their *recreations* old scholars form a favourable contrast to those who are uneducated. They are more respectful to each other, more methodical in their games, and more trustworthy in the duties that devolve upon them. Of two cricket clubs formed this summer, the one composed chiefly of pretty-well educated boys, the other mostly of rough and ignorant youths; the former is playing regularly, and managing its financial affairs most successfully; whilst the other, having broken up within a few weeks of starting, has not yet returned me the apparatus which I purchased for it, nor paid anything towards the rent of its ground.

In respect of *dress* and *general personal appearance* our old scholars are, for the most part, all that can be desired. Many of them look models of neatness and propriety. Most of those whom I have occasionally met, on Sundays or holidays, look, in the absence of cigars, chains, &c., just how one wishes to see an English workman always look.

I am thankful to know that in several departments of the *works* here, as well as in other places, our old scholars are gradually making way. One, besides being a good practical chemist, is managing clerk in an extensive chemical works in the

neighbourhood, belonging to the Messrs. Chance. Another educated here till he was thirteen, has just taken ten prizes from a French college, and amongst them the first prize for drawing, in which subject he excelled whilst here. A lad of sixteen called at the school the other day, and observing a class drawing at the desks, voluntarily told me that his drawing, learnt at school, obtained for him 2*s.* more per week from his employer, a mechanical engineer, than he would otherwise have had. About a dozen old scholars are clerks in offices, chiefly in those of Messrs. Chance, and they obtain good characters without exception. One youth, who died two or three years ago, had earned for himself quite an extraordinary character by his amiability, his strict integrity, and his admirable business habits. His name is still affectionately remembered by his employers and fellow clerks.

I have been at some pains to ascertain whether any old scholars have rendered themselves *amenable to justice*, and having obtained permission to examine the book of charges at the police office for this district, I was unhappy enough to find that one had been convicted of theft, and summarily sentenced to a short imprisonment. He has since attended his work very regularly, and, from what I hear respecting him, seems a sincere penitent. In order to arrive at a definite conclusion as to the proportion of well conducted youths who have received their education here, I have taken the names of 100 boys admitted in 1845-6-7, and made some inquiries respecting each of them. I am enabled, with some degree of confidence to classify them thus:—

Well-conducted	61
Doubtful	15
Unsteady	6
Unknown	18
	100

The list from which the above classification was made contained none who had been less than one year in the school.

(Signed) F. Talbot,
Master of Messrs. Chance's School.

GENERAL REPORT, *for the Year* 1856, *by Her Majesty's Inspector of Schools, the* Rev. D. J. STEWART, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* CAMBRIDGE, HUNTINGDON, BEDFORD, HERTFORD, *and* BUCKINGHAM.

MY LORDS,

IN presenting this report, my first and most natural duty is to acknowledge the kind consideration of your Lordships in removing me from the Northern district to that which I now hold. I cannot sufficiently thank your Lordships for permitting me to make this change.

Review of district under inspection.

The district in which I am now employed consists of the five counties of Cambridge, Huntingdon, Bedford, Hertford, and Buckingham. The population, &c., of these counties is very considerable, and is given in detail in the following extract from the census tables of 1851 (Summary Tables, Table VI.) :—

HOUSES and POPULATION in 1851 in the Counties and Parliamentary Divisions of Counties, including represented Cities and Boroughs.

	Total No. of Members returned.	Houses.			Population.		
		Inhabited.	Uninhabited.	Building.	Persons.	Males.	Females.
Cambridge - - -	7	37,226	1,629	195	185,405	92,699	92,706
Huntingdon - -	4	13,285	632	64	64,183	31,933	32,250
Bedford - - -	4	24,678	661	127	124,478	59,941	64,537
Hertford - - -	7	32,573	1,188	207	167,298	82,831	84,467
Buckingham - -	11	33,196	1,206	98	163,723	81,074	82,649

A population of 705,087 souls represents a very large supply of children who ought to be under instruction. It has been estimated that, after making every possible deduction on account of sickness, home education, &c., one-sixth of a population ought to be found in the ordinary day schools which most localities furnish. One-sixth of the population of this district amounts to 117,514, but there is not the least ground for supposing that any such number of children is under instruction. In the returns made to the Census Commissioners in 1851, only 88,936 children were to be found on the books of all the day schools, public and private, in the whole district.

Description of Schools.	Cambridge. Population 185,405.				Huntingdon. Population, 64,183.				Bedford. Population, 124,478.			
	No. of Schools.	No. of Scholars belonging to the Schools.			No. of Schools.	No. of Scholars belonging to the Schools.			No. of Schools.	No. of Scholars belonging to the Schools.		
		Total.	Sex.			Total.	Sex.			Total.	Sex.	
			M.	F.			M.	F.			M.	F.
Day Schools - -	586	24,329	12,568	11,761	230	9,183	4,573	4,610	277	13,003	7,563	5,440
Public Day Schools	188	16,559	8,790	7,769	95	6,631	3,484	3,147	120	9,863	6,039	3,824
Private do.	398	7,770	3,778	3,992	135	2,552	1,089	1,463	157	3,140	1,524	1,616

Description of Schools.	Hertford. Population, 167,298.				Buckingham. Population, 163,723.			
	No. of Schools.	No. of Scholars belonging to the Schools.			No. of Schools.	No. of Scholars belonging to the Schools.		
		Total.	Sex.			Total.	Sex.	
			M.	F.			M.	F.
Day Schools - - - - -	554	23,373	12,322	11,051	475	19,048	10,848	8,200
Public Day Schools - - - -	244	17,507	9,558	7,949	195	13,743	8,393	5,350
Private do. - - - -	310	5,866	2,764	3,102	280	5,305	2,455	2,850

There were only 64,303 children returned as belonging to the public day schools in the five counties, and as the number in attendance is estimated at 79 per cent. of the number on the books, the number of children actually attending the public schools of *every description* was, at the date of the census, assumed to be about 50,700. Rather more than half the public day schools referred to in the census returns, that is to say, 516 out of 842, are represented as connected with the Church of England. It remains now to inquire to what extent your Lordships' Minutes have become applicable to these 516 cases. There are extremely few good schools to be found which are not liable to inspection. Every efficient school represents a considerable annual expenditure, and wherever that exists it is natural for the manager or managers to claim all that can be got from the Parliamentary grant. The number of schools in the receipt of annual grants may, therefore, be taken as a very just test of the educational efforts in operation in any given area. The following table presents a very fair analysis of the condition of the district to which this report refers. The schools entered in the column headed "Perma-

nently liable to inspection" are those to which some permanent grants had been paid up to the given date :—

—	Public Day Schools.	Supported by Church of England.	Permanently liable to Inspection, 29 May 1855.	In Receipt of Annual Grants, 29 May 1855.	In Receipt of Annual Grants, 31 Aug. 1856.
Cambridge	188	104	66	22	20
Huntingdon	95	51	37	9	9
Bedford	120	67	38	9	13
Hertford	244	164	75	22	31
Buckingham	195	130	58	16	20
	842	516	274	78	93

These figures show that, up to the 29th of May 1855, very little assistance from the Parliamentary grant had been sought by the managers of schools in the five counties above named.

Character of school premises.

In 196 schools the only sign of progress was some improvement in the details of building or fittings. Many of these buildings were erected at a time when little attention was paid to the plan or fittings of rooms intended for the instruction of classes of children. They are not, consequently, good specimens of school architecture.

Floors.

Thirty-six of the rooms referred to in the Tabulated Reports for this district for the year ending 31 August 1856 have brick or stone floors. I have had occasion to observe the injury done to the health of teachers who have had to stand daily for hours on stone floors. I have forwarded to the Council Office many certificates from medical men, attributing the break down of apprentices and teachers entirely to this cause. I am extremely thankful that so competent an authority as the Board of Health has pronounced this mode of building to be injurious to health, and I am confident that masters and mistresses of schools would very justly regret any relaxation of the regulations adopted by the Committee of Council to promote the substitution of wooden flooring for brick, stone, or concrete.

Outbuildings.

There is another of the details of school premises which equally requires the peremptory interference of your Lordships, in all cases to which the Parliamentary grants are extended. I allude to the construction of school offices. The arrangements which are often tolerated in school playgrounds would, in other circumstances, be condemned as inconsistent with health or decency. This is a point of no small importance. If a school is in good order, none of its details should shock the most fastidious criticism. It is the whole business of the school to reclaim children from the barbarities forced on them in their ill-built, ill-regulated homes. During the past year, I have been in school-rooms where the atmosphere was poisoned by the effluvium from the offices. The teachers have

complained that in hot weather the dwelling-houses and school-rooms are alike unbearable. The provision for ventilation generally adopted, however perfect in theory, are of so very little value in practice that they afford no relief. Nuisances of this kind ought to be removed by the adoption of some simple mechanical arrangements. The plan of every group of school-buildings ought to include, in all possible cases, a certain number of waterclosets. It cannot be denied that the children, for whose education the public grants are intended, are, from sheer necessity, familiarised with home-scenes which are powerful antagonists of the honesty and purity which every Christian school asserts. If, unhappily, the home of the mechanic's child wants all proper provision for the decency and comfort of humble life, it is the business of the school to show things as they ought to be.

Progress of Annual Grant cases.

In seventy-eight cases out of 274, attempts had been made up to the 29th of May 1855, to improve the quality of the instruction given, and to make the most of such assistance as your Lordships' grants furnish. In rather more than twelve months, the number of schools of this class has risen to ninety-three, which is, after all, a very inadequate provision for a district which extends from the Wash to the Thames, contains 2,982 square miles, and represents real property amounting to 3,839,549*l.*

CENSUS 1851.—SUMMARY TABLES. TABLES IV. and V.

AREA in SQUARE MILES and STATUTE ACRES, HOUSES and VALUE of the Five Counties of Cambridge, Huntingdon, Bedford, Hertford, and Buckingham.

Counties.	Area in Statute Acres.	Area in Square Miles.	Houses, 1851.			Value.	
			Inhabited.	Uninhabited.	Building.	Amount of Real Property assessed to the Property and Income Tax, for the year ended 5th April 1851.	Amount of Property assessed to the Relief of the Poor for the year ended 25th March 1850.
Cambridge	523,861	818	37,226	1,629	195	1,138,314	869,918
Huntingdon	230,865	361	13,285	632	64	389,677	305,751
Bedford -	295,582	462	24,673	661	127	566,029	418,693
Hertford -	391,141	611	32,573	1,188	207	870,179	736,116
Buckingham	466,932	730	33,196	1,206	98	875,350	711,049
	1,908,381	2,982	140,953	5,316	691	3,839,549	3,041,527

In Cambridgeshire the number of schools in the receipt of annual grants is decreasing; in Hertfordshire, on the contrary, the increase is greater than in any other part of the district. The employment of teachers holding certificates of merit has been discontinued at Bluntisham, Buckland, Swavesey, Pirton, and Leavesden. Two of these schools had apprentices who are now employed as domestic servants. There are other

schools to which capitation grants have been paid once, but where the managers are not inclined to comply with the general conditions on which these grants are continued. Their objection is, in many cases, inability to meet the large increase of annual expense, which generally attends such changes. This objection is a very just one in parishes where a clergyman can depend on no addition to his own contributions but the pence of the children and the subscriptions of one or two landowners who feel but slight interest in school matters. In parts of this district, where lace-making or straw-plaiting are universal employments, and where the population belongs entirely to the labouring class, the amount of capitation grant which could be claimed is so trifling, that it would not relieve, to any extent worth mentioning, the additional expense of employing teachers with certificates. There are several cases where schools are from this cause entirely shut out from all prospect of any annual assistance from the Parliamentary grant. It will be my business to refer to this feature in the district in another part of this report.

Working of Pupil-teacher system.

The number of apprentices employed in the district is not very large. There are seventy-seven males and eighty-one females, making in all 158 apprentices in 102 schools. Ten have been dismissed for misconduct or unfitness, three have broken their indentures, one has died, five have completed their apprenticeship and taken up other occupations, two have gone into service as domestic servants owing to the schools in which they were employed being closed, and fifteen have obtained Queen's scholarships. The candidates for apprenticeship that have come before me during the past year have been neither numerous nor well prepared. Many of them appeared to look on apprenticeship as worth seeking, provided it could be got without trouble, but they had no idea of making any sacrifice to gain it. Several of the apprentices who have been dismissed looked on their work much in the same light. They were content to fulfil their duties only so long as they did not interfere with the unrestrained gratification of their private follies. If apprenticeship were only a device for educating at the public cost those who cannot obtain such a boon in any other way, no fault can be found with its development in this district; if, however, it is the source for supplying teachers able to carry out the education proposed to this country by your Lordships' Minutes, the progress of the system requires to be far more carefully watched. In the greater part of this country the education of the working classes is almost a missionary work. Where wages are low, it is not surprising that children are hurried from school to work. There are hundreds of families in agricultural

counties where the question is how to feed the children. That point has to be settled first. The schooling comes next. Where wages are high, there is too often a recklessness of living which acts equally against the child's interest. So that, as a general rule, it may be said that working men have to be persuaded to send their children to the parish school. If money can be extracted from a child's labour, the parental anxieties are satisfied. Every school that is worth its name represents, therefore, a hand-to-hand fight with the employers of labour. To carry on a work like this, we want men and women of high principle and great technical skill. Brilliant acquirements are not so necessary as mental activity and earnestness. Teachers of this stamp are not to be had simply by asking for them. Good training would remedy the want, if it were bestowed on good materials; but the weak point in the apprentice system is, that it does not produce a supply of candidates to select from. Every inquiry that I make shows that in this, as in the Northern district, the stipends offered by your Lordships are insufficient. In many schools no candidates can be found except the managers are prepared to pay 5*l.* per annum to eke out the stipend conditionally offered by the Government. This offer has been made in two cases in this district. Candidates were brought from great distances, but ultimately declined to be examined, because the emolument was not sufficient to compensate for the work required from them. It is undoubtedly true that boys and girls would be better paid for less work in other employments. A boy who gets a situation as page in a gentleman's household is much better paid than an apprentice, who is expected to possess superior ability and greater aptness. Apprenticeship competes with nothing. It *secures* the services of those only who are unequal to competition in other employments. Every boy or girl who becomes an apprentice under the system in its present form is supported by the personal sacrifices of some relative or friend. The managers of schools have no power to select this or that child for training; they must take what they can get, or go without. Statements of this kind are generally met by a counter-statement, that the number of apprentices on the official registers is annually increasing. That fact is not to be denied, but it does not show how that number has been obtained, nor is it any guarantee that the public money is expended on young persons best qualified to receive it. I now ask your Lordships' attention to remarks on this subject addressed to me by the manager of one of the most useful schools this district can produce.

I have been led to think the stipend offered to pupil-teachers too small, from having observed that of the children who have left our school, those who have gone to day

labour, or into service, are far better off, in a money point of view, than those who have become pupil-teachers.

From instances that have come to my knowledge, I believe, that in consequence of the smallness of the pay of the pupil-teachers, especially during the early years of their apprenticeship, we lose every year many promising boys and girls who would otherwise become pupil-teachers. I can speak of some cases, in which I know this to be so. *Parents have said, "We cannot afford to advance any money, nor can we meet those expenses which the stipend will not defray."*

In all cases of pupil-teachers with whom I have had anything to do, the same difficulty has existed, of finding money to support them during the first years of their apprenticeship. The parents, generally, cannot advance the money. School managers frequently find it inconvenient to do so.

I think the stipend too small, from the fact that 10*l. for the first year, or* 3*s.* 10*d. per week, and* 12*l.* 10*s. for the second year, or* 4*s.* 9½*d. per week, is a sum inadequate to the maintenance of a pupil-teacher, which must include lodging, board, clothes, washing, and books.*

Pupil-teachers are not apprenticed till the age of thirteen or fourteen, and probably the parents have made some sacrifice to keep their children at school so long. At day labour or in service, children earn more at the ages of thirteen or fourteen than 3*s.* 10*d. or* 4*s.* 9½*d. per week, and less is required of them both in attainments and qualifications.*

I subjoin a few facts; first, about pupil-teachers whose circumstances I know; secondly, about scholars who have left our school. The latter instances are taken quite at random, for of many children I have lost sight, and many are well provided for, though I cannot state exact particulars.

1*st.*—PUPIL-TEACHERS. *Ages from* 13 *to* 18.

A. L., About 7*l. given to him by a friend.*	*His stipend advanced by school manager.*
W. P., 2*l. paid by a poor mother,* 5*l. lent to him by school manager.*	*His stipend advanced by school manager.*
S. J., Hard struggle to live on her stipend with a little help.	*Her stipend advanced by school managers.*
E. K., 7*l.* 10*s. given by her father, a labourer.*	*Her stipend advanced by school managers.*
W. V., From 10*l. to* 15*l. lent to him by a widow mother, being savings on wages, and withdrawn from a savings' bank.*	*The master boards the boy, and waits a year, therefore, for the money.*
C. R., Hard struggle to live on his stipend, with a little help from parents.	*Tradespeople with whom he boards give him credit for a year.*
S. W., 6*l.* 10*s. lent to her by the rector.*	*Rector advances her stipend.*
M.A.F., 7*l.* 10*s. laid by in weekly deposits by her parents. Farm bailiff.*	*School managers advance the stipend.*

Of the above, four of these pupil-teachers were educated at our school.

2*nd.*—SCHOLARS *who have left* —— SCHOOL *for labour or service.*

J. H., aged 13, *Page in a large house, clothes, lodging, food, &c., and* 5*l. wages.*
M. L., „ 15, *Under housemaid, food, lodging, &c., and* 4*l. wages.*
S. B., „ 15, 9*s. per week. Letter carrier.*
G. B., „ 12, *Day labour,* 4*s. per week.*
B. F., „ 15, *Day labour,* 11*s. per week.*
B. S., „ 16, *Stable lad,* 8*s. per week.*
J. K., „ 14, *Page, well provided for.*
S. S., „ 16, *Nursery maid, everything provided, and* 5*l. or* 6*l. wages.*
T. M., „ 8, *Labourer,* 4*s. per week.*
W. F., „ 11, *Labourer,* 6*s. per week.*
D. M., „ 9, *Labourer,* 3*s. per week.*
G. S., „ 12, *Labourer,* 4*s. per week.*
M.A.M., „ 13, *Teacher in a Girls' National School (well qualified to pass as pupil-teacher, but is too poor), has lodging, good food, washing, tuition, and books, and* 1*s. per week is to be added the second year.*

The Council Office arrangements are very good, but, if apprentices could have 15*l. every year, or rather begin with* 15*l. and go on to* 20*l., we should not lose so many of*

the well-qualified young people who are now carried off into other callings, not so much because of the higher pay they then obtain, but, because they cannot maintain themselves on their stipends.

In all the cases detailed in the above memorandum, it is clear, beyond a doubt, that this school has nothing to offer as a reward for those whose tastes tempt them to remain in its service. There is no school in this district where your Lordships' Minutes are more liberally met, and yet private charity has to step in to provide it with apprentices. It is false economy in any trade or calling to offer insufficient stipends. It is paying dearly for work imperfectly done. Thus, for example, out of the thirty-six apprenticeships which have been closed in this district in the year ending August 31, 1856, only fifteen Queen's scholars have been obtained. As there is no certainty that these fifteen scholars will turn out good teachers, or that they will continue in the calling they have adopted, it is quite open for consideration whether the money expended on these thirty-six cases would not have been more profitably spent on half the number of candidates of another class, *i.e.*, on candidates more carefully chosen, and having had a better previous education.

Supply of apprentices to training colleges.

The training colleges suffer from the difficulty of finding efficient apprentices even more than elementary schools. They have no choice but to be anxious competitors for the few candidates for admission annually eligible. They receive very slight support from the country at large. They cannot afford to reject students who show no fitness for school work, and they thus send out yearly, as specimens of training, young persons who have really mistaken their calling, and who produce that dissatisfaction with normal education which school managers too often express undisguisedly. The training college at Hockerill may, with justice, look to this district for its supply of students, but there are only four girls in the five counties who will be eligible at Christmas 1856. If ten neighbouring counties are taken, the account stands thus, as far as Church of England schools are concerned:—

	Female Apprentices eligible for admission at Christmas 1856.
Cambridgshire -	3
Huntingdonshire -	1
Bedfordshire -	0
Hertfordshire -	0
Buckinghamshire -	0
Carried forward -	4

	Female Apprentices eligible for admission at Christmas 1856.
Brought forward -	4
Norfolk -	5
Suffolk -	5
Essex -	5
Kent -	5
Berkshire -	2
	26

Norfolk and Suffolk naturally furnish the supply for the Norwich training colleges. If Middlesex and Surrey are reckoned, the number eligible from twelve counties is seventy. From this total must be deducted, 1, those who do not com-

pete at all; 2, those who fail. For argument's sake, let it be supposed that all compete, which never is the case. The failures last year were no less than forty-six per cent. If this amount of inefficiency is taken as a guide in judging of the probable results of the examination at Christmas 1856, there will be 32·2 Queen's scholars from twelve counties, to be divided among *all* the training colleges for girls within reach of this area. Twelve months ago the possible supply of students from the apprentice system to the Hockerill training college stood thus in the twelve counties, of which it may be taken as a centre. In ten counties there was an average of 2·1 apprentices in their fifth year; including Middlesex, there was an average of 3·45. Taking the Queen's scholars for ten counties, the average was 1·8 for each county; with Middlesex, the average was 3·09 Queen's scholars for each of eleven counties; that is to say, that eleven counties, including *the Metropolitan county,* furnished only thirty-four Queen's scholars, a number which could easily have found accommodation in one of the large and long-established London training colleges. It seems evident that such results were not expected, for in an explanatory circular to Her Majesty's Inspectors on the Minute of 23 July 1852, the tendency of the employment of assistant teachers "*to check any excessive increase in the number of pupil-teachers*" is pointed out. So far from this caution being necessary, it appears that the supply is in all respects deficient.

Practical working of Minute of 23 July 1852.

In bringing forward facts which show, as these do, a failure in the supply of students to training schools from that particular source which was said to be likely to fill them inconveniently full, I beg leave to ask your Lordships to consider also the practical working of the Minute of 23 July 1852, which enables apprentices to obtain employment as assistant teachers, with annual stipends of 25*l.* per annum in the case of a male, and 20*l.* per annum in the case of female assistants. This Minute appears to act, so far as it acts at all, against both training and elementary schools.

In the circular addressed to Her Majesty's Inspectors on the 26th of November 1853, the advantages, and even the absolute necessity, of special training in normal colleges are thus stated:—

"*There are very few who maintain the sufficiency of a single year's training in a normal college, and those who do so dwell chiefly on the effect which the necessity of remaining for a second year will have in diminishing the supply of teachers.*

"*My Lords consider that this objection is overruled by other considerations. The Minutes of* 1846, *contemplate three years as the period of training, and their Lordships do not now regard such a term as excessive.*

"*In proportion as the pupil-teachers come to form the body from which the class of schoolmasters and schoolmistresses is to be recruited, it becomes of increased importance to give effect to normal training.*

"*These young persons are drawn, for the most part, from very humble homes; they*

have learnt the routine of teaching, and a few elementary subjects in the day schools where they have served their apprenticeship; but the first, and very often the last, point in their career, at which they are brought into intimate and domestic contact with persons of superior cultivation, and are obliged to conform to a higher standard of manners and habits, is in the normal college. My Lords, therefore, have fully determined to place some encouragement (both as regards the college and the student), on the side of training, except in the cases herein-after mentioned, for more than a single year."

It is plainly admitted in the above extract that special training in a normal college is essential for all apprentices who intend to be teachers. Apprenticeship is merely a preparatory step. I do not think the importance of this view can be overrated. The larger the Parliamentary grants to schools, the greater should be the security that such schools are in competent hands. If the superiority of trained over untrained teachers were shown unmistakeably, there is a greater probability that increased efforts would be made to employ them. But the Minute of 23 July 1852, to which I have referred, may be presumed to prevent that further and necessary training so strongly insisted on in the circular last quoted. It offers the attraction of an immediate salary of 25*l.* or 20*l.*, in place of a period of two years' residence in a training college, where personal expenses must be incurred; and at the end of three years the assistant teacher is allowed to sit for a certificate of merit. An apprentice who fails to pass the examination for Queen's scholarships may obtain employment under this Minute, and be, so far as pay is concerned, better off than those who have gained scholarships with credit. The result appears to be, that while your Lordships admit the importance of apprentices passing through training colleges, that they may gain that practical skill which apprenticeship does not at present give them, the Minute relating to assistant teachers provides a way by which an apprentice of inferior ability may obtain all the benefits of a certificate of merit only one year later than a fellow apprentice, who has been under training as a Queen's scholar for two years, the former having been at the same time in the receipt of pay from the public funds during three years. So long as your Lordships granted only a limited number of scholarships, this Minute was a means of employing apprentices for whom no scholarships could be found. As your Lordships have removed the limitation of "25 per cent. on the total number of students who shall have been resident in each training college for one year and upwards at the date of the examination" (Minute of 25 July 1850), it seems most desirable that the present arrangements for the employment of assistant teachers should be brought to a close.

Industrial employment;—

Industrial work is part of the daily employment of the children attending the schools at High Cross and Woodhill, and is also connected with the school at Hertingfordbury.

The boys at High Cross are all free scholars; they are paid one penny per hour for the cultivation of about an acre and a half of land adjoining the school. The produce of the land is sold for the benefit of the school. Each boy has a small garden, the produce of which he sells for his own benefit. This is one of those cases in which an attempt is made to educate the children of the working class by paying them for coming to school; to what an extent the offer is appreciated by those for whose benefit it is made by Mr. Puller of Youngsbury, is shown in the following table. This return refers to forty-nine boys whom I saw in the school. High Cross:

Class.	Number Present.	Average Age.	Farmers' Sons.	Mechanics' Sons.	Tradesmen's Sons.	Labourers' Sons.
I.	14	11·07	1	4	2	7
II.	15	9·52	1	4	5	5
III.	20	7·6	0	3	1	16
Total	49	9·4	2	11	8	28

It will be observed that the third class is the only one composed of labourers' boys chiefly, and that the average age of this class is only 7·6 years.

At Hertingfordbury, no boy under twelve years of age can be employed by Lord Cowper's bailiff unless he attends school three days a week, and can produce a ticket of such attendance, signed by the schoolmaster. Six boys have gardens rent-free, which are to be cultivated by spade entirely, under certain regulations, as to cropping, &c. The boys find seed and manure; each boy has the profits of his garden produce. Three girls at fourteen years of age are annually allowed to enter Lady Cowper's Female Servants' Institution, if their attendance and general conduct, while in the school, has been satisfactory. They are trained, under a resident matron's charge, in all household work, such as cooking, baking, washing, and such housemaids' employment as the institution furnishes. At the end of one and a half year's residence, situations are found for them. The institution was opened in 1846, and forty girls have gone out to service since that date. Five of these girls have married, two have died, and four have unfortunately been unable to resist the temptations to evil which have come in their way. Hertingfordbury;

The industrial work at Woodhill, in a school built and supported by Miss Franks, will be best understood from the following memorandum, drawn up by the schoolmaster. Woodhill.

INDUSTRIAL WORK, WOODHILL SCHOOL.

The whole extent of ground belonging to the school, measures about one acre, three roods.

One acre is cultivated as a field.

Two roods are cultivated as a kitchen garden.

One rood is occupied by buildings, playgrounds, flower-beds, and shrubberies.

Twelve boys are employed for one hour daily, under the superintendence of the master and two apprentices, in cultivating the above pieces. Each of the superintendents has two or more boys, as may be required, under his especial care during the appointed hour.

The industrial work forms a part of the school education, as much as any other lessons, and the boys derive no further advantage than the instruction given.

The apprentices have gardens of their own, which they rent. They grow sufficient vegetables for their own use.

The industrial work has been done, during the past year, between three and four o'clock, p.m., after the younger children have gone home. This has been altered very lately to 12.45 to 1.45 p.m. between morning and afternoon school, which works much better.

Household Work.

Five girls have been regularly employed for one hour daily during the past year in sweeping, scrubbing, and otherwise keeping tidy two bed-rooms, a kitchen, and sitting room occupied by the apprentices, the school-rooms, cloak-room, and the master's house.

Once or twice in each week they are taught cooking, how to make pies, puddings, &c. for the apprentices who live on the school premises. They also wash all dusters, towels, &c.

These girls work under the direct superintendence of the mistress, who is the master's wife, and one female apprentice, who is the master's sister. The female apprentice takes a full share in all household employments. The girls work during the same time as the boys, and on the same terms.

The number of girls instructed in household work has been increased from five to twelve.

Summary of Registers.

Farmers' Children.		Mechanics' Children.		Labourers' Children.		Total.		Class.	4.	5.	6.	Average Age.	
												B.	G.
B.	G.	B.	G.	B.	G.	B.	G.	I.	19	17·1	4·75	12·753	12·791
								II.	15	13·3	4·44	9·7	8·975
								III.	17	14·2	4·176	7·217	7·31
6	5	10	4	26	35	42	44	IV.	20	15·4	3·85	5·1	5·625

Quarter	Average No. present.	No. present at all.	Average No. of days per week on which each Child has been present.	No. on Register.	School Pence.
					£ s. d.
Beginning Oct. 29, 1855, Ending Jan. 26, 1856	44·9	53·833	4·078	73·833	7 18 5
Beginning Jan. 28, 1856, Ending April 26, 1856	52·208	59·25	4·228	68·833	8 0 4
Beginning April 28, 1856, Ending July 26, 1856	60·97	71·307	4·335	84·154	9 13 7
Beginning July 28, 1856, Ending Nov. 1, 1856	62·65	69·4	4·381	78·4	9 19 2
Result	55·182	62·697	4·244	76·306	35 11 6

Average attendance	1851	42·6	
" "	1852	44·3	
" "	1853	44·	
" "	1854	50·	
" "	1855	51·	
" "	1856	55·	

31 *July* 1856. (Signed) J. Rossiter, Master.

This is a school which has very deservedly extended its reputation beyond the confines which usually limit the influence of such institutions. It was begun without anything to support it beyond its merits as a school. It was filled during the first year of its existence, and has since had an annual increase in the number of scholars. Whenever I have been at Woodhill, the rooms have been inconveniently crowded. The children of farmers and labourers are sent to board in the neighbourhood that they may attend the school, and Mr. Franks has very lately offered a large cottage to the master's sister, that she may receive as boarders the daughters of farmers, from whom applications have been received. The payments received in mere school fees, apart from payments for books, &c., amounted to 41*l.* 9*s.* 10*d.* for the year 1856.

A good deal of attention is given to needlework in this school, and a record of work kept on the following plan.

WORK REGISTER.

1856.	Names.	January					Work done.	—	Total Attendance.	
Class.		1st	2nd	3rd	4th	5th			Week.	Day.
1	A. B. C. D. E. F. . . .	. . .	. . .	. . .	. . .	.	Six shirts (calico) for men.			
2	A. B. C. D. . . .	. .	. .	.	.	. .	Four calico shirts for boys, marking.			
3	A. B. C. D. . . .	. .	. .	. .	. .		Skirts of twelve babies' frocks, learning to mark.			
4	A. B. C. D. . . .	. .	. .	. .	.	.	Hemming twenty strips of calico.			
	Number present daily.									

Each page is ruled for four weeks. The specimen shows the marks for five days, or one school week.

"*The needlework in a small school even,*" *Miss Franks observes,* "*is a very difficult matter, and is everywhere a most important one. Too often it is regarded by trained mistresses as a sort of something which takes care of itself. They, therefore, bestow very little thought or time upon it, whereas it takes and requires a great deal of time, much skill, and unwearied industry. I very much doubt whether any mistress can attend thoroughly to the needlework, cutting out, and preparing, who also has to instruct apprentices, carry on the ordinary work of a school, and attend to her own house. Far, far too much is required of the young schoolmistress, and the needlework is just one of those things in which she ought to have considerable help, because it requires so much time to prepare and arrange it. If it is not well prepared and arranged, the labour of the girls is wasted, and they receive little or no instruction. Many girls, therefore, leave school without having ever been taught to work, though they may have*

been made to do a certain quantity of bad hemming and sewing. I have not got the needlework in our school to a high state of efficiency, and I find myself surrounded with difficulties, but the plan that has answered the best is this:—A register is kept of the work done in each week, the register being filled up daily. This shows that the work is done, that, beginning with the simplest stitches, the children are carried on through the various gradations, till they know how to make, cut out, and put together all the things they have been taught to make. Only a certain number of the girls work at a time, thus the mistress has more power of attending to them. Every girl works three or four times during the week for two hours each time. I think three times sufficient if they are well taught, and habits of industry inculcated. All the work done at our school is paid for at the full price, and this goes towards the support of the school. The children know that they earn money for their school. The profit on the needlework has been as much as 10l., and one year was 12l., but I sometimes do some of the work myself, and prepare and tack a great deal. In a large school, the profit on the needlework would pay a needlewoman to cut out and prepare, at least I have a theory of this kind, founded on my experience."

Irregularity of attendance, and age of children, in elementary schools.

Throughout the district, schools suffer, with scarcely an exception, from great irregularity in attendance, and the early age at which children go to work. These circumstances keep down the standard of instruction, which might otherwise be maintained, and limit the number of schools to which capitation grants afford any help. When I draw attention to irregular attendance, it must be understood to include, not merely the number of weeks during the year in which children do not attend school at all, but also the habit of coming when half the morning lessons are over. At Amwell, the school begins at 9.30, and at Walkern at 10 in the morning, in order to enable the managers to insist on punctuality. At Amwell, in addition to making 9.30 the school hour, money is given to those who attend regularly a certain number of days; in other words, their punctuality is paid for. In three schools I found the doors shut at nine o'clock, the nominal hour for commencing, and neither teacher nor scholar in sight. These were cases of simple inspection, in which the notices of my proposed visit had, fortunately as I think, miscarried, and none of the preparations could be made which are but too common on these occasions. I have been in the girls' school at Hitchin on two occasions when only thirty-seven girls were present at prayers, though the numbers rose to seventy, and eighty-one, by the time the registers were called. In fact, this seems the character of the attendance in most schools, where I have been able to observe it, as at Wisbeach, Stortford, Cambridge, Hertford, Weston, Huntingdon, &c. In nine schools, where I made a note of the attendance, 472 children were not present till the greater part of the Scripture lesson was over. As apprentices are granted in proportion to the average attendance for twelve months, it is the interest of managers and teachers to delay calling over the segisters till the morning and afternoon school is half over. In rome cases the entries are made from memory at the end of the day, in some cases at the end of the morning and afternoon work, and in others at eleven o'clock and three o'clock. It

would be scarcely worth while to take registers twice in the morning and twice in the afternoon, in order to see how far the discipline of school ensures punctual attendance, because, in any well-regulated school, to come late is to break the established rule, and is visited with some penalty or other; but it would be a great improvement if the managers in a district would agree to record the attendance at one and the same hour twice a day. I regret that I have not been able to obtain any special return of the average period per annum of each child's attendance in the schools in the receipt of annual grants. As a general rule, no registers of attendance have been kept from which such results can be obtained. If the school managers with whom I have to act would allow me to suggest the introduction of the Durham registers into the schools under their charge, it would not be difficult to collect trustworthy returns which would show plainly to what extent our school system is meeting with the support of that class for which it is primarily intended. It is in my power to give a detailed account of attendance at some few places in this district. At March the school is free, and the trustees are in favour of gratuitous education. The mistress of the school stated that the names of some girls, who had never been three months at school, had remained for three years on the registers. The master stated, as the result of very many years' experience, that although the names of boys remained on the registers for seven years, their actual attendance in that period did not exceed 1·5 years. On the 1st May 1856 there were 176 boys at work in the fields, out of 266 on the register. At Aspley Guise, a mixed school, where the average attendance for the year was 113, the average number of days, per week, attended by each child during the past year was 2·908, and the average number of days, per year, attended by each child was 133·768. At Waddesdon the average number of days, per year, attended by each child in a mixed school, with an average attendance of 105, was 168·5. The school days were 230. The attendance at this school is kept up by money prizes, offered by the clergyman, to whom the school owes its existence. He has adopted the following scale:—

Want of comprehensive registers.

		s.	*d.*
Class I.	First prize for best attendance	10	0
	Second prize (two prizes)	5	0
	Third prize (two prizes)	2	6
Class II.	First prize	5	0
	Second prize (two prizes)	2	6
	Third prize	1	0
Class III.	First prize	2	0
	Second prize	0	6
	Third prize	0	6

The average age in Class I. was 11·2 years, both age and attendance having improved since the adoption of this prize-

scheme. The standard of instruction in this school appears to be above what is commonly found in purely agricultural localities. At Silsoe the girls profess to attend only four days a week. At Ampthill girls are sent (nominally) for two hours every morning to the ordinary course of lessons, on condition that the rest of the day is given to straw plaiting. These girls pay 2*d.* a week to the plaiting mistress, and work with her from six in the morning till six in the afternoon during summer, and from nine in the morning till nine at night in winter. They set no value on needlework, and there is very great difficulty in getting them to attend during the two hours' ordinary school work. The parents look on the school as a necessary evil. It is not uncommon, in small villages, to find five or six plaiting schools, where children are confined for twelve hours a day in the most pestilential atmosphere conceivable, and where 2*d.* a week is paid for the supervision of each by some woman who is supposed to be a skilful plaiter. At Pirton children attend school on condition that they plait during their lessons. At Luton and Dunstable girls are completely absorbed by the straw-bonnet trade, and grow up without any of the instruction which schools would supply. The only school at St. Alban's which claims any annual assistance from the Parliamentary grant is an infants' school. At Hockerill, the average number of days, per week, attended by each child present at all, for the quarter ending 5th April 1856, was only 3·8 days, and for the quarter ending 5th July 1856, it was 3·7 days. The return of the age of the children is equally unsatisfactory:—

	Present.	Average Age.
Class I.	18	9·7
„ II.	15	9·2
„ III.	17	8·4
„ IV.	13	7·7

This school is attached to the training college, and of course receives far more attention from the manager than is usual in ordinary cases. In thirty-nine schools in the receipt of annual grants in this district, the average age of the children in the first class was only 11·3 years. At Comberton, the age in Class I. was 8·9 years, at Colney it was 9·2.

School discipline not very satisfactory.

As children attend school in this random fashion, they bring with them the loose habits of the lanes and fields, in which they are free from control. Pushed prematurely into the world, they soon pick up enough of what they see about them to provide for their own convenience and self-preservation. They think it right to reach these ends by the shortest possible cuts. What they call honesty out of school, they call honesty in school. It is much easier to copy from a neighbour's slate than to work independently. If the fraud is detected, the disgrace is not felt very keenly. If the penalty

is heavy, it is to them a relief that the next week will bring the liberty of "bird keeping." They know perfectly that the length of their attendance at school is bounded by those almost barbarous notions of the practical worth of education which run through the working class. "It is not for the sake of *saving a penny* per week that a child is transferred from the school to the factory or fields, but for the sake of *gaining a shilling or eighteenpence* per week; and the mere opportunity of saving the penny by sending the child to a free school would not restrain the parents from making a positive addition to their weekly income, if the absence of the child could ensure it."—*Census* 1851, *Report* xxiii. Every man "takes himself and his own social *status* as the standard up to which he purposes to educate his offspring." A labouring man looks forward to a long day of burdensome toil, brightened by very few gleams of sunshine and rest. He knows the value of that handicraft alone by which he gains his bread. The child has to work side by side with the man so soon as its little limbs can in any degree handle the tools with which they are over-tasked.

"The children of the mercantile community are thought to have completed their instruction when they have become adapted for the counting-house; the sons of tradesmen when they have been fitted for apprentices; the sons of all engaged in manual industry as soon as they possess the manual strength and skill required for such pursuits. This, probably, is very false philosophy, but practically, it is to be feared, the length and character of the education given in this country to the young are regulated more by a regard to its material advantage, as connected with their future physical condition, than by any wise appreciation of the benefits of knowledge in itself. It is hardly, therefore, matter for surprise, although, undoubtedly, it is for lamentation, that the working classes, seeing that the purely mental training which their children pass through in the present class of schools can rarely exercise an influence upon their future temporal prosperity, and having, for some generations past, been tutored not to look *beyond their station*, should esteem a thorough education of this character to be not worth the time and money needful for its acquisition."—*Census of* 1851, *Report* xli.

These are conclusions, which all that I have been able to observe in the northern district and in that with which I am at present connected, entirely confirms. It is not education that is sought for children, but employment.

Schools filled to a great extent by children of middle class.

But even the average age of 11·3 years, which I have mentioned, could not be maintained without the children of the middle class who frequent the schools to which this report has reference. It is my impression that the number of children of the strictly labouring class attending parochial schools annually decreases. The gross average attendance is made up by children of the middle class, who avail themselves largely of the schools in the receipt of Parliamentary grants. In thirty-one schools in the receipt of annual grants, I saw 3,505 children. Of this number, only 1,629 were children of the labouring class; the others were children of farmers, small

shopkeepers, farm bailiffs, household servants, college servants, petty tailors, shoemakers, &c., many of whom are, no doubt, worse off than labourers in full work. There can be no objection to the admission of the children of this class to the schools annually aided by the public funds, but if it appears that they form so large a proportion of the scholars who are found in them every day, and on account of whose attendance apprentices and capitation grants are paid, it explains in some measure the great difficulties to be overcome in maintaining efficient schools in remote agricultural spots, where none but farm labourers are congregated together. The materials on which this statement is founded were given in some cases by the manager of the school, in some by the schoolmaster, and in some I was able to verify the classification by going through the school registers with the master. The social position of the children who compose our parochial schools is, of course, very variable, but I believe the specimens which follow are very fair samples of the majority of cases.

CRANFIELD, BOYS' SCHOOL, 1856.

No. of Class.	Present at Inspection.	Average Age.	Farmers' Sons.	Tradesmen's and Mechanics' Sons.	Labourers' Sons.	Totals.
1st	12	12·3	8	4	–	12
2nd	12	9·7	3	5	4	12
3rd	15	8·5	3	7	5	15
4th	17	7·25	2	6	9	17
Totals	56	9·44	16	22	18	56

REVEREND SIR, Cranfield School, July 1856.

IN making out the enclosed table, I was so struck with the meagre proportion of children of the labouring class (I ought to have said, children of agricultural labourers), that I have been induced to carry back the investigation, so far as regards my first class, through the whole period of my mastership in this school. The result is appended, and I take the liberty of forwarding it with the form which you required.

I am, &c.

The Rev. D. J. Stewart,
Her Majesty's Inspector of Schools.

(Signed) JAMES BRINE.

FIRST CLASS.—1848–56.

First Class, On the Books.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.
Farmers' sons - -	6	5	5	7	10	7	7	6	8
Tradesmen's and Mechanics' sons -	3	4	3	4	5	6	7	6	6
Labourers' sons - -	2	2	3	3	–	–	1	2	–
Totals - -	11	11	11	14	15	13	15	14	14

July 1856.

It appears from this, that at Cranfield school, during the last five years, only three boys, sons of labourers, have been on the register of the first class, and that in the year 1856 only four boys of that order are to be found in the second class, though the average age is only 9·7 years. At Marston, the first class contained twenty-seven children whose parents were, with one exception, farmers or tradespeople. One girl, whose father was a labourer, was in this class. Out of forty-six children in Class I. and II., only five were children of the labouring class; the parents of forty-one were farmers or tradespeople. The return from Cheddington school is a very good illustration of the difficulties which beset elementary education in country parishes.

CHEDDINGTON SCHOOL.

From July 1855 to July 1856.

Quarter ending	No. on Books.			Highest weekly Average.	Lowest weekly Average.	Average for Quarter.	Average No. of days attended by each Child.	Average No. sick.
	Boys.	Girls.	Total.					
October 1855 -	97	41	138	72 1	39·8	53·8	4·1	1·4
January 1856 - -	75	28	103	52·4	38·5	45·5	4·2	1·1
April 1856 -	65	27	92	44·9	31·0	37·5	4·1	1·1
July 1856 - -	62	22	84	39·5	21·3	33·5	3·9	0·3

DAY OF INSPECTION.

Class.	Number Present.			Average Age.	Labourers' Children.	Children of Farmers and others.
	Boys.	Girls.	Total.			
I.	5	0	5	9·5	0	5
II.	4	2	6	8·6	0	6
III.	7	4	11	8·3	0	11
IV.	15	2	17	5·0	6	11

The school at Guilden Morden was composed of children whose age and condition is set forth in the following table :—

Class.	Present.	Average Age.	Children of Farmers.	Children of Tradespeople.	Children of Labourers.
I.	22	10·6	8	10	4
II.	19	7·9	4	4	11
III.	24	8·7	4	11	9
IV.	22	6·9	3	4	15
V.	22	5·4	–	5	17
VI.	22	4·9	1	6	15
VII.	22	4·	–	2	20
	153	6·9	20	42	91

Eighty of the children, *i. e.*, more than half the number present when the official inspection of this school took place, were infants just returned, after having been absent for the whole winter. These returns are, one and all, illustrations of a social fact which deserves very careful attention; they represent the result of the increased employment of child-labour. There are farmers in this district who employ no adult labourers during the greater part of the year. The silk factories at Aylesbury and Tring, envelope making at Hemel Hempstead, paper mills at Langley or Wooburn, all combine to darken the childhood of the poor with the cold atmosphere of unending work.

Difficulty of maintaining efficient schools.

The few facts thus brought together force into prominence the difficulty already mentioned, of maintaining in remote agricultural places the means of good education. Yet it may be said, without fear of contradiction, that these are the very spots where schools of the highest order ought to be maintained at any cost. Those who have had experience of parochial duties in remote unfrequented villages cannot look without a wide compassion on the sins which are the natural bondfellows of the indigence and seclusion in which they helplessly lie. In many of those places vice has become indigenous. The children who walk the fields, starved by neglect, grow up to manhood slaves of ignorance, crushed by unremitting toil into mere passive instruments of labour. They cannot turn to their own hearts to know what to do and what to avoid, for they have never learnt to commune with the inspiration of a life higher than that in which they are but the tools of animal instincts. Capitation grants were originally intended as aids in supporting schools in such places. The first payments of capitation grants are made with great allowances for imperfect school registers, and without insisting on any great ability in the teachers. They are merely public donations for the improvement of schools. Yet, under circumstances so favourable to school-managers, it appears that in 900 schools in rural districts connected with the Church of England, in England and Wales, only 29,437 children had attended 176 days, in the year, ending 31st December 1855.—*Minutes of Committee of Council on Education*, 1855–6, *p.* 140.

This return proves too clearly what has been said already, that very few elementary schools in rural districts even pretend to any great efficiency, and that the children attend them with such irregularity that very little progress can be made in their mental development. If any well-matured system of education were operating in this country, the whole grant would be insufficient for the demands of the one district to which this report refers. But, further, no conclusion can be

drawn from these figures that education is making its way among the labouring class, because the parentage of the children referred to is a matter of uncertainty. The observations of one inspector may be too limited to be taken as a guide on such a point, but as far as mine have extended, they prove conclusively that the children who attend our elementary schools best are not from the labouring class. At Cheddington, the schoolmaster's return shows that the school was composed of the children of farmers and small tradespeople. The last capitation grant paid to that parish was 4*l.* 13*s.* only, though in some quarters 138 children are on the books of the school. If, as I have already stated, out of 3,505 children, in 31 schools, only 1,629 belonged strictly to the labouring class, the official return in the Minutes of 1855–6 cannot be called a satisfactory one. If one half the children for whom capitation grants were paid in 1855 belonged to the labouring class, that is as large a proportion as I should expect. If these facts represent in any degree the circumstances of other districts in England, it becomes a question whether any great amount of school extension is at all probable. Large schools in towns may become self-supporting, because the children of the middle class or of highly-paid artisans can afford to attend school for longer periods, with greater regularity, and at comparatively high rates of payment. But how is education to be provided for the thousands of poor parishes which are found in England? The poor and ignorant are the very people who require, more than others, the help that a simple though sound education furnishes, but their poverty prevents them from providing schools, even if they wished for them, and their ignorance of the value of instruction makes them content to sink lower and lower in the scale of social life, and to grudge to pay for what they cannot appreciate. In connexion with this inquiry it must be borne in mind that the working expenses of a good country school are not less than those required by one in a town. It is cheaper, on the whole, to maintain a mixed school, and I am fully persuaded, from experience as a school manager, that the moral value of the mixed system is higher than that in which the sexes are separated. But to carry out this scheme a master and mistress ought to be constantly present in the school-room. This involves an outlay of 100*l.* per annum at the least. The inquiry of every manager is, naturally, what aid can be looked for from the Parliamentary grant? In theory the capitation grant meets the expenditure liberally; in practice the reverse is the case, for the attendance of children in agricultural parishes is so irregular that next to nothing can be claimed. For example, 1*l.* 10*s.* will be the grant paid this year to a well-ordered school in this district with, 123 children

on its register. Practically the whole burthen of the schools of this class falls on a few liberal supporters. There are many schools which require annually from some single contributor 100*l.* or 150*l.* Now where the landowners will do nothing to assist a clergyman whose official income is 108*l.* or 138*l.* per annum, and where the population is really a poor one, I am at a loss to see how the expenses of schools are to be met. In many parishes like those I have referred to it would be possible perhaps to maintain a school under a mistress with a certificate of merit, but since your Lordships refuse to pay even the small amount of capitation grant which might be claimed in such cases, unless the population is under 600, the result is that no annual grants reach the locality. These difficulties in the maintenance of schools are brought under your Lordships' notice at the request of many of the clergy, who are quite willing to bear a large share in the annual charges of parochial education, but are not in a condition to meet them single handed. They represent that country parishes require to be dealt with specially. The argument used against the extension of aid to schools in general, or to country schools in particular, is the importance of encouraging voluntary efforts. It is replied, that if a special rate of aid to agricultural places were once admitted, the same rate would soon be claimed and secured for towns. Admitting the justice of this view, however, it does not follow that an increase of the grants in aid of annual cost of schools would leave no room for voluntary exertions. Moreover, the State must make her own voluntary efforts before she can ask for those of her subjects. It is beyond all doubt that at this time the support of efficient schools in country parishes is a difficult and complicated question. It is equally clear also that while we are waiting for voluntary efforts to meet the case, the result to the State is the same. One generation is handing over to another a great difficulty, regardless of the consequences. It would be wiser for the people of this country to look such a difficulty in the face. Men of the highest judicial position in England, practised in weighing evidence, experienced in tracing out the causes of given results, and not likely to be led astray by enthusiasm, have placed on the records of Parliament their decision that the decrease of crime must be looked for in—

"The good that may be hoped from education, meaning thereby a sound moral and religious training, commencing in infants' schools, and followed up in schools for older pupils. There seems, in the general opinion, to be no other means that affords even a chance of lessening the number of offenders, and diminishing the atrocity of their crimes.

"The Committee, therefore, deem that they should not be discharging their duty if they did not earnestly press these momentous subjects upon the attention of the Legislature. Without raising any speculative questions on the right to punish those whom the State has left in ignorance, *it may safely be affirmed that the duty of*

all rulers is to prevent as far as may be possible the necessity of punishing, and when they do inflict punishment to attempt reformation."—*Report of Committee of House of Lords, appointed in* 1847.

Such recommendations, so plainly and forcibly stated, give every encouragement to those who, while taking their share in raising up a better spirit with respect to national education, look with patriotic anxiety for—

> " The coming of that glorious day,
> When, prizing knowledge as her noblest wealth
> And best protection, this imperial realm,
> While she exacts allegiance, shall admit
> An obligation on her part to *teach*
> Them who are born to serve her and obey;
> Binding herself by statute to secure
> For all the children whom her soil maintains
> The rudiments of letters, and inform
> The mind with moral and religious truth,
> Both understood and practised; so that none,
> However destitute, be left to droop,
> By timely culture unsustained; or run
> Into a wild disorder; or be forced
> To drudge through a weary life without the help
> Of intellectual implements and tools,
> A savage horde among the civilized,
> A servile band among the lordly free !"

Low standard of instruction.

A necessary consequence of these features in school attendance is the difficulty, if not impossibility, of maintaining a satisfactory standard of instruction in the schools aided by the Parliamentary fund. Your Lordships' deliberations have for their object the creation of a system of education for the working classes which will influence favourably the formation, and development, of a thoughtful and provident national character. But when it appears that in that branch of the population to which public measures apply, all education ceases before the age of twelve, and more commonly at nine years of age, that in many cases children attend the best schools provided for them at the rate of 2·9, or 3·9, days a week, I confess that I cannot expect teachers to make head against such a formidable opponency. No teacher can feel much personal interest in scholars who are alternately present and absent. No teacher can train children in habits of purity and innocence, or excite their emulation, or encourage their industry, or teach them to overcome their faults, and control their outbursts of fretful impatience, if he feels, and they feel, that they are sent to school to get them out of the way till work can be found for them. I admit to the full extent the depressing aspect which elementary education possesses under such circumstances, but at the same time I do not feel at all sure that teachers always take the most sensible view of the duty before them. Those who come from training colleges impressed with the very proper feeling that their work is to raise the education of their

fellow men above the stage in which they find it, are but too apt to forget that their mission is to a class that sets a very small value on their labours. A schoolmaster or mistress has to deal with people who have no conception that to direct the elasticity of mind, and incessant activity of children, into proper channels is a science whose laws and results are as certain as those of any other science. It is, in fact, the very lesson which the teacher himself has to learn. Every parish school, however, is not a model school, ready-made to the teacher's hand, well disciplined, wisely organized, and amply furnished with everything that appeals to the highest susceptibilities of youth. This is precisely what a school teacher has to create out of the rough material of a country village. Why it is not oftener approached, is the result of teachers not considering thoroughly how to gain what they aim at. In many of the schools which it is my duty to visit, the teachers attempt too much. They attempt to carry on a course of lessons suited to children of fourteen or fifteen, but not to a school where the average age is 6·9. The consequence is that, while they are proposing to carry on lessons in history, geography, and even "science," their scholars slip through their hands without ever having learnt to understand the lessons they try to read, and without having gained any aptness in reading or writing from dictation a number consisting of six figures. If a variety of subjects is day by day pressed on a child's attention, he may get a superficial acquaintance with all of them, but he will get a real knowledge of none. The lessons will be to the child mere collections of facts, which will lie upon the memory as a heavy indigestible mass. His mind will be overloaded with raw material, which he has no power to turn to account, and his memory will be taxed to no purpose. Both in selecting and in giving lessons, teachers are too apt to measure children's capacity by their own, to speak to them of matters totally beyond their grasp, and to bewilder them with addresses on the semi-scientific fragments of which too many of our modern reading-books are composed. If the business of a school was to fix in the minds of children a set of stereotyped opinions or dogmatic truths, very much might be said in favour of this system. But children do not go to school only to become the depositaries of other men's conclusions. Whether they come from the rich or the poor side of society, it is the teacher's business to teach them to think—to teach them how to use facts—not to stimulate their mental powers unwisely, but carefully and gradually to unfold and strengthen their powers of forming just opinions on whatever appeals to their judgment. I do not deny the value of facts in their proper place, but I do not think that a daily accumulation of them is

a means of training a child's mind. No lesson is a good one which does not cultivate a child's understanding without straining it. This is a slow and gradual process. It is just as impossible to steal a march on the slow development of a child's mind, as it is to hasten the growth of the bones and muscles. Every school system which tends to cram children is as unphilosophical and injurious as it is to require infants to perform the manual labour of adults. On this ground alone I feel sure that more real progress would be made in elementary schools if everything showy and superficial were struck off the time-tables, and more time, more care, and far more skill bestowed on those elementary subjects which are the foundation of all future progress.

Too many subjects of study assigned to apprentices.

I am inclined, with your Lordships' permission, to extend these observations to the course of instruction prescribed in the broad sheet for apprentices. The written exercises of apprentices and candidates for Queen's scholarships, which it has fallen to my share to revise, annually furnish what are to me very strong indications that these young persons labour under the disadvantage of having to grapple with an amount of work unsuited to their age, and too extensive for the time they can profitably devote to study. This opinion rests in part on experiments made some years ago, and is one in which I do not stand alone. I share it with friends who have devoted great attention to the special instruction of the apprentices employed in the schools under their management, with several school-masters whose devotion to their work I cordially believe, and with the Principals of two training colleges, whose observations I propose to submit to your Lordships' notice. Candidates for apprenticeship are required to possess a very limited stock of information, but the subjects of study assigned to them afterwards embrace a range so wide that they never do more than run over them superficially. Those who are provided with good memories can retain an immense amount of crude undigested facts, but very few gain from their apprenticeship, what is tenfold more valuable, precision of ideas, the power of expressing themselves well in their own language, and the ability to give a sensible opinion on any common abstract question. They become overlaid with facts. Playing on the surface of many subjects, and mastering none; their memory is unwholesomely stimulated, their judgment stunted and baffled. The results of being overtasked are, that their information on their subjects of study is inaccurate, their physical power depressed, and their value as teachers extremely questionable. Out of forty-one apprentices who have passed through one training school—

"Only seventeen have had anything like an *intelligent* knowledge of the Bible. The common facts were often utterly confused in the minds of the others. Twenty-nine knew hardly anything of the Liturgy. The meaning and time of the Christian seasons, *e. g.*, Easter, Epiphany, &c., presented great difficulties. Except in seventeen cases, the prevailing characteristic of the work of these forty-one apprentices was inaccuracy, uncertainty whether they knew a thing or not. In the seventeen exceptional cases all are included who could answer with accuracy in *any one* subject, and show that they had been well grounded in anything. In the whole number there were not more than seven or eight who did not break down decidedly in *at least one* principal subject. These remarks apply entirely to intellectual attainments. The general conduct of these young persons was very satisfactory Moreover, they soon proved, in a great majority of cases, that the system or their teachers had been in fault rather than themselves."

The testimony of the medical officer of the same institution is as follows:—

"I have frequently remarked on the want of health and physical depression manifest in the students on admission into the institution, induced, in great measure, I have every reason to believe, by *over-excited mental energies.* That they have not become, many of them, seriously invalided I attribute to change of air, and exercise in the open air. That these observations apply to the pupil-teachers with greater force is evident by referring to the many illnesses they have gone through."

The Principal of another training college has come to much the same conclusion with respect to the apprentices who have passed under his observations during seven years. They have entered the institution without that accurate knowledge of elementary subjects which is a necessary introduction to the course of instruction provided for training colleges. The work of their teachers has been from this cause greatly increased, their own success in the annual examinations has been hindered, and the proportion of time given to their training in the theory and practice of school keeping has been of necessity shortened. It has been found so impossible to reckon on students entering the institution with anything like sound and *uniform* knowledge on elementary questions, that the course of lessons on some subjects given to Queen's scholars in training has been, in some years, precisely the instruction given to the apprentices employed in the practising school. When, in addition to the work prescribed for each year's residence, students have to make up the deficiencies of their introductory course of instruction, it is out of the question that much time can be devoted to those points in which a school manager expects to see the superiority of trained teachers, viz., in the practical management of a school. Both these gentlemen "believe that very satisfactory consequences would follow from the apprentice system if greater accuracy *in a smaller number of subjects* were made imperative, and if the *extent* of the requirements, even in those fewer subjects, were brought within narrower limits." I entirely agree in this view of the apprentice system, and am extremely glad to take this opportunity of bringing it under your Lordships' notice. My colleagues

are, I believe, unanimous in thinking that too many teachers now holding certificates of merit are wanting in the technical skill necessary for their complete success within the walls of a parish school-room. School managers object that they do not show any increase of power consistent with the higher salaries they require. If your Lordships were to introduce any modification of the present system of instruction for apprentices which would tend to remove the opportunities for such criticisms, no greater assistance could be granted to elementary education.

I have the honor to be, &c.

D. J. Stewart.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix.

Summaries of Tabulated Reports, for 1855–6, on Schools inspected by Rev. D. J. Stewart.

Summary *a*.

Attendance, &c.

Number of Schools *actually inspected* between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children							
No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*				In *Average Attendance.*	For whom *accommodation* is provided, at 8 square feet of superficial area per Child.	Number of *Certificated Teachers.*	Number of *Pupil-teachers.*
	Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.				
134	40	28	30	81	3,534	2,245	2,291	5,876	11,257	18,038	90	159

Per-centage of Children on *School Registers*

Aged

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
7·62	8·45	9·7	11·39	12·05	12·21	11·73	9·36	6·97	5·41	3·2	1·91

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
36·92	21·12	16·45	10·32	7·49	7·7

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 149 inspected, in which

Subjects of Instruction.	Are reported to be taught			Are Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Holy Scriptures	129	6	–	135
Catechism	117	6	–	123
Reading	124	12	–	136
Writing	124	12	–	136
Arithmetic:—				
Simple Rules	101	23	1	125
Compound Rules	96	17	–	113
Higher Rules	60	4	–	64
Geography	68	15	1	84
Grammar	63	12	–	75
History	29	1	–	30
Music from Notes	14	–	–	14
Drawing	7	–	–	7

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
143	29	2	160	10	–	138	17	11	15	3	2	151	18	–	144	23	1	92	1	–

Summary *d*.

Income and Expenditure.

Aggregate *Annual Income*, as stated by Managers, of 111* of Schools enumerated in Summary *a*.

From Endowment	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	Average Income per Scholar in attendance.†
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
2,050 17 1	4,699 4 2¼	2,781 4 0	890 4 11½	10,421 10 2¾	19 2

Aggregate *Annual Expenditure*, as stated by Managers, of 111* of Schools enumerated in Summary *a*.

Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary *d*. relates.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
7,723 18 8	709 7 7	2,354 0 10	10,787 7 1	19 10	10,873

* The number of Schools inspected during the year was 134; but from 23 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

Summary *e*.

Salaries of Teachers.

	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
	Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.
Average pecuniary emoluments (including Government Grants and all professional sources of income)	£ s. d. 84 9 10½	£ s. d. 48 8 7	£ s. d. 55 16 6	£ s. d. 29 3 5	£ s. d. 49 9 1	£ s. d. 34 3 7½
Number on which average is taken	50	24	34	39	5	23
Number provided with house or rent-free	41	13	24	23	4	12

Summary *f*.

School Fees.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
84	11,628	66·4	25·38	4·72	1·48	2·02

GENERAL REPORT, *for the Year* 1856, *by Her Majesty's Inspector of Schools, the* Rev. W. WARBURTON, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* BERKS *and* HANTS, *and in the* ISLE OF WIGHT; *together with a Report by the* Rev. JAMES RIDDELL, M.A., *on those inspected by him in the County of* WILTS.

MY LORDS, Winchester, 1856.

I HAVE the honor to present my Report for the year ended the 31st of August last, on the schools inspected by me in Hampshire and Berkshire.

Wilts. The schools in the receipt of annual grants in the county of Wilts have been inspected by the Rev. James Riddell, Fellow of Balliol; your Lordships having most kindly consented to my delegating to him my duties for the winter months, during which I was obliged to reside in a southern climate on account of my health. Mr. Riddell has reported on each of the schools which he visited, and has also written a general report containing remarks on the state of education in the county. His general report will follow mine. It is a great pleasure to me to find how highly his services were valued by the school managers with whom he came in contact in the discharge of his duties. I hope in the course of the coming winter to be able to inspect the great majority of the Wiltshire schools, and to have to report a marked advance in the condition of the schools themselves, as well as an increase in the amount of general interest taken in the subject of education, during the two years for which I have been most reluctantly compelled to leave my duties in other hands.

Berks. I have since my return examined all the schools in Berkshire in the receipt of annual grants, with the exception of two or three visited by Mr. Riddell. Windsor, Reading, and their respective neighbourhoods are supplied with good Church schools; three of the principal in the latter town have been brought under inspection since the date of my last Report, and the large and important school in St. Giles' parish, one of the first to apply for aid from your Lordships, continues to deserve the highest character. The schools at and near Windsor are making steady and decided progress; there are also a few good schools scattered about through the county in less populous localities, and I hope ere long to be able to speak from personal knowledge of the schools in the town of Faringdon. There is also a reformatory school established, within the last year, in the neighbourhood of Reading, to which I shall again have occasion to refer; but it is somewhat discouraging to find

that those to which I have alluded, and a few others of an inferior stamp, numbering in all 26, are the total of the schools out of the 150 parishes of the central and wealthy county of Berks, which have invited that annual assistance from your Lordships without which it is now pretty generally agreed that, excepting in cases of quite an unusual character, no school can be brought into a condition of efficiency. That this reluctance on the part of managers to avail themselves of your Lordships' grants does not in every case arise from any impatience of State interference, I am justified in concluding from the circumstance that, in an outlying district of Berkshire, where I was going an official round of visiting schools, I found that, with some of the managers of schools unconnected with your Lordships' Committee, Her Majesty's Inspector was supposed to be an officer acting for the National Society. In situations where one or more large and efficient schools exist a wholesome emulation is created, and the means of improving the others in the neighbourhood soon become known; but it is much to be regretted, that in localities where in the absence of wealthy and liberal supporters of schools, your Lordships' grants would be of most essential importance, the facilities for obtaining them should not be more generally understood. I have no hesitation in saying, that I believe the state of this county as regards education loudly calls for some authoritative measure, which shall have the effect of bringing the state of every portion of it into salutary publicity; whereas all that has hitherto been effected is to strengthen the hands of those who are already alive to the necessity of providing education for the children of the poor. Devoted individuals may and do accomplish wonders in their own immediate neighbourhoods; but such are, of course, and ever must be, exceptional cases, and it would be easy to show besides, that although the amount of school accommodation throughout the country is daily becoming more nearly commensurate with the numbers of the labouring population of an age to be under instruction, still the local distribution of the schools is so uneven and irregular as compared with that of this population, that the idea of an education which is to be in any sense national would seem as far as ever from being realized. Nor does there appear to be any prospect of things assuming a different complexion, unless steps are taken in the direction of ascertaining the circumstances of such districts as have hitherto shown no disposition to move of their own accord; to take measures to obtain possession of such information is a step which would appear of necessity to come first in order, before anything is done in the way of enforcing attendance of children, or of levying a rate for education.

It is most discouraging to every Inspector who has his work really at heart, to take up a map of his district, and, marking out here and there the schools which he knows to be doing their work well, to contrast these few and far-between spots with the wide circumjacent country, of the state of which, as regards education, he has no knowledge, and, at present, no right to go in search of it, and in which the presumption is, that the children are growing up almost in ignorance, or, at best, obliged to be contented with much the same quantity and quality of head learning and moral culture which satisfied the last generation. Moreover, it is not only with the general object of spreading information with respect to the available aids to education, that Her Majesty's Inspectors should make it a point to visit "simple inspection" cases, but for the purpose of ascertaining in what manner the liberal grants made from time to time by your Lordships' Committee for building and similar purposes have been turned to account by the managers; for there is much reason to apprehend, that in many instances where large sums have been expended in erecting commodious school-buildings, the result is anything but proportioned to the outlay. I have myself visited schools where the imposing exterior of the structure has led me to expect a large, if not a good school, and found on entering, a few little girls scattered in irregular groups about the room, superintended by a slatternly woman, perhaps with an infant in her arms, or half a dozen boys of different ages getting by heart the spelling of words of four and five syllables from a page torn out of a book, and barely kept from rioting about by the constantly uplifted stick, or the poor old man, or may be cripple, who, everything else failing, has taken at last to school-keeping, the most hopeless of all trades for a man to attempt to carry on without having learned how. All the Inspectors unite in stating, that in cases when their routine duties of inspecting annual-grant schools have left them leisure to make exploring expeditions to visit schools which have received building grants only, meeting generally with a number of strangers not immediately connected with the several schools, they have had it in their power either to awaken interest or to do away with prejudice, or to convey such information respecting details, as has led to far more important results than can be expected from the yearly visits of inspection to well-established and supported schools. It has often struck me that, in consideration of the extreme importance of working up schools like these and others to which admission would willingly be accorded in outlying districts, to visit which is simply impossible with the present amount of regularly recurring calls on our time, a dis-

cretion might be given to Her Majesty's Inspectors of recommending, that the annual inspection of a school of the efficiency of which they had reason to be thoroughly satisfied, should be occasionally omitted for one turn, (of course, without its being allowed to transpire which school would on any occasion be so passed over,) and that the payments for the year should be made upon the security of the managers' certificates, and the examination passed by the pupil-teachers. I do not see that there would be any danger of the schools relaxing in discipline or instruction from the possibility of their being passed by, as no schools should ever be so dealt with, but such as would have sufficient respect for their own reputation and standing as to be almost independent of the stimulus of official censure or commendation, and because the teachers of the schools so passed over would be in a state of wholesome expectancy, and therefore of preparation, up to the last moment.

Hants, and Isle of Wight.

Although the latter portion of the foregoing remarks applies equally to the whole of my district, yet I am happily able to speak in different and more hopeful language, of the progress of elementary Church education in Hampshire. It appears, from the calculations of Mr. Horace Mann, that this county occupies a position with respect to elementary Church education second only to one other (Wiltshire); and though it may not stand a comparison with others in northern districts as to the part which it has borne in helping on the cause, by originating or adopting new schemes for the encouragement of education, it must be admitted that as steady and even an advance has been made from the first in Hampshire as in any other part of the country. Every year has seen a large increase of school-accommodation provided, a proportionate augmentation of the number of certificated teachers employed, an improved standard of instruction, and a fuller recognition of the possibility and necessity of providing sound instruction and Christian training for the children of the poor. Here, as elsewhere, though, perhaps, to a more than ordinary extent, the larger towns have taken the lead; and, in most of these, the Church school accommodation may be said to be fairly adequate. In the city of Winchester upwards of 5,000*l.* has been raised for school-building purposes, exclusive of sites gratuitously presented. Many new schools have recently been erected in and near Southampton. There is a well-conducted and flourishing school at Newport in the Isle of Wight, and money has been collected for the erection of schools on a large scale at Ryde; Portsmouth and Gosport are fairly provided for in respect of schools connected with the Established Church, as are Odiham, Alton, Petersfield, Stockbridge, Lymington, and

Ringwood. The schools at the latter place are among the best in my district. There is also, I understand, a good parochial school at Basingstoke, but this I have not been invited to visit. Besides these, several excellent schools are to be found in isolated country parishes, as at Abbott's Ann, Brown Candover, Woolton Hill, and King's Somborne. In the Appendix will be found a letter from the vicar of the last-named parish, detailing an interesting occurrence which took place there, on the occasion of his convening a meeting of ratepayers to consider the means of meeting your Lordships' requirements with respect to certain alterations in the infant school. It may be remembered that, when the Dean of Hereford first began his school improvements at King's Somborne, he found that the farmers, instead of lending him a helping hand, showed themselves rather hostile to the undertaking, and appeared to be of opinion that no good would come of teaching village-boys geography and grammar. It is a significant and encouraging fact that, at the above-mentioned meeting, a proposal was made by the most influential individual of this very class, that, instead of patching up the old infant school-room, as was originally intended, a new building should be erected at the expense of the parish, a proposition which led ultimately to the plan now adopted, of placing the infants in the old class-room, converting the dwelling-house of the schoolmistress into two new class-rooms, and building a house adjoining for her accommodation. (*Vide Appendix* B.) As the school at Brown Candover has only recently been placed on its present footing, I shall say no more respecting it than that the managers have it in contemplation to provide such an education in this school as shall be suitable for children of all classes of society. With a view to this object they have established classes for music, drawing, ancient history, Euclid, and the French language (the latter to be taught by a foreigner engaged for that purpose), and this in addition to the ordinary subjects of education in elementary schools. Thirty-five children are now boarded and lodged in the master's house; the classes are composed of the children of labourers, farmers, and tradespeople, the daughters and nieces of the rector taking their places along with the rest. I hope to be able next year to give an account of the successful progress of this undertaking.

Industrial Schools.

At Woolton Hill, besides a very fair elementary school, there is a successfully-conducted industrial department for training boys in field and garden work. I regret that my colleague was prevented by the severity of the weather on the day when he visited this establishment, from going minutely into the details of the outdoor arrangements. I may as well take this opportunity of stating that, in addition to the admirably con-

ducted industrial department of the Royal School in Windsor Park, there is another at Winkfield, in the same county, in which the results would appear to have been satisfactory for the last three years. I append a letter (*Appendix* C.) with which I have been favoured by the master of this institution, giving some interesting details respecting the working of the industrial establishment.

Night Schools.

Much attention has lately been attracted in my district to the subject of night schools, to which your Lordships' recent Minute has given a considerable impulse. At a large and influential meeting of school supporters, held not very long since at Basingstoke, it seemed to be the feeling of a majority of those present, that this mode of extending the advantages of education to young men and lads who have been taken away from the day schools was decidedly to be encouraged in preference to the alternative of a half-time system. The speakers were, however, almost all of opinion, that to carry on a night school efficiently, and even to keep up the attendance after novelty had ceased to attract, the constant presence of one or more of the parochial clergymen, or of some one in a similar position, was indispensable. I have received many invitations to inspect schools of this kind, but my engagements have not admitted of my visiting more than two, both of them managed and supported by Mrs. Poulett Scrope. They seemed to be doing their work extremely well, and to be placed upon such a footing, and attended by pupils with such an earnest desire for self-improvement, as rendered the constant presence of any one besides the teachers unnecessary. The chief difficulties with which the masters had to contend appeared to be, first, an irregularity of the attainments of the scholars, which rendered individual teaching to a great extent necessary; and, secondly, the drowsiness which follows, I suppose inevitably, on a long day's work in the sharp winter air. The pupils at these two schools certainly seemed to be at great pains to keep awake on the evenings when I visited them. To overcome the latter difficulty, of course, requires a more than ordinarily animated method of instruction and constant attention on the part of the teacher to make his lesson as entertaining as possible. Considerable judgment is also required on his part to avoid hurting the feeling of those who are very much behind for their age, at it is generally necessary, when the attendance is numerous, to place adults in the same class with little boys who have only just been taken away from school to work in the fields, and who are apt sometimes to take too manifest a pride in displaying their superior knowledge in contrast to the deficiencies of their seniors. I am strongly impressed with one fact respecting night schools as

they are at present constituted, which is this, that only a very limited amount of learning on the part of the teachers is necessary, and that natural energy, good humour, and animal spirits, if united with earnestness of purpose, are the main qualifications to be looked for in choosing one.

Reformatory Schools.

Berks and Hants are now both provided with reformatory schools. That for the latter county, in the neighbourhood of Southampton, I have not yet had occasion to visit, though courteously invited to do so by some of its supporters. The Berkshire Reformatory is situated at Shinfield near Reading. This institution was quite in its infancy at the time of my visiting it last summer. The premises, which, together with four acres of land adjoining, were purchased for 400*l.*, consist of apartments for the superintendent and the master, a committee-room, dining-hall, dormitory, hospital, and tool-house, and afford accommodation for thirty boys. At the date of my visit there were eighteen, all of them but one under sentence. The managers contemplate the erection, in due time, of a barn, out-houses, &c., and the purchase of fifteen additional acres of land, in order, firstly, that the boys may always be employed near home; and, secondly, that the farm may be sufficiently large to make it good economy to keep a horse and cart, and so give the boys the benefit of becoming accustomed to the management of them. The boys were employed, under the eye of the superintendent or master, in haymaking, by a neighbouring proprietor, who was to pay 6*d.* a-day to the institution for the services of each. It is calculated that the expenses of each inmate for, board and tuition, amount to 12*s.* a-week, of which 5*s.* are to be levied, when possible, upon the parents. They are supplied with seconds bread, and with meat once a-day. It has been found to be expedient to allow each 2*d.* a week as long as he conducts himself properly. The only advantage which the somewhat peculiar circumstances of this institution enable the managers to take of your Lordships' Minute in encouragement of reformatories is the grant in part payment of the salary of an assistant, and of this they intend to avail themselves. They are to work on the land as farm-labourers, and for the usual hours. They begin and end the day with prayer; such portions of the morning and evening and of wet days as can be so appropriated are employed in religious instruction, reading, writing, and cyphering, with such of the rudiments of carpentry, tailoring, shoemaking, and "common things," as the teachers are able to impart, and are likely to be of service to them in after-life. Rather more than half of the boys can read fairly, and all were at least as respectful and well-mannered as most National school boys. The admissions are at present confined to such boys "as give

a reasonable hope of reformation, and of becoming one day useful members of society; and the visitors, at their discretion, reject all who do not answer to this description, and also such cases of trifling misconduct as may reasonably be expected to yield to ordinary management and discipline." The school was established and is supported by voluntary contributions throughout the county.

Elementary Schools receiving annual grants.

There are at present 119 schools in Berks, Hants, and the Isle of Wight receiving annual assistance from your Lordships' Committee. The number of certificated masters and mistresses employed in them is 126, and of pupil-teachers 225; of assistants, under the Minute of the 23rd of July 1854, there are but 3. Within the last year about seventy-two candidates from those counties were examined, and rather less than half that number admitted to apprenticeships.

Pupil-teachers.

Of the above-mentioned 225 pupil-teachers, twenty completed their term of service within the year, and I have ascertained that the majority of these have made up their minds to proceed with their professional training at a normal school; but I regret to have to add that, in some instances, difficulties of a trivial nature encountered on the one hand, or allurements held out on the other, have proved sufficient to withdraw pupil-teachers of much promise from the career on which they entered, with the implied intention of not lightly abandoning it. I have not found in my district that there is any unwillingness on the part of parents to accept apprenticeships for their children on the existing conditions, but, owing to the increased price of provisions, there is now a difficulty which formerly did not exist to the same extent of procuring candidates from a distance in cases when there are none in the immediate neighbourhood qualified to pass the examination. The stipend for the first year, though perhaps sufficient for the maintenance of a member of a family in his own home, proving inadequate to meet the expense of board and lodging away from it. This circumstance is unfortunate; for the power of drawing apprentices from a distance, while it gives a larger choice and increases the probability of procuring candidates with a decided turn for teaching, does away with the awkwardness inseparable from suddenly elevating a boy or girl from among the children in the classes into a position of authority over them.

Certificated teachers.

The number of certificated teachers above stated shows a considerable increase over past years, giving, in fact, above an average of one for each school establishment inspected. This is the most encouraging fact which I have to record, as I believe these teachers to be, upon the whole, as efficient and devoted a body as are to be found in any part of the country.

For many of them, whose names occur to me at this moment, —some working in out-of-the-way villages, and others, under circumstances of difficulty and discouragement, working, to all appearance, for the work's sake,—I cherish sentiments of respect and esteem, which only require longer acquaintance than falls to the lot of an Inspector, to ripen into affectionate regard. It is difficult to speak too highly of their labours, and of the spirit in which they have been undertaken. I honestly believe that in the examination of the schools under the charge of some whom I could name, an Inspector has good reason to be satisfied if he leaves behind him the same amount of good which he carries away himself.

Teachers' associations.

Among the discouragements and trials which seem to weigh as heavily on the minds and to depress the energies of teachers as much as any others may be mentioned the feeling of want of sympathy, and the fact of their separation from other persons having interests in common with themselves. The position of the teachers, though daily becoming less so, is still sufficiently unrecognized and ill-defined to admit of the occurrence of misunderstandings in their intercourse with their neighbours, trivial indeed in themselves, but sufficient to wound the feelings of persons of sensitive minds. Slights, not perhaps intended, are frequently deeply felt; and enough allowance is not made by schoolmasters and mistresses for the long standing social prejudices of one class, or the pardonable ignorance of the other, who are disposed to undervalue the teacher and the teacher's work, simply because, in homely phrase, "they know no better." But this is not all; there is, besides, the craving for the companionship of others taking that close interest in details, which those only can feel who are engaged in the same daily round of specific duties, with a view to comparing notes and talking over difficulties. These wants are met to a certain extent by the establishment of school-teachers' associations, now so general throughout the country. In Hampshire there are as yet only two such associations,—one having for its centre Newport, in the Isle of Wight, numbering, as appears by the last annual report, forty members, and one at Winchester with fourteen. Both these societies have been found useful in their respective neighbourhoods; their meetings have been regularly held, and the practical results have been satisfactory. It is suggested that the members of the "Hampshire Church Education" society, consisting of about 250, might, with advantage, meet in localities were associations have not yet been formed. If means were placed at the disposal of the committee for the creation of a larger stock than they have been hitherto able to purchase of schoolbooks, apparatus, and models, they would have more advantages to offer to their branches than they now hold out, and

the numbers of associations would no doubt be considerably increased. A general meeting of the society took place at Winchester on the 12th of August. That and the following day were taken up with hearing an address delivered by Mr. Wyndham Portal, and a lecture by the master of St. Cross; the reading of the successful compositions for the Diocesan School Teachers' Prizes (seven of which are now competed for annually); and in listening to and criticising model lessons. On the 14th, above a hundred members of the society adjourned to Farnham Castle, where they were hospitably entertained by the Bishop of the diocese. It is stated that at the conferences which took place on the above occasion the discussions were "full of interest," and that "there is everything to lead to the conviction that the calm, thoughtful, and earnest examination of details, and comparison of plans, methods, and principles which these meetings call forth are of very great benefit to those who attend them."

I have the honor to be, &c.

WILLIAM WARBURTON.

To the Right Honorable
The Lords of the Committee of Council on Education.

Rev. JAMES RIDDELL'S *Report on the* CHURCH OF ENGLAND SCHOOLS, *inspected by him in the County of* WILTS.

MY LORDS, 17 May 1856.

THE following Report relates to schools in Wiltshire, in receipt of annual grants, inspected by me in the months of November and December 1855, and of January, February, and March 1856.

Many of these schools not having been inspected in the previous year, owing to Mr. Warburton's absence, I subjoined to my own entry on the parchment certificates (wherever forthcoming) of the teachers of such schools an explanatory note to the following effect: "N.B.—The master [mistress] has missed one annual entry, owing to his [her] school not having been inspected last year."

Changes of teachers.

It is worth while to draw attention to the large proportion of schools in which changes of teachers either had occurred during the current school year, or were about to occur immediately after the inspection. The number of certified teachers who fell under my notice (neglecting the few holding new

schools) being 41, eighteen were either newly come or just leaving, none of these being dependent on each other as man and wife, brother and sister, or the like. Thus, of schools under certified teachers, in more than three out of seven a change had taken place within the year. The changes in the case of teachers not certified nor registered were four in twenty-eight, or exactly one in seven.

Pupil-teachers.

The pupil-teachers, as a body, stand high in conduct and character. It is satisfactory, also, that most of them, to judge from their appearance, enjoy good bodily health. Female candidates for the office are plentiful. Male candidates are scarce; nor are schools in which this embarrassment occurs able often to supply themselves from elsewhere, since the expense of maintaining a boy away from home is too great a burden for many parents to incur.

Pupil-teachers wronged by teachers.

One or two instances have come before me of wrongful behaviour of teachers towards their apprentices. In one case, where the mistress took it into her head to change her situation, an apprentice in her first year was thereby left for nearly a year dependent for her instruction on the kindness of the clergyman, who, meanwhile, was looking out for another mistress; until at length she was adopted into a vacant apprenticeship in a neighbouring school. In another case, an uncertified master had succeeded, in July, to a school where there was an apprentice in her first year, on the understanding that he was to sit for a certificate the following Christmas. This, when the time came, he declined to do, alleging that he had, meanwhile, determined to leave the school. In another case, the mistress had begun to require her apprentice to do her household work for her, when the managers promptly interfered. An irregularity, perhaps less deliberate, occurred in another case; it consisted in the mistress giving the apprentice her instruction three times a week instead of five, for three hours each time.

Assistant teachers.

There is a considerable demand for assistant teachers, but a very small supply. The demand is very much a consequence of the now general feeling in favour of evening schools.

School buildings, &c.

The presence of an *echo* is often so great a drawback to school-rooms otherwise very good, that it may be worth while to notice an instance of a construction, not on every account to be imitated, but which certainly excludes this evil; namely, one where the combination exists of a thatched open roof and a floor of wooden blocks. Nearly the same effect is obtained without thatch in a school in Hants, where I noticed that the rafters, being left to project beyond the plaster, were set at very close intervals.

It would be an easy and considerate addition to every

gallery, especially for infants, if (as at St. Peter's Schools, Marlbrough,) every seat had a rail to rest the back.

School registers.

To the keeping of school registers, increased attention seems generally to be given. In one case only there was nothing satisfactory to show; the teacher here was not certified or registered. In two cases I had to remark upon mistakes in the method of striking the averages; in one, the average had been unduly raised by reckoning half-days of attendance as whole days; in the other, having been obtained for the year by simply taking the mean between the highest and lowest weekly averages, it had, doubtless, been depressed unfairly, as thereby one week of extraordinarily thin attendance brought down the whole.

Children's attendance.

For the great irregularity, often deplored, in the attendance of agricultural children, the parents seem often less answerable than the farmers, who in many cases, I am told, intimate pretty plainly to a father that his own continuance in their employ depends on their having also the use of the boy-labour at his disposal.

Discipline.

Efficiency of discipline and of instruction seem in practice to vary together. There is one test which I have found almost suffice for both, namely, the presence of the *habit* of *attention*, which cannot exist except as the joint result of good training and good, well-imparted intruction. I find the bad habit of guessing almost universally kept in check. Copying is rather more common; it occurs more frequently when children are crowded, and more frequently among girls than among boys.

Instruction 1. Reading.

I have found the most invariable concomitant of good reading to be carefulness about spelling; where children have been taught (for instance) before spelling a word pronounced, to pronounce its syllables dividedly, and thus to understand how sounds go to make up a compound sound. More advanced excellence depends, of course, on the model afforded by the teacher.

2. Writing.

In schools with highly sloped desks, I have generally, from whatever cause, found smeared and blotted copy-books, with cramped writing.

3. Arithmetic.

Sound and sure knowledge of arithmetic I have generally, not always, found to vary with the amount of time bestowed on conveying intelligent notions of numeration. As to the "mental arithmetic" practised in some schools by the elder children, what I have ascertained of its method induces me to set little store by it. The operations of addition, multiplication, &c., are not performed in the head by any natural head process, but by the identical Set-down-two-and-carry-one process, carried on in the imagination instead of on the black-board. The expedients by which many apparently harder questions are solved "mentally" are just so many useful tricks, better

of course when their rationale is understood than when they are applied unintelligently, but still mere empirical aids, in no wise tending to strengthen the calculating faculty.

4. Religious knowledge.

The religious instruction of the children is generally well cared for; the fact, however, does not seem to be recognised in some schools, that a story from the Bible, taught from a picture, is much more appropriate food for minds of the age of five or six than learning set answers to set questions. They learn to say the Lord's Prayer, which is well; for little as they may understand of the words, they understand (I fully believe) that they are a prayer. But,—except when there is a deficiency of teaching power,—which will interest, which instruct children most, the Bible taught from pictures, or "First Steps to Catechism"? I should think the former. Not but that in the choice of Bible stories a better discretion might sometimes be exercised. Is it well to bring Cain, the murderer, before children's thoughts so vividly? Is not, again, the story of our Lord's life,—a life which has continuance into present time,—more capable of being realized and brought home, more pictorial, more touching, more important than other Scripture stories, and therefore worthy to be taught in precedence of them?

5. Needlework.

I mention the subject of needlework in order to notice a plan which has been found to answer in Bradford Parochial School. The girls there about the age of eleven are taught embroidery. This sounds outrageous to many ears. But the truth is, that they are thus retained in the school long after they otherwise would have gone to the factory, continuing to receive intellectual and other instruction in the mornings, and employed with their needle in the afternoons. It is to be marked that they are not permitted to begin embroidery before the age of eleven, but are instructed until then in plain work. The proceeds of the sale of the fine work are given to the girls, and amount to a sum of from 1*s.* to 2*s.* 6*d.* a week each. Instruction in fine work is not to be had elsewhere in the place. Thus the parents are induced to continue their children at school, first up to eleven by the prospective advantage, and then beyond eleven by the actual advantage.*

Presence of patrons and friends in the school on the day of inspection.

The stigma or the excuse of dulness does not attach to the Wiltshire children generally. Answers, perhaps quaint enough, but showing sense, may be elicited in any Wiltshire school. They (and perhaps others) are liable, however, to a fit of shyness in the presence of anything like an audience. They get on very well with the Inspector; but it is a fact to be regretted, because the attendance of those whom they look up to is in itself very desirable, that the exhibition which

* This scheme has since developed into much greater completeness in the hands of its able projectors, the Rev. W. H. Jones, vicar, and his lady.—Jan. 1857, J. R.

they make *before them*, does *generally*, though not always, fail to do justice to their attainments and disappoint their auditors. Probably the day of inspection is the only day in the year when they stand up to answer with so many eyes upon them, and consequently, instead of answering, they are almost dumb. I would not recommend the discontinuance of the practice, when (as at Amesbury) the children do not mind it; but I would recommend that children who *feel* the ordeal should not be subjected to it without some previous habituation. I may add that I have seen no such effect in the one or two cases where the parents of children have found time to attend; a practice which, though most desirable, is hardly likely to become common.

Mutual co-operation of managers.

The harmony between the clerical and lay managers of schools seems in general to be excellent. In one or two cases, however, I have noticed, not outwardly a want of harmony, but certainly an absence of complete co-operation and mutual understanding, which acts or may act to the prejudice of the school in minor matters. It may well be that in no case has any real difference or difficulty arisen; but it is possible that there have been occasions lost of securing real advantage, or of doing greater good.

I have the honor to be, &c.

JAMES RIDDELL.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1855-6, ON SCHOOLS INSPECTED BY REV. W. P. WARBURTON, REV. M. MITCHELL, REV. W. H. BROOKFIELD, REV. J. RIDDELL, REV. H. B. BARRY, REV. A. R. GRANT, AND REV. R. E. HUGHES.

SUMMARY *a*.

Attendance, &c.

Number of Schools *actually inspected* between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children							
No. of Schools, *i.e.* *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*				In *Average Attendance.*	For whom *accommodation* is provided, at 8 square feet of superficial area per Child.	Number of *Certificated Teachers.*	Number of *Pupil-teachers.*
	Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.				
193	84	77	46	95	7,082	5,258	3,431	7,152	21,665	31,763	174	367

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
7·96	7·98	9·54	11·63	12·31	11·85	11·62	10·23	7·57	5·27	2·73	1·31

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
34·32	20·94	16·84	13·15	7·7	7·05

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 256 inspected, in which

Subjects of Instruction.	Are reported to be taught			Are Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Holy Scriptures	224	21	1	246
Catechism	197	14	3	214
Reading	217	23	2	242
Writing	208	32	2	242
Arithmetic:—				
Simple Rules	170	58	7	235
Compound Rules	178	39	6	223
Higher Rules	134	9	1	144
Geography	206	21	2	229
Grammar	163	35	8	206
History	88	15	3	106
Music from Notes	49	–	–	49
Drawing	19	–	–	19

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
266	26	6	274	20	4	244	24	27	233	11	5	248	31	12	265	26	8	213	16	3

Summary *d.*

Income and Expenditure.

Aggregate *Annual Income*, as stated by Managers, of 179* of Schools enumerated in Summary *a*.					Average Income per Scholar in attendance.†
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
1,333 12 0	8,467 15 11½	5,129 11 8½	2,261 2 1½	17,192 1 9¼	16 9½

Aggregate *Annual Expenditure*, as stated by Managers, of 179* of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.	No. of Children in average attendance in Schools to which Summary *d.* relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
13,935 10 7	1,189 6 11¾	3,653 4 4½	18,778 1 11¼	18 4	20,475

Summary *e.*

Salaries of Teachers.

	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
	Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.
Average pecuniary emoluments (including Government Grants and all professional sources of income) – – –	£ s. d. 86 1 2	£ s. d. 52 15 5	£ s. d. 55 5 1	£ s. d. 34 17 0	£ s. d. 50 6 8	£ s. d. 29 4 10
Number on which average is taken –	97	41	66	43	9	26
Number provided with house or rent-free	66	31	43	27	3	12

Summary *f.*

School Fees.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
154	23,156	64·27	28·02	3·86	1·69	2·16

Appendix B.

The King's Somborne School.

Vicarage, King's Somborne,
25 June 1856.

Dear Mr. Warburton,

The report to which you refer is quite correct; and the particulars you ask for are as follows:—In consequence of a communication from the Committee of Council objecting to the brick floor in the room in the cottage in which our infant school has been hitherto held, and requiring that it should be laid with boards, at the same time stating that "their Lordships

* The number of Schools inspected during the year was 193; but from 14 of these no sufficient returns of income and expenditure have been received.
† Exclusive of Government grants.

would be unable to count the infant scholars with the girls to decide on the amount of capitation and apprentices, unless this were done within a reasonable period," I called a meeting of the parishioners at the beginning of this year, and placed the matter before them, dwelling strongly on the importance and necessity of complying with their Lordships' requirement, and on the injury the schools would sustain by a refusal or neglect to do so. My statement was received by them very favourably; and it was immediately suggested by an influential ratepayer present, whether it would not be desirable, instead of *re-laying* the floor in question, at once to *build* an infant school-room adjoining the main building, (for which the ground originally conveyed affords ample space,) if sufficient funds could be obtained. I referred them to the Minute which engages, on the part of the Committee of Council, to supply half the outlay required, provided the conditions on which it is offered were fulfilled.

After some consultation on various plans suggested at that and on one or two subsequent meetings, it was finally decided to convert the present inconvenient mistress's house (which you will remember is part of the main schools), and the only class-room we have, which belongs to the boys, into an infant school-room and *two* class-rooms,—one for each school; and to build a *new* house for the mistress in the adjoining ground. To provide the necessary funds, it was *unanimously* agreed to by the meeting that a voluntary rate of 6*d.* in the pound should be collected through the parish; and that the ratepayers then present (about fourteen of the principal) should form themselves into a committee to carry out the whole object.

We procured plans and a specification of the proposed building from a competent architect, and they have been approved and accepted by the Committee of Council. The estimated cost of our contemplated work is 450*l.*, to be met as follows:—

	£	s.	d.
Sixpenny rate from *occupiers* of property in the parish calculated at - - - - -	125	0	0
Contributions from *owners* of do. - - - -	100	0	0
Parliamentary grant - - - - -	225	0	0
	£450	0	0

Our applications to both parties have been, with two or three unimportant exceptions, liberally responded to. There are many small and needy occupiers and owners of fields and cottages from whom, of course, we could expect no pecuniary assistance, and whose rates, trifling when taken singly, but of some amount in the aggregate, we did not include in the general calculation. I hope we are in a position now to ask the Committee of Council to sanction our commencing proceedings at once, as the time of year for building is passing away.

I believe with you that this is a remarkable instance of a parish so *almost unanimously* consenting to tax itself for school purposes; and I should not forget to add that the same ratepayers (at least sufficient for the purpose) have since also agreed to an extra 2*d.* rate for paying off the arrears in our school account of last year, for we are not at present, I regret to say, quite self-supporting as formerly.* I am assured that there is not another parish in this neighbourhood where such a proposition would have had a chance of acceptance, and that in this it would not have been listened to a few years ago. Do not think for a moment that I wish to assume to myself any exclusive credit for this change of feeling here. Various circumstances have combined of late years to conciliate the goodwill, and overcome the apathy and lukewarmness with which our principal farmers formerly regarded the schools

* At a meeting held on the 20th of February 1857, the parishioners again agreed to a voluntary assessment of 2*d.* in the pound for the purpose of defraying the deficiency in the school income of 1856.

and education generally. I have only been fortunate in giving *effect* to that altered state of opinion on the subject.

I shall be glad to give you any other information on the matter which I may have omitted and you may require. I will only add, that when you come to to us again, I hope you will find our infants rather better accommodated and disciplined than on the occasion of your last visit, and that there will be no need for the very just and well-founded representation you made as to our deficiency in both respects.

Believe me, &c.
(Signed) CHARLES NICOLL.

LIST of CONTRIBUTIONS from OWNERS and OCCUPIERS of Property in the Parish of KING'S SOMBORNE, towards the cost of erecting a Mistress' House, and converting a portion of the present School Buildings into an Infant School-room and Class-rooms.

OCCUPIERS, by a voluntary Rate of 6*d.* in the Pound.

	Annual value rated to the Poor.			Amount of Rate at 6*d.* in the Pound.		
	£	*s.*	*d.*	£	*s.*	*d.*
Rev. C. Nicoll	573	11	4½	14	11	10
Thos. Edwards	858	3	9	21	15	10½
Jas. Reeves	317	10	10	8	4	1½
Jas. Reeves, Jun.	323	14	8	8	6	2
H. Reeves	245	8	6	6	2	8
Thos. Gaiger	313	9	2	7	19	9
Messrs. J. & W. Russell	284	19	11	7	4	9
Messrs. J. & G. Foster	261	13	0	4	0	9
H. Bedford	136	15	4	3	8	4½
H. Edwards	216	6	6	5	9	0
Rev. T. F. Woodham	134	13	0	3	7	4
W. Attwood	99	12	9	2	10	8
T. Attwood	81	14	0	2	0	10
W. Barratt	128	1	3	3	4	6
B. Barratt	22	10	0	0	11	3
A. Talbot	44	7	2	1	2	2
J. Greencell	8	8	0	0	4	2
Carried forward	4,050	19	2½	100	4	2½
Brought forward	4,050	19	2½	100	4	2½
R. Judd	82	12	7	2	2	4½
C. Permain	12	16	0	0	6	4½
G. Permain	10	0	0	0	7	6
W. Allee	31	7	5	0	15	8½
H. Howard	52	5	3	1	6	2
Sir J. B. Mill, Bart.	311	2	0	7	15	6½
Edw. Morgan	35	14	10	0	17	10½
Richd. Morgan	80	15	7	2	0	4
T. H. Smith	4	13	0	0	2	4
W. H. Smith	9	18	0	0	4	8
R. Good	21	13	7	0	10	10
W. Freemantle	170	0	0	4	5	0
Mrs. Goddard	9	0	0	0	4	0
Mich. Goddard	7	10	0	0	3	9
John Russell	6	6	0	0	3	6
C. White	9	6	3	0	4	3
Total	4,905	19	8½	121	14	5

OBJECTING RATEPAYERS.

	£	*s.*	*d.*	£	*s.*	*d.*
W. Chamberlain (objects to educating the poor)	107	3	0	2	13	6½
J. Roe	35	8	7	0	17	8½
W. Steele	20	7	6	0	10	2½
J. Young	132	8	4	3	6	2½
Carried forward	295	7	5	7	7	8
Brought forward	295	7	5	7	7	8
Thos. Morgan	25	6	8	0	12	8
Other smaller ratepayers, not opposing the design, but not applied to for a contribution	629	0	1	16	13	0
Total	949	14	2	24	13	4

SUMMARY.

	£	*s.*	*d.*
Rateable value of property in the parish voluntarily assessed for the schools	4,905	19	8½
Ditto, ditto, not assessed	949	14	2
Rateable value of property in the parish	£5,855	13	10½

	£	*s.*	*d.*
Voluntary assessment	121	14	5
Objections	8	0	4
Rates not applied for	16	13	0
Amount of rate at 6*d.* in the pound on the whole parish property	£146	7	9

Owners of Property in the Parish, Donations.

	£	s.	d.
Rev. C. Nicoll	10	0	0
Thos. Edwards	25	0	0
Jas. Reeves	20	0	0
Dean and Chapter of Winchester	25	0	0
Magdalen College, Oxford	30	0	0
Sir F. Bathurst, Bart.	10	0	0
Thos. Gaiger	5	10	0
Carried forward	125	10	0

	£	s.	d.
Brought forward	125	10	0
Rev. T. F. Woodham	4	4	0
G. Foster	1	1	0
A. Talbot	1	1	0
J. Greencell	1	1	0
J. Young	1	1	0
Mrs. Nelson	1	0	0
Total	£131	18	0

	£	s.	d.
By rate	121	14	5
By donations	134	18	0
	256	12	5
By grant from Government	225	0	0
Total	£481	12	5

	£	s.	d.
Estimated cost of buildings and alteration	400	0	0
Ditto, fixtures and fittings	50	0	0
Total	£450	0	0

*** It having been found that the total cost has exceeded the above estimate by about 50*l.*, the ratepayers have expressed their willingness to make good the deficiency.

Appendix C.

Winkfield School of Industry, Windsor,
11 July 1855.

Reverend Sir,

I take much pleasure in forwarding for your perusal the following account of our school:—

The school stands in a piece of ground measuring nearly two acres, but the actual ground used for growing crops, I find, after careful measurement, to be 1 acre and 8 perches,—the remaining portion being taken up by the school-house, schools, and offices, two playgrounds, shrubberies, and the boys' gardens, &c.

The school was erected in 1835, and the building fund was augmented by a grant of 70*l.* from the Treasury; and, for some years after its erection, it was successful, inasmuch as the reports speak of an annual profit of from 5*l.* to 10*l.*, and the number of children in attendance fully equalled the number fixed upon by the founders of the school, viz., 100.

In 1841 Archdeacon Allen reported, "that the garden was in beautiful order, and the manner and appearance of the children much in their favour." (*See* Rev. H. Moseley's Report for 1849–50, page 10.) But in 1848–9, when the Rev. H. Moseley visited the school, he says, "The original promoters of the school are now dead, and I have to report, at a time when the formation of industrial schools is so much a matter of interest, that this is no longer efficiently conducted. The profits of the garden are, by the rules of the school, to be divided among the boys; but there are at present *no* profits. The parents, having been accustomed to look to a remuneration for the labour of their children, do not therefore send them to school. The number in attendance being now reduced to thirty, and there being only five boys in the school above ten years of age, and none above thirteen the ground cannot all be cultivated; and as that which has been cultivated has not for some years been manured, the produce does not repay the labour of cultivation." (*See* Rev. H. Moseley's Report for 1848–9, page 10.)

This state of things was much worse when I took the school in 1851, for the number was then reduced to sixteen, and not a boy in the school over ten years of age. I found the parents averse to sending their children to school to work, for, they said, they could teach them to work much better at home.

I then proposed to the committee that a class of children should be allowed to attend the school, and by paying a higher rate, should be exempted from all work, except at the expressed wish of the parents. The plan was tried in the winter of 1851–2; and so soon as the matter of work was made one of choice, the school filled rapidly, and the committee had to report that the school contained a larger number of scholars than it had done since its commencement in 1835.

Many of the boys paying the higher rate work regularly with the others, and they all do so occasionally, and always from choice. In fact, I have made it a favour now to be allowed to work in the garden; and as the boys who do not work have lessons during the work time, I find all anxious to work. I have never received any complaint from the parents on this account.

Some months after the trial of our new scheme, the Rev H. Moseley again visited the school, when he reported as follows:—

"Present 103. The school has much improved under the new master, as well in the learning of the children as in the garden work. There is an excellent opportunity for creating a model industrial school. The ground, however, wants manuring, and there are no tanks or out-buildings for stock." (*See* Rev. H. Moseley's Report for 1852–3, page 360.)

You will perceive that for some years prior to my taking the school there were no profits; indeed, by a reference to the school report for 1850, I find a deficiency of more than 8*l.* in the garden account.

In calculating the amount of profit from the garden, it must be borne in mind that our school will not bear comparison with any school in the vicinity of a town or near a railway station. We are compelled to grow such crops as the farmers will buy, simply because we have no means of disposing of table vegetables, which are much more remunerative than farming produce.

In the year 1852 (being the first entire year of my management) the committee state, "that they are enabled for the first time after an interval of many years, to announce a clear profit in favour of the school of about 5*l.*" This is in addition to the amount consumed by the master and his family.

The account for the garden since 1851 I should therefore state thus:—

	£	s.	d.	£	s.	d.
Profit in 1852 - - -	5	10	0			
Consumed by master and family -	5	0	0			
				10	10	0
Profit in 1853 - - -	7	13	7			
Consumed by master and family -	5	0	0			
				12	13	7
Profit in 1854* - - -	3	10	0			
Consumed by master and family -	5	0	0			
				8	10	0
Total profit for three years - -				£31	13	7

I have allowed 5*l.* for the consumption of myself and family, though I am certain this is somewhat too low.

A general statement would therefore be as follows:—

We cultivate about one acre, and pay a rent of 30*s.* The average annual profits for three years equal 10*l.* 11*s.* 2¼*d.* The children work three hours

* The profit for 1854 would have been much greater, but we lost most of our potatoes by the disease.

per day. In calculating the profits, rent, taxes, purchase of tools, repair of tools, and manure are deducted. Our crops are generally swedes, potatoes mangold wurtzel, parsnips, and carrots (for cattle).

2 July 1856.

Each of the boys received (if his attendance and conduct have been satisfactory) a reward, varying with the amount of profit and the state of the school funds. In addition to this, every boy in the school has, or may have, a small garden of 24 square yards; and the committee offer annually two small prizes of 2*s.* 6*d.* and 1*s.* 6*d.* each for the best cultivated gardens, which are inspected monthly. In awarding the prizes, preference is given to those who have shown the greatest skill in producing a variety of the most useful garden vegetables, with a regular succession of healthy crops and freedom from weeds; and, as the boys have the gardens entirely under their own management, this produces much useful competition amongst them, both in the selection of the crops and their management.

As the boys always take home the produce of their gardens, it is impossible to state with accuracy the exact value of their crops, but, upon inspection, I should suppose the standing crops upon the best managed gardens to be worth about 4*s.* For example,—

GARDEN No. 4.—ALBERT BOULT.

35 good cabbages, worth ½*d.* each - - -	1*s.*	5½*d.*
½ bushel garden beans, worth 2*s.* 8*d.* per bushel -	1	4
½ do. early potatoes, worth 4*s.* per bushel -	2	0
	4	9½

This garden has been well-manured, and its owner has obtained the first or second prize several years in succession.

GARDEN No. 1.—EDWARD MANKS.

The owner of this plot raises seeds, which he sells to his father. Upon inspection, I should value the crop as under,—

5 rows of onion seeds, 5 oz., at 4*d.* per oz. - -	1*s.*	8*d.*
A quantity of choice cabbage seed, which the owner values highly, if ordinary, worth about - -	2	0
	3	8

Some of the boys have actually produced earlier and better vegetables than their fathers at home, and they never fail to apprise me of the fact when such is the case. It is pleasing to watch the delight experienced by the young gardener of the first year when he cuts his first cabbage or digs his first potatoes to surprise the family at home with a dinner.

I have given up some of the best and most sheltered part of the garden to the boys to encourage them in their work.

In conclusion, I beg to state for the information of those who, though favourable to industrial schools in general, fear to form them, on the supposition that they would not be able to stand against the competition of other schools in the neighbourhood, that during the five years I have held the Winkfield School three others have opened without materially lessening our numbers. Two of these are in the same parish and one in the immediate neighbourhood; and in no case do the children pay more for admisssion than in ours.

I have the honor to be, &c.

The Rev. W. Warburton,
Her Majesty's Inspector of Schools.

(Signed) JOSEPH HODSON.

GENERAL REPORT, *for the Year* 1856, *by Her Majesty's Inspector of Schools, the* Rev. G. R. MONCREIFF, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in the Counties of* NORTHUMBERLAND, DURHAM, CUMBERLAND, *and* WESTMORELAND.

MY LORDS, January 1857.

I ENTERED on the charge of this district on the 30th of August 1855. During the months of September, October, and November of that year, and for about six weeks at different times in 1856, I was engaged in Cumberland and Westmoreland; for the remainder of the year, down to the 31st of August, chiefly in Durham and South Northumberland. Within this period I inspected and reported on 183 school establishments (including 247 separate departments), seven of which were inspected twice. In these schools eighty-two certificated masters, thirty-one mistresses, five registered teachers, and 221 pupil-teachers were employed. The number of children present at examination was 19,951. I am, of course, unable to say anything as to *progress*, having seen each school for the first time. My sole aim, in this report, will be to state the actual impressions of my first year. The entire district contained, in 1851, a population of about 950,000, in an area of nearly three and a half millions of acres. But large tracts of country are all but barren in the Inspector's harvest. In the whole of Westmoreland, for example, (excluding Kendal,) there are but two certificated teachers. In the two extreme portions of Cumberland, *south* of Whitehaven and *north* of Carlisle, there is not one. I can travel from the Solway to the Tweed, with a wide margin on either hand, through the registration districts of Longtown, Brampton, Haltwhistle, Bellingham, Rothbury, and Glendale; and when I reach Berwick-upon-Tweed, its school is but the *fourth* under a certificated teacher that I have seen since leaving the immediate neighbourhood of Carlisle. Yet, thinly as the country is inhabited, I have passed through a population of upwards of 56,000. Of the greater portion of these regions, I know as little now as when I entered the district. There are a few schools in Westmoreland visited for "simple inspection," which give me some notion of the state of matters there; but of the hill-country of the Cheviots, and the south-west seaboard of Cumberland, I know absolutely nothing. Their population will enter into the statistics which I am about to submit; and single schools will take their places, individually, in my

Description of district under inspection.

lists; but of the general state of education I can give no idea, except by an emphatic silence. The rest of the district consists of two sections, which might be roughly described as the county of Durham, on the one hand, and the remaining portions of Northumberland, Cumberland, and Westmoreland on the other. But, as the great coalfield stretches across the Tyne, and as both sides of Tyneside, up to Hexham, are occupied by a population chiefly engaged in mining or manufactures, I find it convenient to add to Durham the registration districts of Newcastle, Tynemouth, Castle Ward, Hexham, and Alston, while I withdraw from it those of Teesdale and Darlington, as being chiefly agricultural. The section so composed I call A, or the *mining* section. The rest of the district—including the unexplored regions above described—is section B. In this, however, there are still left the mining population on the Northumbrian border and round Whitehaven, the seamen of Whitehaven, Workington, Maryport, and Berwick, and the manufacturing operatives of Carlisle and Kendal. I cannot pretend to make a perfectly accurate classification, but as an approach to it, sufficiently near for my purpose, I divide this section into B 1, or the *town*, and B 2, or the *country*, parishes. It will be seen that, in the tables which follow, I have referred almost exclusively to *annual grant* schools, *i.e.*, those having either certificated teachers or pupil-teachers, or both. I do not forget the large number of inspected schools of the other class, 108 of which I have visited this year; nor do I wish to depreciate their work. In many instances they fill very usefully a gap which could not at present be otherwise supplied. But nearly all of them occupy comparatively unimportant posts. The cases of real efficiency are very few, and *some* line *must* be drawn if I am to represent in these tables the real, rather than the apparent, state of education in the northern counties. I give, however, in Table I. the proportion of scholars, in all schools under inspection, to the total population and to the number of children between five and fifteen.

Statistical results.

TABLE I.—PROPORTION of CHILDREN at SCHOOL.

Total population (in 1851) of district under inspection.	Population between 5 and 15.	Estimated number of children at Church schools under inspection.	Proportion to total population.	Proportion to number between 5 and 15.
948,344	214,381*	21,583†	(about) 1 in 44 or 2·3 per Cent.	(about) 1 in 10 or 10 per Cent.

* Reduced from the "Education Return," to correspond with the *actual* instead of the *registration* counties.

† Allowing for 31 schools, not inspected, an attendance at the same rate as that of the 108 schools visited for "simple inspection."

Table II. shows the relative ages of the children to be found in the schools under inspection.

TABLE II.—AGES of CHILDREN at SCHOOL.

Estimated number of Children at Church schools under inspection.	Below 10.	Between 10 and 12.	Above 12.
21,583*	15,332†	4,045†	2,206†

These figures err on the side of excess, as I have taken the number present at examination instead of the average, which is much lower, and have then assumed the proportion of ages on *this* number to be the same as that given in Summary *a.* on the number *on the school-registers.* The older children being more irregular, the true proportion over 10 and over 12, would be considerably less. With all this allowance, it appears that (in round numbers) out of every 450 persons, about *one child* of 12 years of age, and *two* others between 10 and 12, are to be found at school.

In Table III. I give the distribution of "*annual grant*" schools in the different sections already described.

TABLE III.—CHURCH SCHOOLS receiving ANNUAL GRANTS.

Section.	Departments.					Children present at inspection.					Population.	Proportion of Schools.	Proportion of Scholars.
	B.	G.	I.	M.	Total.	B.	G.	I.	M.	Total.		1 for every	1 for every
A.	25	19	9	30	83	3,156	1,859	1,154	2,925	9,094	554,119	6,676	61
B 1.	15	15	3	4	37	1,784	1,223	249	613	3,869	140,218	3,789	36
B 2.	1	1	–	17	19	68	76	–	1,158	1,302	254,007	13,368	195
Whole District	41	35	12	51	139	5,008	3,158	1,403	4,696	14,265	948,334	6,822	66

In Table IV., the distribution of pupil-teachers under the same heads.

TABLE IV.—DISTRIBUTION of PUPIL-TEACHERS.

Section.	Number.			Proportion to Children.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
A.	83	41	124	1 to 73	1 to 73	1 to 73
B 1.	51	27	78	1 to 47	1 to 54	1 to 49
B 2.	15	4	19	1 to 81	1 to 25	1 to 68
Whole District	149	72	221	1 to 65	1 to 63	1 to 64

* Allowing for 31 schools, not inspected, an attendance at the same rate as that of the 108 schools visited for "simple inspection."

† Assuming the per-centage of Summary *a*, in Appendix.

Some points in the foregoing calculations are accidental. As, for example, many "mixed" schools differ only in name from "infants," so called; and, again, many infant schools are worked under the care of the girls' mistress, in a class-room, and do not appear as separate departments. On such points, no minute inferences can safely be drawn; but there are some broad and trustworthy conclusions:—

1. It appears that for the same population, which in the *country* parishes supports *one* school, the *mining* localities have *two*, and the *towns* of the agricultural section have not much less than *four*.

2. Out of the same numbers which send *one child* to school in the country, there are *three* in the mining parts, and *five* in the towns.

Now, as no one will contend that the towns are *over-supplied* either with schools or scholars, it follows (with some slight deduction for schools under "simple inspection") that the provision for country parishes needs to be at least doubled, and that for the mining parts to be increased fourfold.

3. But, even in the towns, out of every group of seven or eight families, *one child* only is found in school; and if all the parents in a town parish of 3,500 souls were to begin to do their duty to their children, they would find (on the average) but one Church school with a certificated teacher, or rather but one *department* of such a school provided for their reception. Such facts seem to be their own commentary; and I beg to observe that every figure in *these* Tables (III. and IV.), except the census returns of population, rests on my own observation at the time of inspection. It is for this reason that I have given the numbers present on these occasions, rather than the average, which might be called in question.

4. There is great diversity in the proportions of boys', girls', and mixed schools, the last being to the whole number, (omitting infants) 40, 12, and 89 (I might say 100) per cent., in the three sections respectively. In other words, in the *country* all the schools are mixed;* in the *mining* parts, nearly *one-half;* in the towns, less than *one-eighth.* These mixed schools are (I think, without exception) under a master.

Mixed schools, and female education.

Economy and want of numbers are, perhaps, the chief, but not the only causes of this. In many places throughout the district, and in Cumberland almost universally, there is a preference for the master's teaching, for girls as well as boys, which is irrespective of both these considerations. To some extent it is well founded. No female teachers have yet been seen in those localities whose elementary teaching would bear

* The apparent exceptions are at Stanwix, which is virtually part of Carlisle.

scrutiny; and it was generally deficient in the very points on which the parents are, or think themselves, capable of judging. If this were all, I should be content to leave the evil to the sure remedy of time. I find, however, a similar feeling gaining ground among some of the best supporters of education. Some retain or have fallen back on uncertificated mistresses, while they keep up the full pupil-teacher machinery in the boys' school; others have united boys and girls in one mixed school under a certificated master; and others, again, are wavering and half inclined to adopt this latter course. Both courses, unlike as they seem, are based on one common belief,—that, you cannot find a high standard of general instruction united, under the same mistress, with a sound moral and industrial training of girls. Believing this, the one class of managers have given up the higher instruction; the others try to secure both by trusting to the master for the one, and to a sempstress specially engaged for the other. I fear I must admit in the former case the prevalence of another feeling which ought to be, but is not, obsolete; that, while boys may fairly be taught all that they have time to learn, it is better and safer for girls to be confined to a very narrow circle of knowledge. Even if this were so, it would still remain true that it must be good for their true *education*, to be brought under the influence of an educated mind. I mean—setting aside the question of mere knowledge—that girls need, for the formation of good habits of thought and action, the control of a superior mind; a control which is rarely—I do not say, never—exercised by an imperfectly-informed teacher. And who can look on the state of family life among the labouring poor in town or country, and not feel that, do what you can for our future labourers, all or nearly all is lost, if you do not give to their wives "a wise and understanding spirit"—the power of self-government—the habit of thoughtfulness and the sense of responsibility in the daily walk of life? To form this is no easy task to be attempted by any "respectable person" with good knowledge of needlework. It is a high and honourable work. Here and there, there are examples of persons highly gifted by nature with the particular power which it requires; persons of deep and simple faith, of clear common sense, and with a love of souls. Such teachers are rare; and [illegible] to them systematic training is far from superfluous. For others, such training is the only way of clearing the views, and strengthening the powers. Without it, they may be loved or feared, as the case [illegible] but very seldom, within my experience, do they do much towards forming the character of their pupils. As regards the subjects of instruction, the question is really settled by almost

universal consent. Our inferior schools differ from the best little or nothing in the number of subjects taught, something in the extent professed, but far more in the character of the teaching. If it be an evil to spend time in communicating unprofitable knowledge, it is chargeable not on schools where the mind itself is gaining strength from all it learns, but on those where it lies dormant while receiving dry facts to be simply a burden to the memory. There is, indeed, one condition on which I could gladly cease all controversy on this subject. I am almost ashamed to think how often I have heard it discussed with almost exclusive reference to domestic service; as if girls were to be considered only in relation to their usefulness! The *exclusive* reference I disown. But, undoubtedly, *one* great object of female education is to fit a girl "to do her duty in that state of life to which"—it is probable that—"it may please God to call her." I should be delighted to hear of industrial schools, properly so called, where girls should be taught the practical duties of a cook, housemaid, and laundrymaid, while still continuing their other studies. Of these, I am sorry to say, there is not one in the district; and few managers seem to be aware of the liberal aid afforded by your Lordships to efforts in this direction. On the other hand, it may be asked—whether mixed schools are sufficient or desirable for our girls? If education means knowledge, they are; if it means moral training, they cannot be. *Not,* as is often assumed, because intermixture of boys and girls is in itself objectionable. I agree fully with those who hold the attempt to keep them separate, and all elaborate arrangements for doing so, to be alike unnatural and futile. That school is most nearly perfect in moral discipline, which trains its children to meet on such terms as will be suitable hereafter for well-conducted young men and women associating with each other, "with all purity," in the various scenes of life. But admitting fully that no moral evil ought to arise from the constitution of a well-ordered mixed school, I must still ask, is a man, still more a young man fresh from a training school, fit to form the characters of girls? And, if not, is a sempstress, presumed to have no experience or love of teaching, likely, even if she tries (which it is no part of her paid duty to do), to succeed in gaining the influence on which all moral education depends? Thus, the mixed school *may* be a necessity, but is always an inferior arrangement.

New train-ing colleges.

Why, then, is the mixed-school system ever adopted without absolute necessity? I fear the answer must be—because it has been found so difficult to obtain really qualified certificated mistresses. This excuse—for which I must confess there has

sometimes been too much foundation—will soon, I hope, be removed. The plans for the Durham Female Training College, after long delays, are at last completed and approved. It is now a simple question, depending on a sum of about 500*l.*, whether the building shall be proceeded with at once. I hope that it will not be delayed another year, for want of a sum so trifling as compared with the wealth of the district. When this institution is in operation, I have no doubt that the supply of mistresses trained for the special wants of these counties will soon set at rest the question of the practical character of their teaching.

Supply of pupil-teachers.

I turn now to Table IV. In one section only, the *towns*, does the supply approach the limit allowed by your Lordships regulations. In the Durham and South Northumberland section the managers seem to have been unable to find eligible candidates to fill more than about *two-thirds* of the vacancies. It is not easy, in this matter, to arrive at perfectly safe conclusions. Numbers are, as it were, *lost* in the reckoning, when the average ranges between 50 and 80, or between 80 and 120; still more, when it falls below 50. Other disturbing causes can easily be suggested. But there are compensating circumstances on the other side; and, as all these difficulties in the calculation apply equally to schools of every class, the broad fact of the *difference* between the two sections must remain unshaken. Such cases as Bishopwearmouth, with its 211 boys and one pupil-teacher, or South Shields, St. Stephen's, importing its apprentices from Yorkshire and from Bishop Auckland, are sufficient to show that the difficulty is not imaginary. In the *country* section I admit that the tabular statement is, on this point, somewhat delusive. The four girls are, three at Stanwix and one at Norham; and as Norham School was (temporarily) closed as an annual grant school, there is here no true average. On the boys' side, the figures are correct. Yet, practically, the only places in this Section in which it has been found impossible to supply vacancies were Bellingham and Cleator. At other places, as Cargo, Lowick, &c., there had (up to the date to which the report goes) been no opportunity of presenting candidates since the appointment of the certificated master. On the whole, there is no serious difficulty, generally speaking, throughout the agricultural portion of these counties. There is difficulty almost everywhere in the mining neighbourhoods and in the seaport towns; in the latter it often amounts to an impossibility. The still more serious evil, however, is one which I cannot bring to the test of figures; I mean the *quality* of our candidates, which is grievously lowered by the scantiness of supply. The managers

have, generally, (as regards *boys*, at least,) little or no choice. There is one child for one vacancy; they have hunted far and wide to find that one, and no other is to be found. No doubt, in the records of the office, instances of rejection on the score of "insufficient numbers" are of no unfrequent occurrence. But, unfortunately, from the very nature of the case, the supply is greatest where the demand is least. The expense of board away from home is often a bar to transplanting, and so the village school, here and there, may be found groaning under a plethora of candidates, while the distant seaport is languishing for want of teachers. It is true, and it is a most important truth, that wherever the master or mistress has succeeded in gaining a commanding influence over the minds and affections of their pupils, it rarely happens that candidates are not forthcoming. Some striking instances of this truth have come under my notice. I may mention one, the village school of Crosby-on-Eden, where, in 1855, a candidate could with difficulty be found, and in 1856 there are three or four *for exportation;* while the very boy who declined to be apprenticed a year ago is now glad to go on, doing the full work of an apprentice without remuneration. But it is equally true, that in many cases, for reasons absolutely beyond the teacher's control, such personal influence is unattainable. Where children come and go so rapidly that first classes are changed in three months, or (as I have *seen* in a single case, Whitehaven, Trinity) are half changed within the space of a single month; or where, as at Deptford, St. Andrew's, the average age of the first class is below nine; or where the *average* attendance of each child is scarcely more than three days a week; in such cases, and they are in some localities more nearly the rule than the exception, it is hard to keep up the appearance of mechanical discipline; moral influence, except for very gifted teachers, is absolutely impossible. I do not trust much as yet to returns and averages; but some signs are unmistakeable. When a class of thirty requires a register for fifty, because fifty different children will have belonged to it, at one period or other of the quarter; and when this is true of every class in the school, there can be no mistake in inferring that the fluctuations in that school are enormous. Many such tests may be found, and they all lead to the same conclusion. Hardly any *class* of schools is free from this evil; though it meets us in many different forms, and of course in very different degrees. Here and there, a single school has escaped it: in almost every such instance, some strong personal influence is at work, either of landowner, or clergyman, or

both, or (more rarely) of the teacher himself. The effect of high payments, low payments, and no payments, on the attendance, I shall make a special subject of attention during the present year. Returning from this digression to the pupil-teachers, I can speak well of their conduct generally, so far as reported by managers, and as tested by the slight intercourse of an Inspector. There has not been, within the twelve months, any case of serious delinquency. *Six* boys and *one* girl have been withdrawn, as unfit for the occupation, and in one or two instances because the managers were not thoroughly satisfied with their behaviour. Intellectually, as I have said, we have no fair chance. The pupil-teachers apprenticed during the present year are, I think, quite as promising as their immediate predecessors; but I doubt whether either they or those just before them will, as a body, be equal to the Queen's scholars of 1856, or to those who will, I hope, follow in the same track in 1857. Time will show; and I shall be better able after a second view of each school to confirm or correct this opinion. One thing I feel very strongly; that an under-taught candidate has as little chance, generally, of becoming a valuable teacher as of reaching a high standard of knowledge. The boy or girl, who, after two or three years' absence from school, has been hunted up as a candidate, laboriously crammed for a few weeks, and with difficulty brought up to the very *minimum* standard for apprenticeship, seldom, if ever, so far recovers the lost ground as to be relieved from the burden of perpetual anxiety. The next examination is always "looming in the distance;" to the great injury both of learning and teaching. The lessons are *crammed,* and the teaching grows mechanical. I have not been able to trace any striking difference of character or ability between the pupil-teachers of different counties, or different classes of schools. The aggregate talent seems to be pretty equally diffused. In *general*, large schools *i.e.*, schools with an average attendance of 120 to 200, turn out better trained apprentices than small. To this, no doubt, there must be a limit; but I have no school on my list with more than six apprentices under one teacher.*

Queen's scholarships.

I cannot leave this subject without referring to the result of the examination for Queen's scholarships at Christmas 1856. Strictly, it does not belong to this report; but I am unwilling to let a year go by, before I congratulate the teachers and managers of the district on the encouraging features which it presents.

* Since writing the above, I have seen in the "English Journal of Education," (March 1857, p. 92,) the following statement:—"It is the experience of a large proportion of the managers of Church schools that pupil-teachers *are not answering the objects of their appointment.*"—I venture to say that, in this district, there is not one manager in twenty who will endorse that statement.

TABLE V.—QUEEN'S SCHOLARSHIPS in 1856.

—	Eligible.	Candidates.	1st Class.	2nd Class.	Failed.	Proportion per Cent.	
						To No. of Candidates.	To No. Eligible.
Boys -	23	21	16	4	1	95·2	86·9
Girls -	15	12	10	2	-	100·	80·
Total -	38	33	26	6	1	96·9	84·2

I hope and believe that these facts show that our pupil-teachers are more in love with their work, and more alive to the advantage of thorough training. And, happily, this is a plant which "has its seed within itself;" each such instance of success gives confidence to the remaining apprentices in the same school; the first who goes out is almost always the pioneer for the others; and, as I have already found resulting from this examination, the *prestige* of the office of pupil-teacher is so raised in the eyes of parents that there are competing candidates for vacancies which it was previously impossible to fill. May I venture to add the gratifying fact, that four out of the first five on the *male* Queen's scholars list are pupil-teachers from this district, none of whom had resided in a training school before the examination? I think it only fair to the teachers with whom I am connected, who have their full share of the mortifications and discouragements of their calling, to make known throughout the district the very creditable success of their pupils. The four successful schools are,

	Place.		Place.
Newcastle, St. John's -	1	Tow Law - -	4
Kendal - - -	3	Whitehaven, Trinity -	5

None of the female candidates stood quite so high.

Changes in district.

In Table VI., I have submitted a view of the changes in the district within the year, or rather those which occurred between Mr. Stewart's last and my first inspection of each school. Many other changes have no doubt occurred; but as I can have no certain knowledge of the state of any school, except at the time of inspection, the only accurate return which I can make is that which accounts for each school at the date of my annual visit. It will be understood, therefore, both here and throughout the report, that no account is made of any gains, losses, or other occurrences brought officially to my knowledge since the 1st of September 1856, with the single exception of the Queen's scholarship examination.

TABLE VI.—CHANGES in YEAR ended at DATE of INSPECTION, in 1855–6.

—	1. New Buildings.	2. Certificated Teachers, for first time.	3. First Apprentice-ship of Pupil-teachers.	4. "Simply inspected" for first time.	5. Loss of Certificated Teachers.	6. Loss of Pupil-teachers.	7. Decline Inspection.	8. Transferred to Mr. Laurie's List.	9. Closed.
A.	Newcastle, St. Andrew's (*a*). Bishopwearmouth (*a*). Seaham Harbour (*b*). Hendon (*c, d*). Earsdon (*c, d*). Mickley (*c, d*). Corbridge (*c, d*).	Escomb (*d*). Ryhope. Stockton-on-Tees (Trinity) (*d*). Castle Eden. Chester-le-Street.	Leadgate. Winlaton. Collierley.	Whitburn. Haswell. Shotton. Burraton. Seghill. Barlow.	Spennymoor. Great Stainton. South Shields, Trinity.	Sunderland (Gray).	Heworth. North Shields.	Wylam.	Ovington.
B 1.		Shaddon Works, Carlisle (*d*). Brigham (Keswick).				Morpeth (Girls). Brampton.			
B 2.	Allhallows. Wetheral (*a*). Cotehill. Cargo (*c*).	Bellingham. Shoreswood (*d*). Lowick. Wreay (*d*).	Crosby-on-Eden.	Brough. Helsington. Flimby. Mowbray, St. Cuthberts. Abbeyholme. Aldoth. Bothel. Plumbland. Uldale. Blencogo.			Middleton in Teesdale. Mitford.		Kirkby Stephen. Norham. Casterton.
A.	7	5	3	6	3	1	2	1	1
B 1.	—	2	—	—	—	2	—	—	—
B 2.	4	4	1	10	—	—	2	—	3
Total	11	11	4	16	3	3	4	1	4

(*a*) New building in the room of an old one.
(*b*) Enlargement.
(*c*) With certificated teachers.
(*d*) With pupil-teachers.

New buildings.

5. The number of new erections is, I think, fairly satisfactory; seven out of the eleven being clear additions to the outward appliances of education. The buildings, are, in every case, good, and though one or two of them had no Government aid, the promoters have adopted (with slight variations) the plans sanctioned by your Lordships. It will be seen that they all belong to the *mining* and *country* sections, where, as I have shown, the need is the greatest.

Certificated teachers.

6. Including the *six** certificated teachers in new schools, we have altogether an addition of seventeen (fifteen masters and two mistresses) to our staff; a fair proportion out of 113. Against this increase are to be set the losses referred to in column 5, leaving a clear gain of fourteen on the year. Both at Spennymoor and at Great Stainton, I hope to report next year that the teachers have obtained certificates.

Pupil-teachers.

7. In connexion with column 3, I have no remark to make at present. Fourteen additional schools have received pupil-teachers, the number apprenticed in these schools being seventeen boys and four girls. The loss under column 6, as compared with the previous year, is three boys and two girls from four schools. Here also, it is only temporary, and, in one instance only nominal. At Morpeth, the girls' school has been united to the boys', under the charge of the master; at Sunderland and Brampton, pupil-teachers were refused on account of the badness of the building. In both instances, this cause will have been removed before my next report is presented.

First inspections.

8. In column 4, we have the "conquest from the waste," the schools which have opened their doors for the first time to the Inspector. Those in Section A. are chiefly in pit villages, and will, I hope, before long have certificated teachers. The less said about their present condition, the better for their credit; there are not more than three out of the eight departments which can fairly be called places of education; but they would not have come under inspection had there not been a desire to render them efficient. If I take them as samples of their class, they justify me in saying that the uninspected pit schools must be, for the most part, very unsatisfactory. The ten schools in Section B 2. includes three specimens of the Cumberland endowed school,—Plumbland, Bothel, and Uldale; the first of these is a *picked* specimen, standing high in endowment, in reputation, and in the ability of the master. I have no reason to suppose the others to be below the average; I believe them, in fact, to be above it. Again, therefore, I have a sample of the class from which they are taken, and on that sample must pronounce the class to be in reading,

* At Hendon, both the new teachers are certificated.

geography, grammar, and religious knowledge far below the mark of an average "annual grant" school; in writing. probably, rather superior; in arithmetic, less intelligent, but perhaps more accurate and more rapid; while the moral parts of education, such as discipline, order, &c., are all but totally neglected. The only favourable point, and this not in comparison with a good school of the other class, is the steadiness of individual working, at least among the very oldest children. The discipline of such schools, generally, I conceive to be severe and capricious. A good school-master in Cumberland has a hard task. The people deliberately prefer the old system, dislike the drill and discipline of the new, have unbounded faith in Walkingham and "ciphering books," and no faith whatever in moral training. By "the people," be it observed, I do not here mean, solely or chiefly the labourers, but the small freeholders and farmers, whose children attend the school, of which they are themselves very often the trustees. A good master will win his way in time, but he will get on fastest where least has been done before; and wherever old traditions are strong, he must win favour for his deeper work by proving himself equal to his old-fashioned predecessors or competitors in the mechanical skill which was their pride. It has yet to be seen,—I have no case quite in point,—whether if an *old light* and a *new light* master of about equal natural powers be established in near proximity, the public voice would in any reasonable time give the preference to the latter. Happily, however, the endowments are generally too small to allow the struggle to be long continued. On every vacancy, inferior men are succeeding to posts once graced by honoured names; so that the evil must bring its own cure; and, when once the tide has turned, the hard-headed Cumbrian intellect will assert its right, and make its county again, as it was once in reality, and still continues to be *in statistical returns*—but in those alone—one of the best educated and the most intelligent in England.

Organizing master.

The three schools I have named, together with Bolton and Allhallows, were placed under inspection through the influence of one very energetic educationist, Mr. George Moore, of London. Three of them, as well as the three in Abbeyholme parish, will be visited this year by the organizing master of the Carlisle Diocesan Board. His operations are for my next report; but it falls within this year's scope to record his appointment, and to express my belief that, in devoting a large share of their funds to this object, the Board have wisely weighed the immediate wants of the diocese. Their choice will, I believe, be found to have been very happy. I look forward with great hope to the effect of his intercourse with the

"statesmen" and others, in disarming prejudice, and translating into the vernacular tongue of the provinces the official English of your Lordships' Minutes and Inspectors' Reports.

Schools withdrawn from inspection.

Of the four schools in column 7, *three* had received Treasury grants. One only, Mitford, had been voluntarily placed under inspection by the late incumbent, and is withdrawn by his successor. It is satisfactory to find our "losses" so trivial. Of the "closed" schools, Norham and Casterton are now (February 1857) reopened. The two others are the only real losses.

Prize-scheme.

Among the facts of the year it only remains that I should mention the Northumberland and Durham prize-scheme; at whose first meeting, on the 30th of August 1855, I made my first appearance in the district. I do not think it necessary, on this occasion, to make a special report; and, indeed, I have hardly a right to do so, as the scheme is common to all inspected schools, and Mr. Laurie is equally associated with me in the examinations. On other grounds, however, I think it better to say but little at present. I insert in the appendix of this report (*vide Appendix* B.) the important parts of the first annual report, and have only to add that the scheme seems likely to be prosperous, though it is too soon as yet to look for evidence of its working. By another year we shall have had some real experience; and I may then venture to offer some remarks on the nature and amount of its influence.

Schools receiving annual grants.

I have said but little of the actual state of the "annual grant" schools. I am fairly satisfied on the whole; there have not been more than about half a dozen really unsatisfactory; but I wish for a second view of each school and teacher before I venture to trust my impressions. There are hardly any inspected night schools or industrial departments in the district. I wish there were more; but, while boys leave us at ten or eleven, the proper time for either can hardly be said to have arrived. The same may be said of "common things" and practical information in the ordinary school. The time does not come for it. It might be most useful to boys of riper growth; it would be mere play to the almost infants with whom we have actually to deal.

School-rate.

It is hardly possible, at this moment, to avoid some reference to the question of a rate. I have no wish to enter deeply into the discussion, for which this is hardly the proper place. But I cannot help saying that, *without* other measures (which I shall mention immediately), a rate would do us but little good, and that *with* those measures it would be needless. Apart from all objections, it would not meet the most crying evils. It professes to provide us with school-buildings, and to maintain schools, universally, cheaply, and with fairness in the distribution of the burden. Supposing all this done,

real education would be but little advanced, if the buildings are to be filled, and the high-trained teachers occupied, with little children for short and broken periods of attendance. Again (speaking still of this district alone), I do not perceive any *necessity* for the rate. In most parts, there would be schools enough, or nearly so, were all that there are but worthy of the name. Improve the quality, enforce attendance, restrain the demands of labour, and (to say the least) it has yet to be shown that the extent of school accommodation would be seriously deficient. In Cumberland and Westmoreland, it would be ample; in the mining parts it would soon become so, and I do not believe that the other portions would long be left behind. Nor does this imply a large increase of expenditure. The existing schools, bad as they are, are on the average, very nearly, if not quite, as costly (reckoning all sources of income) as good schools need be. It cannot be denied that a rate, and a rate alone, would secure fairness in the distribution of the burden; but the price which must be paid for this gain seems to me to be beyond its value. I do not dwell on innumerable difficulties of detail, which would be overlooked as trifles in discussion, but would be found in practice weightier than any speculative objections. I barely mention what I believe would be a lasting and serious hindrance to the operation of the rate, viz., its extreme unpopularity with the mass of ratepayers. The more prominent objections are these three:— Objections to a rate.

1. The tendency to take the management from those who do, to give it to those who do not, care for education.
2. The introduction of perpetual agitation and discord.
3. The tendency to banish from our schools all definite religious teaching.*

The first evil can only be met by leaving the management where it is, in the hands of committees of subscribers, supplying them with funds in aid from the rates, under fixed and unalterable regulations. Here, I think the dilemma meets us; if the ratepayers have no efficient control over the expenditure, we lose the economical advantage of local management; if they have such control, the sure result must be in the long run, that their controlling power will gradually draw to itself the practical authority in all things. No body of subscribers, still less any individual promoter, will long contend with a

* On each of these points we may be told to look to the example of Scotland, where certainly (whatever else is wanting) *these* results do not follow from the operation of the rate. I reply that there are these broad distinctions:—(1.) The ratepayers in Scotland are land owners, not occupiers. (2.) The teachers hold their office during life, or, at least, during good behaviour. (3.) There are hardly any *theological* differences. (4.) Last, not least, there the rate is an old well-rooted system, not (as it would be here) a new and untried experiment.

committee of unfriendly ratepayers. On the other hand, no body of ratepayers will be content to pay money for other persons to administer. It is in vain to reply that these are evils incident to all popular government. In other matters, the personal interest of every man is involved in the course adopted, and this interest gives him his claim to be consulted, while it checks the abuse of his share of power. When his interest is, or seems to be, distinct from the work to be done, as in sanitary measures (of which he may not see the value), or the relief of the poor (of which he may grudge the cost), it has been found necessary to restrain or stimulate local action by very stringent central control. In education, we have a subject very open to agitation, and there is no evidence whatever that the majority of those who would have to deal with it, feel any interest in its advancement, or have any enlightened views of its nature. To suppose that a topic so tempting to the mere agitator, so attractive to the sincere leader of a local party, has any chance of being left to the quiet convictions of parents or philanthropists, needs (in these counties at least) more faith than I at present possess. It is hardly correct to say that these evils would cure themselves, that experience would correct unsound management by the badness of the schools so administered. For, unfortunately, we differ not merely as to the means, but still more as to the end, of education. And the things sacrificed would be the most precious, but the last to be missed; not so much *knowledge* of any kind as moral training, the true *education* of the child.

Religious teaching.

Still worse will be our fate if (as seems the tendency) the advocates of a rate are driven for the sake of union to restrain in all rate-aided schools the liberty of religious teaching. I should be quite content to leave catechisms and distinctive formularies to be taught by ministers of religion, or at Sunday schools; and I would earnestly contend for the parent's right of withdrawing his child from doctrinal instruction with which he does not agree. When all this is granted, the real question remains, which is in no sense sectarian or denominational. No doubt, it seems a small matter, to confine religious teaching to one fixed time. But, unless the teacher is to be forbidden to deal with his pupils, at other times, on the basis of religious truth, nothing seems to be gained by the restriction; and if he is so forbidden it will often be impossible for him to deal honestly with matters of moral discipline. Many cases will arise, in which he must speak at once, if he is to speak with effect; and in which he must appeal to disputed religious principles, if he really believes them to be true. If true, they are practical; to assume that they can be dispensed with in practical education, is really to assume that they are

visionary. I do not deny that moral training *may* be sound, so far as it goes, in the hands of those who disjoin it from all doctrinal views, and may be substantially the same, under many forms of theological opinion. But how my neighbour is to combat moral evil, is not my concern. Whether his moral tone is as deep as mine, or deeper, it is not for me or for him to determine. It is enough for me to know that my own teaching can be neither sound nor deep, if I do not follow out my own belief. It would be bigotry in me to refuse him aid in giving secular instruction, unless he will give with it my views of moral duties and dangers. It is bigotry quite as narrow for him to insist on my keeping in the background, what are in my mind, the most immediately practical truths which a child needs to learn. Let him set up schools on his own principles, or withdraw his children from religious instruction; but if I, believing the Gospel to be strictly the *life* of man, desire to teach morality to children on the foundation on which I build my own, who shall say that this, and this alone, disqualifies me for public support? Let me add that, practically, I have never found the slightest difficulty to arise from the intermixture of children of different persuasions, nor could I easily name a single school of any importance where full liberty of conscience is not conceded.

Compulsory education.

Still, there is room for legislative interference. First, the endowed schools need thorough and peremptory re-adjustment. We also very much need to have either the principle of the factory half-time Act, or something better, applied first to our mining population, and then, if possible, to all. I do not much care in what form the principle is applied; whether by enforcing two days a week at school on all pit lads under thirteen, or by extending the *minimum* age for employment from ten to twelve, or by requiring some proof of rudimentary instruction, before a child is allowed to go to work. The second mode, if coupled with a proviso requiring attendance at some inspected school for three years previously, would, I think, do more than the first for his real education, and would also be more acceptable to the coal-owners. But, indeed, it is from the coal-owners themselves that the proposal ought to proceed. Several of them do much for education, and the number is increasing. I hope that they will forgive me if I close this report with the emphatic expression of my opinion, that, with all our talk and trouble, when we have each done our part,—Committee of Council, Inspector, coal-owner, manager, or master,—be our work ever so well done, the results are utterly insignificant; we have an elaborate and expensive machinery wasted on little children, too young for permanent impression. Our con-

sciences are not cleared from responsibility by the sums spent on school buildings and teachers' salaries. Larger and sterner sacrifices are needed; or at least, we need the spirit which will prepare men to make such sacrifices. It may be, though I do not believe it, that to keep children longer at school would interfere with the labour market. If it be so, or if the point be doubtful, it is surely worth while to balance pretty carefully the nation's interest in an educated people, against the nation's interest in prosperous trade. I do not believe that the two interests are in real antagonism. But all that falls within my province is to protest against the supposition that it is possible, under present arrangements, to provide for the first and higher of the two. There may be no desire for any change on the part of the parents of these children. It may even be probable that, were the coal-owners prepared to support a half-time measure, they would be opposed by a large proportion of the very persons for whose benefit it was intended. Such difficulties will be overcome in due time, whenever the attempt is made in good earnest. At present, the great point seems to be to make clear to the minds of the coal-owners the fact of the crying necessity for such an effort. It is vain to build schools with one hand, while with the other they tempt away from these schools the proper subjects of tuition. We thank them heartily, as educationists, for the school-room and the teacher; but our thanks will be tenfold heartier when they restore to us the children whom labour had no right to claim.

I have the honor to be, &c.

G. R. MONCREIFF.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARIES OF TABULATED REPORTS, FOR 1855–6, ON SCHOOLS INSPECTED BY REV. G. R. MONCREIFF.

SUMMARY *a*.

Attendance, &c.

Number of Schools *actually inspected* between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children							
No. of Schools, *i.e. institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*				In *Average Attendance.*	For whom *accommodation* is provided, at 8 square feet of superficial area per Child.	Number of *Certificated Teachers.*	Number of *Pupil-teachers.*
	Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.				
190*	54	48	17	128	5,821	3,933	1,673	8,524	15,781	26,009	113	221

* This number includes seven institutions that were visited twice within the twelve months

Per-centage of Children on *School Registers*

Aged.											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
4·4	5·61	9·37	11·75	14·01	13·36	12·54	10·84	7·9	5·52	3·01	1·69

Who have been in School					
Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
46·71	23·19	13·48	8·28	4·63	3·71

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools out of 230 inspected, in which

Subjects of Instruction.	Are reported to be taught			Are Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Holy Scriptures	46	19	2	67
Catechism	47	14	1	62
Reading	43	33	–	76
Writing	53	34	–	87
Arithmetic:—				
Simple Rules	47	24	–	71
Compound Rules	40	29	–	69
Higher Rules	34	25	–	59
Geography	27	37	–	64
Grammar	16	26	–	42
History	6	4	1	11
Music from Notes	6	–	–	6
Drawing	1	1	–	2

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
145	44	7	165	25	6	141	41	2	130	15	–	142	54	1	143	50	3	104	20	2

SUMMARY *d.*

Income and Expenditure.

Aggregate *Annual Income* as stated by Managers, of 138* of Schools enumerated in Summary *a*.				Average Income per Scholar in attendance.†
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
1,585 2 7	4,278 16 3¾	5,544 11 7½	973 13 7½	12,382 4 1¾	16 5

Aggregate *Annual Expenditure* as stated by Managers, of 138* of Schools enmerated in Summary *a*.				Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary *d*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
£ s. d.	£ s. d.	£ s. d.	£. s. d.	s. d.	
10,237 18 6	948 10 4½	2,177 13 5	13,364 2 2½	17 8½	15,090

SUMMARY *e.*

Salaries of Teachers.

	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
Average pecuniary emoluments (including Government Grants, and all professional sources of income) – – –	£ s. d. 91 1 1	£ s. d. 45 17 0	£ s. d. 63 3 9	£ s. d. 34 13 8	£ s. d. 47 5 0	£ s. d. 29 16 1
Number on which average is taken –	81	45	26	20	4	7
Number provided with house or rent-free –	37	23	15	5	—	6

SUMMARY *f.*

School Fees.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
117	16,795	28·4	46·72	16·33	5·17	3·38

APPENDIX B.

NORTHUMBERLAND AND DURHAM PRIZE-SCHEME ASSOCIATION.

OBJECT AND RULES.

THE object of the Association being to encourage good conduct and regularity of attendance in the schools in union with it, by means of a prize-scheme, to be extended to all schools which are placed under Government inspection in the counties of Northumberland and Durham, whether in connection with the Church of England or not, it is proposed to give prizes to such boys and girls as shall appear to Her Majesty's Inspectors of Schools

* The number of Schools inspected during the year was 190; but from 52 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

and to the Committee of Management to be deserving of reward; and also, under certain regulations specified below, to boys who have left school and gone to work.

Every candidate must be furnished with a certificate as to *religious knowledge, conduct, character*, and *attendance at school*, both on week-days and Sundays.

The secretaries of the Association shall transmit to the master or mistress of every school in union with the Association the requisite forms to be filled up, which must be returned to the secretaries at least ten days before the examination.

Any school under Government inspection may be placed on the list of the Association, by the managers of the schools signifying to the secretaries their assent to the rules of the Association, and paying a subscription of 5*l.* to the fund, which subscription shall be due on the 1st of January in each year.

N.B.—A boys' and girls' school, under the same management, are considered as one school.

Boys and girls will be admitted as candidates, according to the following regulations:—

Class I.—Prize of 1*l.*

Candidates to be boys or girls who can produce certificates—

1. That they have attended for two years, and are still attending, some school approved by the Association and now under Government inspection.
2. That they have completed their tenth year.
3. That their character and progress in religious knowledge are satisfactory.

N.B.—A year's attendance at school will be understood to mean that the scholar has attended at least 176 days in the year.

Class II.—Prize of 2*l.*

Candidates to be boys or girls who can produce certificates—

1. That they have gained the preceding prize.
2. That they have continued to attend school regularly.
3. That their character and progress in religious knowledge continue to be satisfactory.

N.B.—This prize may be gained in each successive year until they leave school.

Class III.—Special Prizes, to be gained by Competition.

Candidates to be boys or girls, qualified as above for Class II., who can produce a further certificate, 4, that their progress has been such as to give their teachers reason to hope that they may acquit themselves well in the higher examination.

There will be eight special prizes in the present year:—

Boys.	Girls.
1. For reading.	5. For reading.
2. „ Arithmetic.	6. „ Arithmetic and geography.
3. „ Composition, writing, and spelling.	7. „ Composition, writing, and spelling.
4. „ Geography.	8. „ Needlework.

Class IV.—Prize of 5*l.* for boys who have left school and gone to work

Candidates to be boys who can produce certificates—

1. That they have gained the preceding prizes (Classes I. and II.)
2. That they have completed their thirteenth, and have not completed their sixteenth years.

3. That they are employed by some member of the Association.
4. That their character is good.
5. That they have attended some drawing school or evening school, as well as some Sunday school, since leaving their day school.

Class V.

In special cases, to be determined by the examination of Her Majesty's Inspectors of Schools, exhibitions will be awarded to assist deserving candidates to attend schools capable of educating them as mining agents, surveyors, &c.

All working details will be regulated according to the wants of the district by the Commitee of Management, in concert with Her Majesty's Inspectors of Schools.

Subjects of Examination for 1857.

	Reading.	Writing and Spelling.	Arithmetice.	Geography.	Needlework.
Class I. (Boys)	To read fluently and intelligently a passage from the "Irish Third Book."	To write in a fair hand, with correct spelling, a passage given out by dictation.	The first four rules, simple & compound, Reduction, and easy sums in Practice and Simple Proportion.	Definitions. General Outlines; with Coast-line, Mountains, and Rivers, of England.	
Class I. (Girls)	Do.	Do.	The first four rules, simple & compound.	Definitions and General Outlines.	A piece of plain Sewing, to be judged of by a Ladies' Committee.
Class II. (Boys)	Do.	To write from memory the substance of a short story read to them.	Practice, Proportion, Vulgar Fractions, and Decimals.	Full knowledge of the six N. Counties.	
Class II. (Girls)	Do.	Do.	Same as Class I. with Reduction.	Same as Class I.	Same as Class I.
Class III. (Boys)	Do.	To write a short account of some familiar object or recent incident.	Same as Class II. with Compound Proportion and Simple Interest.	Geography of England.	
Class III. (Girls)	Do.	Do.	Practice, Vulgar Fractions, and Simple Proportion.	The six Northern Counties.	Same as Class II.

Report.

On Saturday, August 2, 1856, a meeting of the friends of education in this district took place in the Assembly Rooms. The attendance, though not numerous, was highly respectable, and amongst the company were—The Right Hon. Lord Ravensworth, one of the vice-presidents, in the chair; the Hon. and Rev. F. R. Grey, Rector of Morpeth; the Hon. H. G. Liddell, M.P.; George Ridley, Esq., M.P.; the Rev. G. R. Moncreiff, one of Her Majesty's Inspectors of Schools; the Rev. the Vicar of Newcastle; the Right Worshipful the Mayor (R. P. Philipson, Esq.); the Rev. M. H. Heron, Vicar of Heddon-on-the-Wall; R. Plummer, Esq.; R. W. Hodgson, Esq., North Dene; J. C. Stevenson, Esq., South Shields; Nicholas Wood, Esq., &c., &c. Letters were received from the Hon. and Rev. J. Grey, Secretary,

of the Association, and from J. S. Laurie, Esq., one of Her Majesty's Inspectors of Schools, expressive of their regret that they were unable to attend.

The Rev. G. R. Moncreiff read the following report :—

"My Lord and Gentlemen,—Your Committee have much pleasure in being able to assure you that the results of the first year have been most encouraging. The first examination was held at Newcastle and Bishop Auckland, on the 15th and 16th of May, by the Rev. G. R. Moncreiff and J. S. Laurie, Esq., Her Majesty's Inspectors for this district. The detailed results are given in their report as follows :—

	At Newcastle.	At Bishop Auckland.
There were, in all, 98 boys, viz.	75	23
And „ „ 40 girls	32	8
Total 138	107	31
Of these, prizes were awarded to	55 boys or	56 per cent.
And „ „	19 girls or	47 „
Total	74	53

"To this we have only to add a tabular view of the ages and condition in life of the successful candidates :—

TABLE I.—SUCCESSFUL CANDIDATES.

Aged.	Boys.	Girls.	Total.	Proportion per cent.
10	5	1	6	8
11	14	3	17	23
12	13	5	18	$24\frac{1}{3}$
13	14	7	21	$28\frac{1}{3}$
14	8	0	8	11
15	1	2	3	4
16	0	1	1	$1\frac{1}{3}$
Average Age	Yrs. Ms. 12 6	Yrs. Ms. 13 2	Yrs. Ms. 12 8	—

TABLE II.—SUCCESSFUL CANDIDATES.

Children of	Boys.	Girls.	Total.	Proportion per cent.
Pitmen	7	1	8	11
Labourers	15	11	26	35
Other Operatives	23	4	27	$36\frac{1}{2}$
Schoolmasters	4	0	4	$5\frac{1}{2}$
Others	6	3	9	12
Total	55	19	74	—

"It would be premature, at this early stage of our operation, to express any decided opinion on the probable effect of the scheme. We must wait for a year or two before its influence can be distinctly traced. But we may venture to say that a good beginning has been made; in every school which has sent candidates, very great interest has been excited among the children;

and in a few instances, even already, a child has been kept at school for another month or two, in order to become a candidate. We are persuaded that though a prize-scheme will never wholly prevent the early withdrawal of children from school, it only needs to be heartily supported to act here as it has done elsewhere, as an encouragement to wavering parents, and a continual protest against the grievous fault and folly of sacrificing to the gain of the moment the child's intellectual growth as well as the hope of its moral worth and self-respect. A second report has been received from the examiners, which it is not necessary to lay before you, since their recommendations have in substance been adopted by your committee, and are now in our name to be submitted for your approval. Though they relate entirely to matters of detail, yet they are so important to the working of the scheme, that we think it right that they in their main principles should be sanctioned by the general meeting.

"*First*, We think that for future examinations there should be a higher and more clearly defined standard. In the outset of our undertaking, it was almost necessary to make our prizes very easy of attainment. The whole scheme was so little understood—the children were for the most part so unused to the kind of examination—that any other course would have discouraged those whom we wished to stimulate. These reasons will not apply to future examinations; and we should obviously be effecting very little, if our prizes could be gained without real work and steady attention, on the part both of teachers and scholars.

"*Secondly*, We have considered the question of age; and here, also, we are of opinion that we must take higher ground. At present, our first year's prize is given at ten years of age. It seems clear, from the very object of the Association, that we must raise the minimum age, if we are to apply any check to the evil against which we are contending. On the whole, however, we are of opinion that it is not expedient to make any change at present. Our scheme is still in its infancy, and perhaps the time has hardly come for taking up higher ground, more especially as it appears from Table I. that very few children under eleven have this year received prizes.

"A *third* and very important point is referred to in the second table already given. No rule having previously been passed on this subject, every child has this year been considered eligible, who has attended the requisite number of days, without regard to his parentage or condition in life. Looking, however, to the object of the Association, it is obvious that those only are proper recipients of our prizes, whose parents are in the strict sense of the operative class, *i.e.* dependent wholly or chiefly for their livelihood on manual labour. It is hardly possible to lay down an exact line of distinction, but we feel sure that it will be enough to embody this principle in a general form in our rules, and that every manager of a school in union will then carry out its spirit more perfectly, and with more substantial fairness than could be done by any formal resolutions.

"It only remains to mention one other suggestion of the examiners. They have felt that, even after the standard of examination has been raised, it will still be necessary to keep it so low as to admit of prizes being gained by every child, even of moderate capacity, who has been regular and diligent at school. It must, therefore, be such as will offer little or no stimulus to the cleverest and most advanced pupils in each school. To meet this, it is proposed to give a small number of special prizes, to be gained by competition, after a fuller and more searching examination than that applied to the mass of candidates. Possibly, among our friends there may be some who would feel it a pleasure to place at the disposal of the committee one or more such prizes. It would be a graceful offering to our cause; and, as a token of personal good will, would, we are persuaded, give additional value to the reward so conferred. That reward, should, we think, be of the honorary kind, such as a medal, in addition to the ordinary prize; and the candidates should be qualified in all respects for the regular second year's competition.

"We cannot conclude without expressing our regret that the honorary secretary and founder of the Association, the Hon. and Rev. John Grey, is unable from ill health to to be present at this meeting. The two counties owe him hearty thanks for his exertions in this good work; we are sure that he rejoices with us in its present prosperity, and we hope that whenever he is able to resume his active duties he will find that it has not suffered from his absence. So far, we have every cause for hope. But we cannot too earnestly impress upon the meeting, that, if our Association was worth starting, it is worth supporting, and if worth supporting at all, it is worth supporting vigorously and in good earnest. 'The more,' say both Her Majesty's Inspectors, 'we see of these counties, the more do we feel the necessity for some strong educational stimulus; the more serious does the danger appear, if whole generations are allowed to take their places in the ranks of our workmen, with no education beyond what can be received and retained by little children one stage removed from infancy.'"

GENERAL REPORT, *for the Year* 1856, *by Her Majesty's Inspector of Schools, the* Rev. H. LONGUEVILLE JONES, M.A., &c., *on the* CHURCH OF ENGLAND SCHOOLS *inspected in* WALES.

MY LORDS,

Preliminary remarks.

I HAVE the honor of laying before you my annual report on the schools which I have inspected in Wales between 31 August 1855 and 31 August 1856. I visited 179 different schools,—boys', girls', mixed, and infants',—comprised in 126 distinct establishments, and the general result will be found recorded in my Tabulated Reports. They will be found satisfactory in the main, though, if the circumstances of each school could be fully known, still more if the educational wants of the greatest part of my district could be considered, there would be found arising from them many topics for serious and anxious deliberation, and, as I think, for increased legislative aid. It is with some pain that I find myself beginning to despair of seeing anything notable done with regard to the following points:—1. School buildings; 2. Schools of design; 3. Schools of navigation. My previous reports have touched upon these points so frequently; I have so constantly brought one or other of them forward in my communications with school managers and the friends of education in my district; and I am so fully aware of the futility of my attempts to awake public attention to the necessity of improvement in them; that I might well pass those subjects over in silence, now and for the uture. I feel it, however, to be my duty still to express to your Lordships an earnest conviction that, (1) with regard to school buildings, considerable waste of public money is still caused by faulty and extravagant plans, as well as by improper modes of construction; (2) with regard to schools of design and instruction in art in Wales, little or nothing will ever be effected under the present system of encouragement: (3) with regard to schools of navigation, one of the most urgent wants of the country and one of vital importance to the nation, the absence of aid may make its fatal effects felt at some future period of national disaster, when it will be too late to remedy that amount of evil which a few hundreds of pounds per annum might now tend to prevent. I do not mean to say that these deficiencies are peculiar to Wales; but I am bound to limit my observations to experience gained in my own district; and in so doing I cannot refrain from once more earnestly recommending them to your Lordships' attention.

The operation of the capitation-fee system is successful in my district, though I am surprised that it should not be more so; and I attribute this, in some degree, to the faulty arrangements and erroneous notions of school management not uncommon among school committees. Where managers act with the same courage and good sense that they show in the affairs of ordinary life, the result of the capitation test is almost always a gratifying one. Several schools are adopting the system of premiums for frequent attendance; and if the agricultural necessities of the country were taken into consideration by the Committee of Council, and capitation payments were allowed upon *quarterly* instead of *annual* attendance, the objects proposed by the Legislature in granting this aid to schools would be more generally and more equitably attained. Last year I was indebted to the Venerable Archdeacon Wickham for a detailed account of the working of his premium system; and this year I am able to select, from among several others, the case of Fishguard National school, as one where the premium system operates beneficially. The following ticket is issued to every child attending the school, for the information of their parents and friends:— Capitation grants.

PREMIUMS.—FISHGUARD NATIONAL SCHOOLS.

To the boy or girl who shall have attended school the greatest number of days from 17 June 1855, to 17 June 1856,—

	s.	*d.*
1st - - - - -	6	0
2nd - - - - -	5	0
3rd - - - - -	4	0
4th - - - - -	3	0
5th - - - - -	2	0

To five more one shilling each.

(Signed) L. M. HARRIES, Manager.

An interesting proof of the good manner in which this has worked is to be found in the fact, that the first premium of 6*s.* for the year 1856 was carried off by a little girl only ten years of age, who, though living a mile and a half from the school, was present in its walls for 234 full school-days. There were eighty-six children who gained the capitation fee, and the grant made to the school on this account was 20*l.* In another excellent but smaller school, that of Llantrisant, in Glamorganshire, 102 children gained the capitation fee, and entitled the school to a grant of 25*l.* 10*s.* on this account. At Mold, in Flintshire, 80 children gained 22*l.* 3*s.* Instances like these show what may be effected when school managers are energetic and possess habits of administrative ability.

It gives me great pleasure to call your Lordships' attention to an admirable address to parents from the teachers of Swansea National school, in which the duties of parents and friends Address from teachers of Swansea National school.

towards schools and children are laid down with an earnestness and depth of feeling highly honourable to its promulgators. It will be found appended to my report. (*Appendix* B.)

Children's payments.

The question of payments still causes discussion in my district, and therefore, though my own opinions on this subject have been often expressed, and remain unchanged, I am induced to give the following tabular result obtained in one of the most successful schools in Wales,—Whitford, in Flintshire. The locality is chiefly agricultural; there are no manufactures carried on in it, but a little mining; and wages do not rise there above the common average of the county :—

There are on the books - - -	70 boys.
" " - - -	30 girls.
	100
Children whose parents do not earn more than 12*s.* per week :—	
Who do not write on paper, and pay 2*d.* each per week - -	9
Who write on paper, and pay 3*d.* - " - -	23
Children whose parents earn more than 12*s.* per week :—	
Who pay 3*d.* per week each - - - - -	48
Who pay quarterly, at higher rates - - - -	20
Total - -	100

Whitford School, 18 *April* 1856.

Needlework system at National school of Dafen Tin works.

Many benevolent ladies connected with schools have complained to me of the difficulties attendant on the needlework system, which forms so essential a part of female education. I am indebted to the managers of the Dafen Tin Works National school for an excellent scheme adopted by them, which has now been some time in operation, and is attended with gratifying results. It will be found appended to my report (*Appendix* C.), and is well worthy of consideration by the managers of all schools connected with towns or with manufacturing populations.

Colonel Pennant's school in Caernarvonshire.

During the past year I have had the opportunity of becoming more intimately acquainted with an excellent set of schools, established for a most remarkable population, and supported with liberal, I might say noble, generosity. I allude to those maintained by the Hon. Colonel Douglas Pennant, for the children of families connected with the Penrhyn Castle estate and slate works, in Caernarvonshire. Six large schools, perfectly found in all requirements, superintended by very able teachers, and accommodating nearly 800 children (there were present at my several inspections 284 boys and 336 girls), are maintained by this gentleman. The intellectual results are exceedingly good; and these schools form a worthy appendix to the whole social system of the slate-quarry

population, who are better off in every respect than any corresponding class of persons in Wales—perhaps in Great Britain.

General progress of education in Wales.

On calmly reviewing the general condition of Wales, with regard to benefits to be derived from the Parliamentary grant administered by your Lordships, I cannot but lament that so large a portion of this district should have so small a prospect of sharing in them. It is all very well to say that country parishes *ought* to come up to the level of certain theoretical requirements, but practically they may be unable, and if not unable they may be too sluggish, or too ignorant, to do so. I admit that many of the remotest districts might do much more than hitherto towards helping themselves in the way of education; but, after allowing for the more favourable cases, there must always remain in Wales a large number of parishes where the physical difficulties of distance and impracticable ground, with a widely scattered population, will render the maintenance of schools, such as would come within the reach of existing regulations, impossible. There is, I believe, a very strong impression amongst the gentry and clergy of Wales that the cases of mountain parishes should be legislated for separately, and that it is a practical denial of Parliamentary aid to subject such districts to conditions framed for towns and prosperous villages. It seems to me that a plan recommended some years ago by the Rev. W. Edmunds, late Vice-Principal of the Caermarthen Training College, and mentioned in my report, for apportioning a small farm to the schoolmaster of a parish such as I have just alluded to, would be one of the readiest ways of removing the pecuniary difficulties that beset this class of schools. If the landowners of any given parish would agree among themselves, and consent to let out five acres of ground at the lowest market rate of the district to the schoolmaster, then if the Government would meet the parishioners half way with a grant for buildings, fittings, &c., and would relax the capitation rules for children under such difficulties of position, I conceive that a very considerable number of parishes would avail themselves of the advantages thus to be held out, and would do their best towards providing themselves with sufficient schools. As the case now stands, not one-fourth of the parishes of Wales are receiving annual assistance from the Parliamentary grant; and if things are allowed to go on as they are, their inhabitants will prefer remaining passive, and will let education schemes pass over their heads unheeded. But this is not the way to promote the moral and intellectual advancement of people not naturally prone to help themselves; they require words and deeds of

encouragement, and above all that the stiff formalities of Anglo-Norman laws and regulations should not be applied with too rigorous uniformity to Celtic minds, a course that will never overcome the inertness and passive resistance of the Welsh people. But, even should school-houses be erected in all parishes capable of supporting them, there must still remain a class of parishes—alluded to in one of my former reports—wherein no villages properly so called exist, where the houses are scattered over distances too great to be overcome by young children, and wherein the schoolmaster *must* go to the scholars, because the scholars *cannot physically* come to him. I am fully persuaded that a riding or walking schoolmaster, circulating regularly through his district, is the only kind of teacher permanently adapted for such peculiar localities. The expense of a building might perhaps be saved, and the proper support and remuneration of the teacher would be almost the only educational burthen on the parish. I believe there is no doubt that the farmers and other inhabitants would willingly take their turn in lending rooms for such a circulating teacher; and, though the plan may be considered ludicrously insufficient by urban or lowland educationists, who know not what mountain life is, and anomalous as it may appear, yet such a kind of instruction is certainly better than none. It may, however, I am persuaded, be made more efficacious than can be supposed by those who have not had occasion to turn their minds to the subject. If the inhabitants of the wild districts round Snowdon or Arran Fowddy, or Plynlimmon, or the Mynydd Epynt Hills, the Beacons of Brecon, the Caermarthenshire Vans, the ridge of Precelly, &c., could be polled upon the subject, they would hail with gratitude such a cheap and ready way of meeting their educational wants.

Want of properly qualified teachers.

There is still a great defect in the machinery of schools—at least, as far as my own district is concerned—which the well-intended measures of the Committee of Council have hitherto failed in making good; I allude to the supply of qualified teachers. So great is the inconvenience felt by school managers in this respect, that I am sure of having all the country with me in supporting my representations to your Lordships. The *supply* of teachers is too small, and the *kind of teacher* supplied by the training schools is not so satisfactory as it ought to be. This evil—for it is an evil—may be traced back to the first starting of the school apprentices. Young lads are brought forward by their friends, their school managers, and their school teachers, very often from erroneous notions and from mistaken kindness; young women are apprenticed in the face of the preponderant probability of their marrying as soon

as possible, and of ceasing to be school teachers at the earliest moment. Supposing that an apprentice distinguishes himself more than ordinarily in his periodical examinations before the Inspector, and that he has a good chance of obtaining a Queen's scholarship, he will very commonly go to an English training school, and will not return to the old country. When a teacher comes from his training school it is too often found that he is in reality far too young, and that he is an indifferent teacher; he has been more anxious about studying with a view to obtaining a place in the Class List than about qualifying himself for the practical duties of his future calling. It is a growing conviction among school managers, and it has long been my own, that the officers of training schools do not pay sufficient attention to the exercising of their students in practical teaching—the place in the Class List seems to be the main object, the teaching in the practising school a minor one. The School-Manager, however, and the Inspector know by positive experience that the degree of the certificate of merit is of very little value compared with the practical power of handling and working a school; and yet teachers now issue from training schools who have never been apprentices, who are under the age of twenty-one, who have got fair-looking certificates, and yet who are unfit to have any school entrusted to them. Several painful instances have lately come under my notice, and I expect that the number of these instances will increase. I am bound to say it, that in my humble opinion a great change of system in the practice of training schools is imperatively required; and I believe that in saying this I shall be supported by the majority of *practical* school managers. The two years probation now insisted on by your Lordships is an excellent regulation and check, and one on which, as far as my official responsibilities will allow me, I intend to act most rigorously. One of the two training colleges with which I am officially connected, that at Caernarvon, is provided with an excellent practising school, in the large National school of that town, and there ought to be no excuse for an inefficient teacher proceeding from it, if the school is properly and adequately made use of. A project has existed for training female teachers in the girls' school of the same place belonging to the National Society; and, if the school were improved in its internal arrangements, the plan might succeed under its present excellent and accomplished superintendent. At Caermarthen, hitherto, the National school of that town has not been sufficiently good for the students of the training college to see much beneficial practice in it; but I understand that measures have been adopted for remedying this state of things, and it is

much to be hoped that they will be taken full advantage of.* Supposing, however, that the difficulties and drawbacks on apprenticeship were removed, and that young men really did get sufficient practical instruction in teaching while going through a training school, there would still remain one cause operating against the maintenance of a sufficient stock of teachers; I allude to the ultimate prospects of provision in old age, which the teacher is bound to look forward to on first commencing his professional career. It is a calling by which few, if any, can hope to save money; I look upon this as a practical impossibility; that is to say, I think no teacher can lay by money enough to support himself in his old age, when infirmities compel him to give up his school. An erroneous idea has been pretty generally entertained among teachers, that, under your Lordships' regulations, meritorious teachers, after a certain number of years service, and when disabled by sickness and old age, would be *ipso facto* entitled to a retiring pension. I conceive this to be very foreign to your Lordships' intentions; nevertheless the idea has been rather extensively cherished, and, now that the truth is beginning to be perceived, much disappointment has been occasioned. On the other hand, the very gracious and liberal manner in which retiring pensions have been granted to Mr. and Mrs. Foster, of the Caernarvon National Schools, (no persons could have deserved them more fully,) has had an excellent effect throughout North Wales, though it has not removed the cloud of uncertainty which still hangs over this part of the educational question. I cannot but acknowledge myself that, unless a teacher should see his way pretty clearly to the possibility of making an adequate provision for his declining years, he ought by no means to enter the profession: he had far better apply himself to the pursuits of commerce. It may be all very well, *in theory*, to recommend teachers to subscribe to this or that insurance company; but *practically* the necessities of a teacher with a family are too pressing to allow him to do it; the temptation to withhold his subscription is too great to expose him to.

I am fully convinced that the only method of settling this question in a way to satisfy the minds of those interested, (and therefore to encourage persons properly qualified to be in the profession) is for the Committee of Council to frame a scheme whereby certain annual deductions would be made from the augmentations of all certificated teachers, and at the end of

* The observations which I have made on this school in my Tabulated Reports for 1855–6 have given rise to a correspondence with the Lord Bishop of St. David's, which will be found in the appended to this report (*Appendix* D.)

so many years to give them, as a matter of right,—not of favour or solicitation,—a proportionate retiring pension. It is to me perfectly certain that the poor prospects of teachers in their old age do now positively discourage many persons from becoming schoolmasters; and this too, notwithstanding the justly merited improvement in their salaries which has generally taken place. In connexion with this subject, I have received an interesting letter from a schoolmaster in my district, to the following effect.

"Pen-y-Parke National School, 3 January 1857.

"I FIND, from the perusal of our 'educational periodicals,' that various schemes are afloat by my fellow labourers for the raising of a fund for superannuation, and the establishment of asylums for decayed members of our profession, and the children of those whom it may please God to deprive of paternal care in their infancy. It is very desirable that such provisions should be made; and I presume, from the present appearance of affairs, that certificated masters generally would feel grateful if the Government would deduct annually a moderate sum from their augmentation, and apply it for that purpose, the same as is done in all other departments of the Civil Service. With certificated teachers, the way is clear, and I do not see why other teachers, who would contribute a proportionate amount annually to the general fund, should not be participators in its benefits. With regard to the asylums, I think they would form very valuable and necessary appendages to our training colleges, and soon become perfect 'model practising schools' for the students in training, which is, undoubtedly, of the utmost importance; for, until perfectly organized model schools are established, imperfectly organized schools must exist generally. If such institutions were established, subscriptions, donations, and bequests would soon be forthcoming from the friends of education, and they would become flourishing and valuable nurseries, wherein to train the rising generation, and eventually wherefrom to draw the future race of teachers of Great Britain.

(Signed) "G. H. THOMAS."

Religious instruction in Welsh schools.

In my General Report last year, some observations at the close of it, concerning the religious instruction given in schools, caused a correspondence, in which the Bishop of Llandaff did me the honor of commenting upon what was there said. As this correspondence resulted, on each side, in the publication of a pamphlet, communicated at the time to your Lordships, I need not make any further remark upon the subject. But I am still desirous of reminding your Lordships, that teachers in National and parochial schools in Wales labour under a difficulty which may seriously hamper them, and yet which it is certainly within their power to alleviate or remove. The unhappy alienation of by far the largest portion of the Welsh people from the Church of their fathers, and the unfortunate divisions that rage within that Church's pale, place the conscientious teacher in a position of no small difficulty. In the greater number of schools that I visit I find the choice of the religious subjects, the arrangement and practical teaching of those subjects, thrown exclusively on the shoulders of the teacher, without much interference on the part of the clergy. It is only right to suppose that a teacher has some religious bias of his own; were he exempt from it, he would have an advantage over his clerical superiors. If, then, a teacher with Low Church notions finds himself at the head of a school supported by a

High Church clergyman, the probability is, that he will either counteract the labours of that clergyman (involuntarily perhaps), or else he will soon have to resign his situation. Supposing him to resign, what is he to do? Is every parish school committee to hope that it may always find a master of the same theological views as the parochial clergyman for the time being? And yet, if not, what is the result, except a certain infusion of hypocrisy into the very life-blood of education itself? So far are things now carried that portions of the clergy of Wales are opposed to —and have spoken very strongly to me on the subject,—the two Welsh training colleges, because they suspect that theological ideas are taught in them contrary to their own. This very circumstance tends to drive apprentices and Queen's scholars out of Wales to English training institutions; the High Church go to St. Mark's, the Low Church to Cheltenham; the former prefer training colleges established by the "National Society," the latter those patronized by, or connected with, the "Church of England Education Society," which was originally founded in opposition to the National Society and its training colleges. It seems to me that the proper safety of a parochial schoolmaster lies in his falling back on his position as a layman, and as one not warranted to give any religious instruction to his scholars without the positive and express direction and advice of his clergyman. Is a *scheme* of religious instruction necessary in a school? It is the clergyman's duty to draw it out, and to see that it is carried into execution. Ought the children to be *regularly* and *periodically* examined in religious knowledge? It is the duty of the clergyman to conduct that examination himself. Managers may leave the secular part of the teaching, if they think it safe and advisable, to the uncontrolled discretion of the master; but the religious instruction is too important, too sacred a thing to be neglected by those whose duty it is to attend to the spiritual welfare of the young as well as the old; and the judicious teacher, who wishes to pass unscathed through the ordeal of parochial theology, will take care to require from his school-managers, through the clergyman, a series of written directions for Scripture-reading, doctrinal teaching, and religious examination. He then no longer acts on his own responsibility in a matter, for which he has no right to be held answerable; he is a man essentially under orders, and under orders in such things he ought to be careful to act.

Want of inspection with a view to improving organization of schools.

It were greatly to be wished that the lay members of school committees would co-operate with the clerical ones in organizing some scheme for school inspection and school examination among themselves; and, instead of supposing that a half-yearly or yearly muster-day and distribution of prizes, or an attendance *en masse* once a year when the Inspector comes, were

sufficient, would arrange for frequent and regular visits to the school, and would settle in an amicable spirit with the teachers some plan of village inspection. The conscientious teacher works all the better for knowing that his school-committee are really desirous of co-operating with him, and of giving him the opportunity of having his own work frequently *proved* and *checked*. A little judicious arrangement would effect much good in this matter, and we should not hear such frequent complaints of teachers leaving their situations in quest of more agreeable if not more profitable appointments. Notwithstanding the lapse of so many years since the inspection of schools under your Lordships' directions commenced, imperfect notions of the nature and objects of inspection still exist in my district. Some managers of schools seem to think that the Inspector ought to perform all the duties of an organizing master, and should set right, in the course of a few hours, what their own want of attention for a whole year has allowed to go wrong. Others suppose that an Inspector's duty is confined to an examination of the children, and that he is not mainly concerned in inquiring into the manner in which the teacher conveys instruction, and works his school. Not a few imagine that the best way of securing a "good inspection," as it is called, is to assemble as many strangers and gazers as they can, to assist at a transaction, which should be as private and quiet as an operation in the sick-ward of an hospital. It often occurs that the anxious friends of a school bring the junior members of their families and thrust them into the classes, "to hear the Inspector's questions and the school-children's answers;"—and some bring their dogs, though for what purpose, I never could exactly discover. All these trifling circumstances, while they only tend to hinder an Inspector in his duties, and to place the school teachers under great disadvantages, betoken an ignorance of the most primary elements of school-management; in fact they do not occur in the best schools. Persons who really and practically understand the science of education are not commonly met with; but, when they are, an Inspector's task becomes one of the most agreeable nature. Sure I am that no school can be efficiently maintained without much activity, self-sacrifice, and judicious inspection, on the part of the clerical and lay managers; and that, where the various members of a school-committee act together with earnestness and sound sense, they are pretty sure of producing a satisfactory result.

I have the honor to be, &c.

H. LONGUEVILLE JONES.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix A.

Summaries of Tabulated Reports, for 1855–6, on Schools inspected by Rev. H. L. Jones.

Summary *a*.

Attendance, &c.

Number of Schools *actually inspected* between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children							
No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*				In *Average Attendance.*	For whom *accommodation* is provided, at 8 square feet of superficial area per Child.	Number of *Certificated Teachers.*	Number of *Pupil-teachers.*
	Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.				
126	41	39	16	83	3,599	3,137	1,329	6,673	12,388	21,293	104	231

Per-centage of Children on *School Registers*

Aged

Under four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
4·46	6·21	7·77	9·77	12·11	11·88	12·43	10·92	9·17	7·13	4·75	3·4

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
40·95	20·98	15·08	11·12	6·52	5·35

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 163 inspected, in which

Subjects of Instruction.	Are reported to be taught			Are Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Holy Scriptures	63	19	–	82
Catechism	61	17	1	79
Reading	58	24	1	83
Writing	48	32	2	82
Arithmetic:—				
Simple Rules	70	12	–	82
Compound Rules	73	8	–	81
Higher Rules	58	4	–	62
Geography	60	18	1	79
Grammar	47	17	–	64
History	8	–	–	8
Music from Notes	11	–	–	11
Drawing		1	–	5

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
117	56	4	148	30	–	143	12	9	101	19	12	131	27	2	151	22	–	82	9	1

Summary *d*.

Income and Expenditure.

Aggregate *Annual Income*, as stated by Managers, of 117* of Schools enumerated in Summary *a*.

From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	Average Income per Scholar in attendance.†
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
844 17 6	4,629 4 2	3,271 16 9	1,584 15 4	10,330 13 9	16 8

Aggregate *Annual Expenditure*, as stated by Managers, of 117* of Schools enumerated in Summary *a*.

Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary *d*. relates.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
8,460 3 2	648 12 9	1,688 12 3	10,743 8 2	17 4	12,388

Summary *e*.

Salaries of Teachers.

	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
Average pecuniary emoluments (including Government grants and all professional sources of income) – – –	£ s. d. 78 9 4½	£ s. d. 51 18 6½	£ s. d. 59 12 0¼	£ s. d. 85 13 10½	£ s. d. 52 2 6	£ s. d. 29 11 5
Number on which average is taken –	86	27	16	32	2	12
Number provided with house or rent free	62	18	4	19	1	3

Summary *f*.

School Fees.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centestimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
116	15,679	62·53	23·75	8·54	3·81	1·37

* The number of Schools inspected during the year was 126; but from 9 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

Appendix B

An Address to the Parents of Children in the Swansea National Schools.

(From the Teachers.)

For what purpose do you send your children to school? Is it not that they may receive at our hands that instruction and training which, under the blessing of God, will fit them both for this world and for that which is to come?

You have acted wisely in sending them; and, under certain circumstances, you have a right to expect a rapid improvement in them. But are you assisting us by every means in your power in the great and good work in which we are engaged?

Learning, you know, is often compared to a journey. Now, if you allow your children to be frequently absent, unpunctual, or to leave the school before the time of closing, they will fall behind their school-fellows as certainly as a traveller would be behind his companions if he were detained a day on the road. And, to carry on the illustration, the greater the number of days he is detained, the greater will be the distance that traveller would be from his friends. So with your children.

Where these bad habits are the *most* frequent, there shall we find the *least* progress. We would, therefore, respectfully recommend that the children be not kept at home for slight reasons, and that every parent would make it a rule, as some already do, never to allow their children to be absent unless through sickness or circumstances of urgent necessity. Strive, also, to send them in time. If they are unpunctual now, they will, most likely, be always so. And, what is worse, they learn, by their absence from prayers, with which the business of the school opens, to neglect praying to God. Should a child be required at home, leave of absence should *first* be obtained, and should he be unavoidably detained, a note should be sent. This destroys the temptation to tell falsehoods, or to make idle excuses.

Many parents are continually removing their children from school to school, giving, as a reason, that they are backward. They place the blame upon the school, and forget that the real cause is either the child's own idleness, inattention, dulness, or, what is most likely, the bad practice to which we allude. Bees store a hive of honey by wandering from flower to flower. Not so with children. The more frequent the change the more empty their minds. No two schools are exactly alike; at every change, therefore, the child has to learn a new system. Till this be done, and the teacher has acquired a thorough knowledge of his disposition, powers, and attainments, the progress is very slow. These changes often arise from idle tales carried home by the children, or from some misunderstanding on the part of the parents.

We beg to suggest, that on all such occasions the parents of the child will see the teachers, who will be always willing to listen to any reasonable complaint. This will give an opportunity of clearing up any difficulties that may exist, and of cultivating that good feeling which should ever be manifested between the parents and themselves, seeing that they are deeply interested in their children, standing, as they do, in their stead while the children are under their care.

Another hurtful practice is the taking them from school at a very early age, just when their minds are best fitted to receive instruction. They are removed from our care before good habits are permanently fixed, and the character moulded. Our object is not only to impart knowledge, but to train the children "in the way they should go." The latter is a work demanding much more time than the former. The most confirmed liar may be taught in *a few minutes* the consequences of his sin, but to get him to speak and act truthfully is a work of *months*—perhaps *years*. We know that many are removed from absolute necessity, to increase the family income. Of these we do not complain. We are equally certain, however, that many are removed for no other reason than the child's own desire "to go to work," the parents themselves being anxious to prolong the period of school life. The feeling alluded to is very common among children, but should be checked till the parents see fit to take them from under our care.

Many parents postpone the payment of the school fees till Wednesday or Thursday. This is not only contrary to the rules of the school, but is a very hurtful practice, as the teacher is compelled to devote five or ten minutes daily for collecting the money; time which otherwise would be employed in giving instruction. These parents should remember that not only is this time lost by their children, but to every child

in the school. Should any parent feel desirous of paying *quarterly* he can do so; the fee can be ascertained from the teachers.

In conclusion we crave your assistance, your support, your prayers. Pray for us, for your children, that they may grow up wise and good; for their teachers, and for the school; and so shall it be your blessing to behold them walking in the narrow path—the path to heaven.

Appendix C.

Plan adopted for Needlework at Dafen School.

Every girl has an apron with a large pocket in front of it, and her name marked in full at one corner of it. After the school has opened and all the girls are seated, the monitors each take the parcel of aprons allotted to their respective classes and distribute them. In the pocket of each is the work, placed there on the previous day. As the girls receive their aprons, they put them on, and at a sign from the mistress they all turn, so that each child ties the string of the one before her. The thimbles and needles are then given out, and one little child is appointed to give out the cotton; there is generally one unable to work from a cut or burnt finger. The clothes made in the school are all of a nature most suitable for the wear of the women and children of the labouring class. About once in two months an afternoon is appointed, or a half holiday, when the elder girls (say about twelve) meet at the house of the mistress, or of some lady interested in the school, to cut out and prepare, in some measure, the work. All the girls are taught, as soon as possible, to prepare the work for themselves. When a sufficient quantity of work is finished, a day is appointed for the sale of the articles, when the parents of the children and others belonging to the works have notice of the same. The articles are sold at the price of the cost of materials, no extra charge being made for the needlework.

The youngest children are employed in hemming and sewing together the fag-ends of calico and prints, which make good dusters, and all sold for one halfpenny each. They are also employed in sewing patchwork.

All the work is done to tend to some useful purpose, which has the effect of making the children take more interest in it. The two elder classes are taught to darn stockings, a week occasionally being devoted entirely to this. The managers feel sure the great success of the plan adopted in the Dafen school is owing to the methodical and patient manner in which all is carried out by the mistress.

The plan of the work has been given, but, perhaps, it might be as well to state by what means the sewing was and still is carried on. Five pounds were placed in the hands of the mistress; with this sum a stock of calicoes, prints, needles, thimbles, cottons, tapes, &c. were purchased.

The cutting-out classes were formed, and the materials before mentioned cut out into different articles of clothing suitable for women and children of both sexes and various ages.

The articles made were sold at the following rates. The whole stock was disposed of, and the fund was, therefore, left undiminished, so that the same plan will be repeated during another period of three months.

No. 1. Class of Garments.

Boys' and Girls' Shirts and Shifts.

For 2 to 4 years,	1 yard brown calico,	at 3*d.* and 1*d.* for cotton,	sold at	4*d.*
„ 5 to 7 years,	1½ „	„ at 3*d.* and 1*d.* „	„	5½*d.*
„ 7 to 10 years,	2¼ „	„ at 4*d.* and 1*d.* „	„	10*d.*

No. 2. Class of Garments.

Boys' Round Pinafores.

For 2 to 4 years,	1¼ yards print	- at 6*d.* and 1*d.*	„	8½*d.*
„ 5 to 7 years,	1½ yards brown Irish	at 8*d.* and 2*d.* for cotton, buttons,	sold at	1*s.* 2*d.*

No. 3. Class of Garments.

Girls' Pinafores.

For 2 to 4 years, ½ yard brown Holland, at 8*d.* and 1*d.* for cotton, sold at 5*d.*
„ 5 to 7 years, ¾ „ „ at 8*d.* and 1*d.* „ „ 7*d.*
„ 8 to 10 years, 1 „ „ at 8*d.* and 1*d.* „ „ 9*d.*
„ 11 to 13 years, 1⅞ „ „ at 8*d.* and 1*d.* „ „ 1*s.* 4*d.*

No. 4. Class of Garments.

Frocks.

For 2 to 4 years, 2 yards print, at 7*d.*, tape and cotton 2*d.*, sold at 1*s.* 4*d.*
„ 5 to 7 years, 3½ „ at 7*d.*, „ „ 3*d.*, „ 2*s.* 3½*d.*
„ 8 to 10 years, 5 „ at 7*d.*, „ „ 3*d.*, „ 3*s.* 2*d.*

No. 4. Class of Garments.

Womens' Shifts.

1st size, 2½ yards brown calico, at 3*d.* and 1*d.* for cotton, sold at 8½*d.*
2nd size, 9 „ „ at 3*d.* and 1*d.* „ „ 10*d.*

No. 5. Class Garments.

Women's Aprons.

1st size, ¾ yard print, - - - at 7*d.* and 1*d.* cotton, sold at 6½*d.*
2nd size, 3 yards, ¾-wide, will make *two*, at 7*d.* and 1*d.* cotton, „ 11*d.* each.

Appendix D.

Sir, Abergwili, Caermarthen, 6 December 1856.

I beg to enclose a copy of a letter which I have felt it my duty to address to the Rev. H. L. Jones, Her Majesty's Inspector of Schools, with reference to an observation contained in his last Tabulated Reports.

I am, &c.

R. R. W. Lingen, Esq. (Signed) C. St. Davids.

Dear Sir, Abergwili, Caermarthen, 6 December 1856.

I perceive that in your Tabulated Reports for 1855-6, a copy of which has just been forwarded to me, you repeat an observation which you have made in previous reports, with regard to the name of the Caermarthen schools:—"If these schools are to be called *model schools*, as I find them termed at Caermarthen, they are not good ones; if they are National or parochial schools merely, and are so called, they may be considered equal to the average of town schools." The history of the name "model school" is simply this:—Long before the foundation of the Caermarthen Training Institution, there had been a school at Newport, Pembrokeshire, maintained by the trustees of the Bevan charity, and designed to serve not only the common purposes of instruction, but to provide some kind of training for schoolmasters employed by the trustees, and hence it received the name of the "central" or "model" school. It, however, answered both purposes very imperfectly, and was of a very low character. It appeared to me that it would be very desirable to transfer this establishment to Caermarthen, and to furnish it with means of accomplishing its object as a training school more effectually. The school built in pursuance of this intention was called by the name of that which it was meant to supersede.

After the opening of the Caermarthen Training Institution, the "model school" was of course no longer needed for the purpose indicated by its name; but, as commonly happens, the name continued to cling to it. It has ever since been used as a practising school for the training institution, because circumstances have not permitted one to be opened nearer to the institution.

I distinctly remember that in a conversation which I had with you when you called on me here some years back, I explained to you all the circumstances above stated with regard to the origin of the name "model school."

It was with much surprise and concern that I afterwards saw in your next report, an observation on the name to the same effect as that in your last, and at the public examination of the schools then next following, I adverted to your remarks, in order that every one present might understand the precise state of the case. The matter is no doubt of very little importance, but the observation, beside being unfair and unpleasant, places the schools in a false light, and has a tendency to create an unfavourable opinion of the managers. I make this statement, however, not for your information, as you have been long in possession of the facts, but for the purpose of sending a copy of it to the Committee of Council, that the truth may be known where it is most important that it should not be misrepresented.

I am, &c.

Rev. H. Longueville Jones. (Signed) C. St. Davids.

Education Department, Council Office, Downing Street,

My Lord, London, 10 December 1856.

I have had the honor of receiving your Lordship's letter of the 6th instant, and a copy of it has been communicated to me by the Committee of Council on Education. I beg leave to make the following observations in reply.

Your Lordship is quite correct in calling to memory the substance of the conversation on the subject of the schools in question, which occurred some years ago; and, in consequence of that conversation, a communication took place between the Secretary of the School Committee and myself, from which I understood that the committee did not desire the schools to be called Model Schools, nor considered as such in the official acceptation of the word, and that in future they would be called "National Schools."

Subsequently to that period, however, I have found the name of "model school" (which certainly is not a matter of much importance abstractedly considered) applied by the authorities of the training school, and by the teachers and pupils of the schools themselves. I have also found the boys' school, as distinguished from that for the girls, appealed to as a *bonâ fide* model school, in the ordinary sense in which that term is applied. Besides this, I have found the girls' school called a model school, and considered as such in various parts of the country. It became evident, therefore, that, though your Lordship and the members of the School Committee applied the term in a peculiar and restricted manner, yet a numerous class of persons had got into the habit of using it in a general sense, and of attributing to the schools higher qualities and greater efficiency than the authorities connected with them wished to lay claim to.

My late colleague, Mr. Moseley, when visiting the schools with myself two years ago, heard them called model schools by the managers, and exclaimed to me that if so, they were models of much that was to be avoided.

My present colleague, Mr. Temple, and myself, during our last visit to the boys' school, both agreed in considering it as not fit to be called a model school, in connexion with the training school.

At Caernarvon, where the other Welsh training school is, there are two *bonâ fide* model schools, boys' and girls', fully entitled to the name, and they are so called and considered throughout North Wales. Any person who should not have had the advantage of receiving your Lordship's explanation, and yet who should hear the same term applied to the Caermarthen schools, would naturally be led to expect the same kind of excellence in the latter as in the former; and he might draw a comparison very unfavourable to Caermarthen, unless he should become aware of the actual state of the case.

Your Lordship's explanation seems to me to refer to the boys' school alone, but the girls' school has assumed the name of model school as well as the other.

It seems to me that for the sake of the schools themselves it would be better for them definitively to take their proper appellation of National or parochial schools, and then there would not be so much likelihood of erroneous conceptions as to their condition being entertained by the public.

I beg leave to assure your Lordship that I by no means wish to say anything unfair or unpleasant of the schools in question,—just the opposite; but rather to

prevent them from being judged by a test, to which their managers do not advance any claim on their behalf.

If they are to be called model schools, they must be compared with other model schools, and they may suffer greatly by the comparison; but if they are to be called only National or parochial schools, they will assume their proper position in public opinion, and be judged accordingly. I cannot call them model schools myself without instituting a comparison of this kind, nor without expecting from them the fulfilment of various conditions, which they are not at present calculated to satisfy.

If your Lordship's explanation of the term, as applied to these schools, could be put on record by being printed in the Minutes of the Committee of Council on Education, I feel persuaded that the erroneous opinion now existing as to the character of the Caermarthen schools would be removed, and that the result would be beneficial to the schools themselves. Nothing can be farther removed from my intention than to do anything that may either prejudice them on the one hand or be obnoxious to their managers on the other; but I humbly conceive that if the public, however erroneously, is allowed to apply to these schools a term, and therefore expect from them results, to which they are not entitled, much disappointment will be caused by the circumstance.

I have the honor to be, &c.
(Signed) H. Longueville Jones.

To the Lord Bishop of St. Davids.
&c. &c.

Dear Sir, Abergwili, Caermarthen, 13 December 1856.

I cannot think that, even on your own showing, you were justified in your observations on the Caermarthen schools by the facts within your knowledge. You must have been aware that these observations would be understood by every one who read them as a reflection on the managers of the schools, as persisting in the dishonest practice of decorating their schools with a sounding epithet to which they are not entitled. It now appears that you did this after having received a declaration from the secretary of the school committee, "from which you understood that the committee did not desire the schools to be called model schools," and that the only ground for your observation is, that "a numerous class of persons had got into the habit of using the name in a general sense." No doubt they have, from the cause which I explained to you; and I thought it was pretty notorious that when such a habit is once formed it is not easily corrected, and that even persons who are fully conscious of its impropriety will at times unguardedly relapse into it. I am not, therefore, at all surprised that you should have heard the title applied to the schools, even by the "authorities of the training school," much less by other persons not so well informed of the state of the case. But I cannot think that this unavoidable effect of habit was a sufficient ground for such an invidious observation, or of sufficient importance to call for any public notice. If you are in possession of any secret by which the managers can induce everybody to describe the schools correctly, they will no doubt be obliged to you if you will have the goodness to impart it to them. But until then it appears to me that they can only be fairly made responsible for their own official language; and with regard to the "authorities of the training school," I happen to know that in the correspondence of the local council with the Welsh Education Committee the schools are correctly described. But they would not be so if, according to your suggestion, they were to take the appellation of National or parochial schools. This would, indeed, be the truth, but it would not be the whole truth. It would not be a "proper," because it would be an incomplete appellation.

From your observation in the Tabulated Reports I was led to conclude, though it would otherwise have seemed incredible, that you were not aware of the fact that the boys' school is the practising school of the training institution. It now appears that though fully aware of the fact, you think it "proper" to ignore it yourself, and recommend that all the parties concerned should do so likewise. I cannot assent to that opinion. The boys' school would not be properly described as a mere National or parochial school, because it is not only used as a practising school, though in that respect labouring under the unavoidable disadvantage of being situate at an inconvenient distance from the institution, but is, on that account, partly supported by the Welsh Education Committee and the local council of the training institution, who contribute, I think, one half of the master's salary.

The girls' school is simply a National school, as I think an excellent one, though it may be without any pretentions to the technical distinction of a model school.

I am not very deeply affected by your contrast between either school and those of Caernarvon, or by your reference to the judgment of Mr. Moseley. I had the advantage of being able to compare that judgment with the evidence of my own senses, and gathered from it two instructive lessons. I learnt how unsafe it must be to rely on anything but ocular inspection for the real character of a school; and further, how easily a school may get a bad name from very trifling and casual circumstances. I shall not now be either suprised or much concerned if you should repeat the same observations in future reports, as the circumstances which have appeared to you to warrant them are beyond my control. My chief anxiety has been, that the Committee of Council should understand the real state of the case, but I shall take the earliest opportunity of putting the managers and friends of the schools on their guard against misdescribing the schools in your hearing.

I am, &c.

Rev. H. Longueville Jones. (Signed) C. St. Davids.

Education Department, Downing St. London,

My Lord, 17 December 1856.

Adverting to your Lordship's letter of the 6th instant, and to its enclosure, I am directed by the Lord President to inform you that Mr. Longueville Jones has forwarded a copy of his reply to your Lordship for consideration by the Committee of Council.

The Lord President hopes that the explanation afforded by Mr. Longueville Jones will be satisfactory to your Lordship, and if it would further conduce to the same object, that the substance of the correspondence should be embodied in, or appended to, the next General Report made by that gentlemen, the Lord President authorizes that course to be taken.

His Lordship has noticed with pleasure the exertions recently made by the local council of the training college for its general improvement, including the elementary school in which the students practise teaching. The Lord President believes that Mr. Longueville Jones appreciates these exertions, and his Lordship thinks that the tone of Mr. L. Jones' explanation may be taken as evidence of the friendly spirit in which he regards them.

I have the honor to be, &c.

The Lord Bishop of St. Davids. (Signed) R. R. W. Lingen.

Sir, Abergwili, Caermarthen, 18 December 1856.

I have the honor to acknowledge the receipt of your letter, and beg to express my obligation to the Committee of Council, and especially to the Lord President, for the attention they have given to the subject with which I have very reluctantly troubled their Lordships.

I had understood from Mr. Longueville Jones that he had forwarded my answer to his letter to the Committee of Council, but, as there may have been some mistake, I beg to enclose a copy, from which their Lordships will see how far I am satisfied with Mr. Longueville Jones' explanation; and I have only to add that I do not at all question his having acted under a sense of his official duty.

I am much obliged to the Lord President for his offer to permit the substance of this correspondence to appear in Mr. L. Jones' next General Report; and, though I have no personal feeling on the subject, I think that such insertion may be desirable, as tending to correct misapprehensions which may have been suggested by Mr. L. Jones' Tabulated Reports, and otherwise to set the matter in its true light.

I am, &c.

(Signed) C. St. Davids.

R. R. W. Lingen, Esq.

GENERAL REPORT, *for the Year* 1856, *by Her Majesty's Inspector of Schools*, J. D. MORELL, Esq., A.M., *on the* BRITISH SCHOOLS, *and the* WESLEYAN *and other* DENOMINATIONAL SCHOOLS, *inspected by him in the* NORTH-WESTERN DIVISION *of* ENGLAND; *and in* NORTH WALES.

MY LORDS, January 1857.

Education a popular question.

I HAVE the honor to lay before you my report for the year 1856. It is now just ten years since the present plan of Government assistance in aid of national education was sketched out and brought into operation. During these ten years one great good at least has been accomplished, namely, that the education of the people has become at length a *popular* question. Previous to that time there were, indeed, *individuals* who had a clear insight into the necessity of improving the educational arrangements of the country, and worked heartily, amidst many discouragements, towards this end; but the word "*education*" was wholly unknown as representing any great national question, not to say that it had no connexion whatever with the work of the legislator.

By degrees, however, the education question has raised itself into a degree of prominence which hardly admits of any one feeling towards it complete indifference. In private and in public, in the schemes of religious communities and the plans of industrial establishments, in the councils of municipal bodies and in the supreme council of the nation, the educational wants of the country, and the best means of supplying them, have become the topics of frequent and anxious deliberation. If there are still those who look with distrust upon the march of intelligence amongst the masses of the community, their voices, feeble at best, seem now almost like the echos of times gone by. It appears to be a settled question, that the people *must* and *will* be educated. The only difficulty which remains is to decide *how* this end is to be accomplished in the most unobjectionable and beneficial manner.

The voluntary principle.

In looking back, as we are now naturally tempted to do, upon the history of the education movement in this country, we cannot fail to observe the important part which the *voluntary* principle has played in the whole procedure. It was by its agency, indeed, that the work of popular education was primarily set afloat; and however inadequate it *has* been, and still *is*, to accomplish the whole of the ends that ought to be contemplated, and *must* be finally secured by a complete system; yet there can be no doubt of the power which it has exercised in bringing the question into prominent

notice, in furnishing a very large amount of the educational means now in operation, and in exercising a wholesome vigilance over the practical working of education generally throughout the country.

The self-paying principle.

Almost simultaneously with voluntary efforts, the *self-paying* principle came into operation. The primary form of this was the payment of 1*d.* per week from each scholar; and for many years this continued to be the ordinary rule of most British and National schools. This original "penny a week" has now, in a large number of cases, been increased. Amongst the schools under my own inspection, it has become the *exception* rather than the rule, the more usual fee being about 3*d.* per week, and in many cases even 4*d.* and 6*d.*

Taking all the schools under inspection throughout the country, it was found, by the last returns, that the aggregate amount paid in school fees during the year was above 178,000*l.* The entire amount of voluntary contributions in the same schools, and during the same year, was a little over 187,000*l.* So that, amongst the better class of schools, the voluntary and the self-paying principle furnish very nearly equal sums towards the general education of the country.

Principle of Government grants.

In the year 1846 the present system of supplementary grants by the Committee of Council on Education came into exercise. These grants have gone on from that time steadily increasing, so that, independently of all collateral expenditure connected with inspection, normal schools, &c., above 200,000*l.* have been applied from this source during the last year to the direct aid of the same schools as those above mentioned (about 7,000 in number), whether in the form of augmentation to masters' salaries, payments to pupil-teachers and assistants, or grants for books and apparatus.

Three sources of income to primary school.

Here, then, we see the *three* sources from which the great mass of well-regulated primary schools throughout the country are supplied with the requisite funds. Each source, it will be seen, contributes something approaching to an equal sum, *i.e.*, about one-third of the entire amount expended upon the whole process of education in the schools in question.

Disadvantages of the voluntary principle.

If any one were to suppose, however, that the amount of *money* derived from them represents the whole of the importance attached to the three above-named principles, he would certainly be very incorrect in his estimate. First, with regard to the voluntary principle, it is certainly *not* the money side of the question which is most to be regarded or most highly to be valued. As a source of pecuniary support, the voluntary principle proves itself in actual experience to be singularly defective. Occasionally, under especial excitement, it can make great spasmodic efforts, but it wholly fails in

pouring that constant, steady, silent stream of pecuniary supply into the coffers which is necessary to maintain in vigour, health, and full activity all those individual institutions upon which the real education of the people must directly depend.

Another evil arising from purely voluntary schools, is the state of dependence to which the teacher becomes naturally reduced, and the tendency thus given to deteriorate the whole class. No large and intelligent body of men, who have education, energy, and the world before them, will give themselves up in the long run to a life of dependence (and thus of comparative uncertainty) such as must necessarily be involved in the fact of living upon voluntary contributions, for which no equivalent is rendered *to the donor*. Accordingly, those who have been most strenuous in maintaining the voluntary principle in education are gradually changing their ground, and silently substituting the self-paying principle in its place. And *so far* they are right; for, of the two, the self-paying principle is by far the most sure, the most steady, and the most satisfactory to all parties concerned. Where it is sufficiently developed to keep the school in vigorous operation (a state of things *now* not very unfrequent), it lays no burden upon private benevolence, reduces no one to a state of dependence, and instead of pauperising the population, as far as regards the instruction of their offspring, gives them the honest and wholesome feeling that they are able to *pay* for the advantages they are receiving.

Advantages of the voluntary principle.

The real value of the voluntary principle lies in the healthy impulses, the daily encouragements, and the moral aid that are afforded both to the teacher and scholar by the presence and personal interest of those who occupy stations of influence in the several localities where the schools are situated. However possible it might be to have schools *formally* as complete, and education quite as widely extended, by the instrumentality of paid officials only, yet no such instrumentality could *wholly* supply the loss of that daily personal influence which is excited so largely on the present system by those who seek to further the education of the poorer classes around them, simply and solely with a desire to promote their welfare. This is certainly an element in our *present* national education, which may well be guarded with some degree of jealousy, and which must not be lightly swept away by the rising tide of any universal national system.

Self-paying system:

But next, what are the precise advantages and disadvantages of the self-paying system? To the former I have adverted already. The parent gives something approaching a fair remuneration for the instruction offered his children, and the master feels that he is paid an honestly gained income by those who receive the benefit of his labours. Both derive satisfac-

tion from this. The parent *values* that for which he can give an equivalent in the education market more highly than that which is bestowed upon him in *charity*. The interest of the parent thus kept alive, reacts upon the child, and makes him more regular and more attentive as a scholar. The master, on his side, feels that it is not only his *duty*, but equally his *interest*, to give the best education in his power, as the funds of the school, and consequently his own personal comforts, depend upon his keeping up a good supply of scholars.

Its disadvantages.

On the other hand, the self-paying principle *fails* in carrying education just where it is most wanted, I mean to those who are too degraded or too abandoned to take the slightest interest in the question, and who would rather prefer than not to see their children grow up like themselves. Were there no parents sunk in indifference, brutalised by vice, or pining in abject poverty, then the self-paying principle, accompanied by some arrangements for Governmental or other inspection, and backed by a good pupil-teacher system, might suffice for the whole country. But this, alas! is far enough from being the case, and therefore something *more* is required to rescue the children of such families from the lot impending over them. It is a lamentable fact, moreover, to contemplate that in this country, blessed as it is with unprecedented commercial prosperity, and attracting to it the riches of the world, there should still exist vast masses of human beings who can only secure the barest necessaries of life, and that without any assignable blame attached to themselves. So long as the enormously unequal distribution of wealth in our present state of society throws untold resources *here*, and leaves poverty and want to revel *there*, it is surely the least which the community can be called upon to do to assist in elevating those which our own social evils appear to abandon otherwise to hopeless ignorance and deprivation.

Government grants.

The voice of reason and justice, which had long uttered itself to this effect in the silent reflections of most philanthropic minds amongst us, found a response in the establishment of the Committee of Council on Education, and in the determination to aid actively and substantially in furthering the education of the poorer classes of the community by means of *national contributions*. And here, too, it may be safely affirmed, that it is not the mere amount of money contributed to individual schools which in any way represents the whole of the advantages accruing from the system of Government grants now adopted. No doubt the sums of money granted to the schools have been extremely useful. They have aided in procuring better school-rooms, better apparatus and furniture, a better supply of books, and better teachers. Indepen-

Their advantages.

dently, however, of all this, there are several collateral effects arising out of such grants, which have produced a powerful effect upon the progress of popular education in the country.

Inspection. First, there is the effect of *inspection*, of which, of course, it does not become me to speak very definitively. To speak *generally*, however, it must be obvious at first sight that to draw a large body of men of liberal education into the interests of popular instruction, to give them the opportunity of gaining a wide experience respecting it, and then of reflecting that experience back upon the schools in their annual visits, and still further, to put into their hands the power of *publishing* the results of inspection to the world, as a stimulus to teachers in the prosecution of their work,—that all this must necessarily exert no small influence upon school matters in general, whether viewed theoretically or practically. Without entering further into this particular point, I may mention,—

School methods. Secondly, the influence which the Government grants have had in remodelling *school methods*. This, of course, could not be done without incurring the expense of providing a larger quantity of teaching power. Where one master has to teach a hundred or more children *single-handed*, he has only two resources to which he can betake himself. Either he must employ monitorial agency taken out of the school itself, or he must do nearly all the teaching collectively at the gallery, both of which plans are fraught with obvious difficulties, inconveniences, and imperfections. The apprenticeship of pupil-teachers has almost entirely overcome this difficulty. The schools have gradually become moulded into *sections*, and each section has been furnished with a teacher of sufficient capacity to *ensure* a certain amount of solid instruction, and consequently of progress amongst the scholars.

Normal schools. Thirdly. Closely connected with the system of pupil-teachers has been the development of normal schools in the country, which I cannot but regard as the main and most important amongst the collateral effects of Government grants upon the progress of popular education. Twenty years ago normal schools can be hardly said to have existed amongst us. One or two institutions at most received young men or women who were furnished with some little knowledge of school methods, and then were sent out into the country, usually with the slenderest possible education themselves, to educate the community. Now there are no less than thirty-two normal schools immediately under Government inspection, each of them giving a one, two, and even three years' course of study, as comprehensive in its general range as it is practical in its adaptation to the wants of the teacher. This more extended range of study in the normal schools is rendered possible by

the fact, that instead of receiving a miscellaneous number of almost wholly uneducated persons as students to be instructed and trained, they are now almost entirely supplied from the pupil-teachers who have completed their apprenticeship, and who enter the institution usually with far more education *to begin with* than the large majority of former students attained to on leaving. The extent to which the development of normal schools has already been carried may be judged of from the single fact that an average of thirteen hundred students who have completed their course present themselves for undergoing the Government examination every Christmas, and that nearly the whole of them, having received a certificate, go forth as accredited teachers into the country. And it is likewise a pleasing fact to record, that (so far, at least, as has come under my own observation) the demand for teachers has always been fully equal to the supply. Thus we have been certainly beginning at the right end; for however complete school establishments may be throughout the country, and however much money may be expended on them from public or private sources, all would be of very little service without a good supply of efficient teachers. The real increase of popular education, in fact, can only be rightly measured by the normal increase of effective teaching power.

More *mind* brought to bear upon subject of education.

Added, *fourthly*, to the other points we have mentioned, there is this very important good which has come out of our present system of education, namely, that a large amount of *mind* has been brought generally to bear upon the subject. Besides the now tolerably large staff of inspectors, there is a still larger staff of principals and professors in the training schools, whose energies are devoted almost entirely to this object. Hence educational literature has taken a new start, and occupies now a most important place in the intellectual activity of the country and the age. General attention has been drawn at once to the theory and the practice of pedagogic, and after a long slumber the community appears at length to be awaking to the consciousness that the well-being of the country does not depend wholly upon political principles on the one hand, or any particular ecclesiastical dogmas on the other, but quite as much, and *perhaps* a great deal more, upon the intellectual and moral training of the great slumbering world of infancy and childhood.

Future measures, how aided by experience of past.

So far, then, are we now arrived towards the solution of the great problem of *the education of the country;* and it is, I think, impossible not to look back with deep satisfaction at the progress which has been made towards this end during the last ten years. What further developments may sooner or later appear, it is not my province to anticipate or to sur-

mise. The experience of the past, however, teaches us, I apprehend, very plainly, that of the three principles now in operation for the support of popular schools, each one has its *good* and its *bad* side. Perhaps the first and most certain effect of an extended system of education, whether based upon rates, or otherwise supported from public resources, would be to paralyze the effect of the voluntary principle altogether. This has *not* been in any degree the effect of the Government grants *hitherto*, because they have been applied only to such an extent and in such a manner as to stimulate rather than to swamp private efforts. When once the *necessity* of private benevolence, however, in connexion with popular education is really taken away, it cannot be supposed that the voluntary principle will survive such a trial. As far as money goes, this would not be a result at all to be deprecated, as it would raise the support of educational establishments above the fluctuations and other inconveniences by which, as I before showed, eleemosynary supplies are always attended. But to exchange *altogether* the private interests of local friends for the periodical visits of official inspection, would certainly be a matter of serious consideration; and it is well worthy of inquiry, whether it be not possible to combine the steadiness of support arising from national funds with the personal interest and supervision which has been secured hitherto by the necessity of voluntary effort. Another matter, which those best acquainted with the working of popular education feel it highly important to guard against, is the entire immunity of parents from the payment of school fees. The interest of the wise, the good, and the benevolent on the one side, and the interest of the parents on the other, are *both* so well calculated to give a healthy bias to the working of primary schools, that they need to be guarded with no small amount of care and jealousy in the whole of the future development of popular education. How, then, is this to be reconciled with the fact above alluded to, that there are many amongst the lower strata of society who seem to have no one to care for them, and, what is worse, care nothing for themselves beyond the immediate supply of their physical wants? It seems to point plainly to the necessity of having a *twofold* form of public aid; one adapted to the wants of the working classes generally, as being both able and willing to pay a reasonable school fee; and the other adapted to those lower strata of whom we just spoke, and who must be raised, if at all, by dint of purely extraneous efforts, which may calculate upon resistance rather than co-operation on the part of those for whose benefit they are intended.

New machinery wanted.

A normal and national extension of the present arrangements appears to be well adapted to overtake the educational

wants of the country, as far as the former portion of the community is concerned. But it is an undoubted fact that we are *not* at present educating, nay, scarcely touching, the more degraded classes in our large towns and populous villages. To do this we need a totally new machinery, which, in addition to providing in certain localities *free education*, shall at the same time offer every inducement and exert every kind of indirect pressure to rescue these Arabs of civilization from their present dangerous habits of preying upon society around them.

Theory and practice.

These, however, are reflections in which one rarely indulges, except when the close of the inspecting year, and the demand for some account of the progress which education has been making, throws the mind back upon such topics. Practically speaking, there is enough fully to occupy the thoughts and the time of an inspector in the *actual work* which lies ready to his hand before him. His principal business is to make the best of the plans and materials which alread exist, and try to realise the greatest possible results with the machinery now in operation.

Cause for satisfaction in the main.

In looking back upon the ten years which are past. there is cause for solid satisfaction in tracing the change which has gradually come over the tone and spirit of primary education through the country. That peculiar class of really bad, useless, inefficient schools, which were so often to be met with *then*, have well nigh disappeared. We can now, whenever the present educational machinery is at all honestly applied, calculate with certainty upon a fair amount of efficient instruction being rendered to the pupils.

Typal schools..

Neither is this *all*. There have sprung up here and there, under the influence of superior teachers, who have well understood how to apply all the advantages now afforded them, a class of primary schools to which the past, I believe, can present no precise parallel; schools in which a mental training is afforded as complete as any which the country can present, independently, of course, of the classical element. I look upon these schools as peculiarly valuable. They are just those which seem to bridge over the gulf between the past and the future, and which give us some idea of the educational training which will some day have to be the lot of every subject of this country. I might mention several schools in my district which come very near to this typal character; as it is, I shall merely name three of the foremost, which, in justice to their excellency, deserve an especial notice and commendation. These are the New Church boys' school in Manchester, the British school in Warrington, and the British school in Stockport. The master to whom the excellence of the last

is due (Mr. Curtis) has now been promoted to the Normal College at the Borough Road, so that it may be desirable to reserve any more extended remarks upon it to another year, when the present teacher has had time to stamp somewhat more of his own individuality upon it. Of the other two I propose, however, to give some further account than can be gathered from the Tabulated Reports, partly as a just testimony to the teachers, and partly as an example to others of what can be done by perseverance and skill.

New Church schools in Manchester.

The New Church school in Manchester is held in a building, in proportion to the numbers, small, inconvenient, and furnished with very little of the *luxury* often to be found in our modern school-rooms. In spite of all these disadvantages, it has attained, by the perfection of the discipline and the skilful adaptation of methods more perhaps of a typal character than any other school I could mention as having come under my own observation. With an attendance verging nearly upon 300 boys; it is divided into seven sections, each furnished with a separate teacher (beside the head master), and each pursuing its own independent course as part of the general scheme. The most striking thing on entering is to see a school-room of which every square yard is actually occupied with scholars, and yet, on walking round, to find that there is not the slightest noise, confusion, or interference of one class with another; but that, in a comparatively small space studded with near 300 children, you can go from one circle to another and see or hear what every individual boy is doing, as though there were no other class in operation. This, I conceive, is mainly effected by having secured a fixity of attention, and a mental concentration on the work going forward, which leaves no time for restlessness, and no disposition for any activity, except quiet mental effort. The course of instruction, beginning with the lowest section, is exhibited in the following table :—

SEVENTH CLASS.

Reading.—Stories and questions on domestic animals and their uses, illustrated orally with print and drawing.

Object Lessons.—The object handed round the class, and and as the qualities are discovered by the children are written on the black-board. The pupils are taught to read the writing.

Arithmetic.—Notation, numeration, and addition taught combinedly in *one* lesson on the black-board.

Writing.—On slates only; chiefly figures and little sums.

Drawing.—On slates from simple copies, on black-board.

History.—Oral lesson by the pupil-teacher. Style, Bishop Peterborough's Little History, and Miss Corner's.

Geography.—Map of England. Oral lesson by pupil-teacher.

Home Lessons.—Write multiplication table and figures on slates.

Sixth Class.

Reading.—Irish National Board, Second Book and Sequel No. 1, Baker's Circular of Knowledge, No. 1, will be added as soon as the books ordered from the Committee of Council are received. Lesson illustrated by the pupil-teachers as far as possible.

Object Lesson.—As in the seventh class, only more enlarged.

Arithmetic.—As in the seventh class, only more extended, and on slates, with multiplication and subtraction added.

Writing.—On paper, quite rudimental.

Drawing.—As in the seventh class, only more difficult.

History.—As in the seventh class, more enlarged.

Geography.—Outlines of England and Wales by the National Society; map used. Additions by the pupil-teacher.

Home Lesson.—Write tables on slates and learn spelling.

Fifth Class.

Reading.—Irish National Board, Sequel, No. 2., to Second Book, and New Testament. Baker's Circular of Sciences, No. 2., will be added shortly.

Object Lesson.—As in sixth class; Mayo's Book.

Arithmetic.—On slates, four simple rules.

Writing.—On paper, large, round, and small.

Drawing.—On slates, from copy on black-board.

History.—Orally by pupil-teacher as in sixth class; extended.

Geography.—Map of the World, Little Treatise on the World, by the National Society.

Home Lessons.—Tables, spelling, on slates.

Fourth Class.

Reading, &c.—Irish National Board, Third Book, and New Testament; also, Sullivan's Spelling Book superseded.

Arithmetic.—Long division and four compound rules; four simple rules frequently practised.

Writing.—On copy-books; dictation on slates.

Drawing.—On slates; copies on black-board by pupil-teachers.

History.—Outlines by National Society, filled up orally by pupil-teachers on the leading events, &c.

Geography.—On maps generally; oral lessons by pupil-teachers, and written ones on the black-board.

Grammar.—Irish National Board Treatise, correct exercises, and parse simple sentences.

Home Lessons.—Geography, grammar, history, &c., written on paper.

Third Class.

Reading and Spelling.—Irish National Board, Fourth Book, and New Testament; occasionally Sequel to Fourth Book; also Sullivan's Spelling Book superseded.

Writing.—On paper, copy-heads, historical, &c.; dictation on slates.

Arithmetic—Simple proportion, practice, and interest; four simple and compound rules frequently practised.

History.—Summary by National Society, chief events enlarged upon by pupil-teachers; abstracts written.

Geography.—Irish National Board Compendium; maps generally.

Grammar.—Irish National Board Treatise; exercises corrected; sentences parsed and analyzed.

Home Lesson.—On paper, history, geography, grammar.

Second Class.

Reading and Spelling.—Irish National Board, Fourth Book; and Bible; occasionally Sequel to Fourth Book; Sullivan's Spelling Book superseded; shortly will be introduced Third Lesson Book, British and Foreign Society.

Writing.—On paper, copies historical, geographical, &c.; dictation and abstracts.

Arithmetic.—Double proportion, practice, interest, and vulgar fractions.

History.—Ince's Outlines; additions orally by pupil-teachers.

Geography.—Irish National Board Compendium; maps of the four quarters and particular countries.

Grammar.—Irish National Board Treatise; exercises corrected; sentences parsed and analyzed of a more difficult kind than in the third class.

General Lessons.—On natural phenomena, &c., orally by pupil-teachers, illustrated by sketches on black-board and diagrams.

Home Lesson.—On paper, geography, grammar, history, &c.

First Class.

Reading and Spelling.—Irish National Board, Fifth Book, and Bible; occasionally Sequel to Fourth Book; Sullivan's Spelling Book superseded.

Writing.—On paper, copies, historical, geographical, &c.; dictation and abstracts on slate and paper.

Arithmetic.—Higher rules, vulgar and decimal fractions, algebra, mensuration, book keeping. All the rules in commercial arithmetic shown by comparison to be adaptation of proportion.

History.—Ince's Outlines, chief events filled up by pupil-teachers, and general lessons given.

Geography.—Irish National Board Compendium; maps of particular countries used, and general lessons given orally by pupil-teachers on comparative geography, &c.

Grammar.—Irish National Board Treatise and Morell's Analysis; difficult sentences analyzed, and particular words parsed.

General Lessons.—On scientific subjects, illustrated by sketches on black-board and diagrams.

Home Lessons.—Grammar, history, geography, &c.

Note.—In the upper classes, each lesson continues about an hour, but the teacher is left in some degree to exercise his discretion, as it not unfrequently happens that a subject requires to be pursued to be realized. In the lower classes, the lessons are shorter and more frequent. The copy-heads are made to subserve intellectual culture, the sets being consecutively arranged and numbered.

The above scheme, it should be observed, is not the *proposed course* of instruction, but is the *real course*. No subjects are down on the plan which are not only not *attempted*, but none which are not diligently and effectively *pursued*, so as to get the anticipated mental training out of them. There is comparatively little learning by rote encouraged, beyond what is absolutely necessary; but every pupil-teacher is supposed to be perfectly master of the subject in which he undertakes to instruct the class, and to teach it from the fulness of his own experience. Hence, no text-books are usually employed as a help to the teachers' incompetency, but there is a certain amount of *freedom* allowed in the developing of every subject, by which a healthy intellectual action is secured both to the pupil-teachers and the scholars. There is no very elaborate

apparatus either for collecting or regulating *results;* but the results are looked for more than anything else in the mental activity and general intelligence attained by the scholars, after they have been duly subjected to the process of training marked out for them. There is no particular branch of study either which stands out prominently beyond the rest; but a careful digest having been made of the subjects, and the amount of work that can be really accomplished, the same, or nearly the same, average degree of excellency is attained throughout the whole.

Warrington British school.

The British school at Warrington, as remarkable, perhaps, *in its way* as the school I have just been describing, yet presents many points of contrast. The premises, in the first place, are incomparably better. There is a separate class-room for the higher division, a separate one for the lower, and a very convenient central school-room, fitted up with raised parallel desks, and duly divided by curtains. The number of boys in attendance is nearly the same as in the New Church schools, and the sectional division is also similar, with the exception of the lowest section being subdivided into three classes, as the children enter rather younger here than in the other case.

The general scheme of operations in the Warrington school is considerably *broader* than in that above described. In addition to the six standard subjects of primary education (reading, writing, arithmetic, geography, grammar, and history, all effectively pursued), the following collateral branches receive a considerable share of attention. First, drawing is taught throughout the whole school, on approved and scientific principles. The very youngest children are instructed to imitate plain lines and figures as soon as they enter, and as they ascend the various steps acquire a greater command of eye and hand, until a good number attain to a very considerable degree of proficiency. Every pupil-teacher, I believe, has *invariably* received a drawing prize every year since the system of prizes was commenced. Another peculiar feature in the school is the introduction of the *French* language. Two years ago it was commenced in the first class only, it is now introduced at the *third,* so that about 120 boys are receiving regular instruction in that language, the more advanced of which attain very creditable efficiency. The instruction in music is also very carefully planned and carried out, so that the exercises in class singing, as exhibited in those admirable class-books of Dr. Mainzer, are gone through with a good deal of precision.

The spirit with which the whole system of school instruction is carried on differs very considerably from the New Church schools. It proceeds on the principle of most carefully and

elaborately *registering results.* First of all, the pupil-teachers are each furnished with a slate having a strip of paper pasted down the left side, with the name of all the boys in his own class, and opposite each name are blanks for entries relating to every subject of instruction. The following is a specimen, as far as the first seven boys :—

8th Class Slate.	Writing.	Arithmetic.	Grammar.	Geography.	Conduct.	History.	Drawing.
Nathaniel Dickenson							
Peter Wilson - -							
Edward J. Forrest -							
Isaac Kenworthy -							
Thomas Pattison -							
Robert Clarke - -							
John Bolton - -							

At the close of every day the entries which have been made *here* are transferred to what is called the *class-sheet*, which is adapted to receive the entire class-statistics for a month. Annexed is a portion of such class-sheet as actually made out for the month commencing 25 August 1856.

From these data a monthly report is made out in the following manner :—The reading and geometry marks are given from actual examination, and any other subject not having a special entry on the class-sheet is carried to *conduct*, which is, indeed, a profit and loss account. The report is then made out in the following form, which is here shown as issued for the first boy on the class-list, and according to the data given :—

WARRINGTON EDUCATIONAL SOCIETY'S BOYS' SCHOOL,
NEWTON STREET, WARRINGTON.

MONTHLY REPORT of the Attendance, Progress, and Conduct of NATHANIEL DICKENSON, a Pupil in the Eighth Class, for the Month ending 19 September 1856.

(Of the written letters, E. means excellent, V. very good, G. good, F. fair, M. moderate, U. unsatisfactory, B. bad.)

Absent - -	13 times.	Grammar - -	M.
Late - - -	1 time.	Geography - -	U.
Reading - -	F.	History - -	M.
Writing - -	F.	Composition - -	U.
Arithmetic - -	B.	Drawing - -	G.
Mensuration - -	F.	French - - -	M.
Algebra - -	F.	German - -	—
Geometry - -	F.	Conduct -	Unsatisfactory.

Parents are requested to examine this report minutely and to preserve it. It is made out with great care, costs great labour, and, it is believed, states everything with the utmost accuracy.

(Signed) E. BREWTNALL, *Head Master.*

8th CLASS SHEET.—25 August 1856; I. F. Garnet, Assistant.

Attendance and Payment of School Fees.

A blank, present in time; a half stroke, late; a whole one, absent; red ink mark, reason of absence; ✓, paid fee on Monday morning; Q, paid fee quarterly.

Transfer of Slate Marks for Day.*

Times absent to be carried forward to next Month.	Totals of Slate Marks for Month.	—	Totals of present, late, absent.	August 25.	26.	27.	28.	29.	September 1.	2.	3.	4.	5.	8.	9.	10.	11.	12.	15.	16.	17.	18.	19.
0		Alexander B. Glover	40						✓					✓					✓				
			0																				
			0	✓																			
13	36 17 8	Nathaniel Dickinson	27																				
	36 6 5 10		1																				
	13 6 14		13						✓					✓									
1	57 21 29	Peter Wilson	39																				
	16 11 12 11 17		1																				
	27 20 60		1						✓					✓					✓				
5	37 16 20	Edward J. Forrest	35																				
	96 9 7 18		1																				
	22 6 29		5						Q					Q					Q				
0	55 24 30	Isaac Kenworth	40																				
	22 13 12 13 21		0																				
	28 18 73		0	✓					✓					✓					✓				
1	45 26 17	Thomas Pattison	39																				
	86 9 6 16		0																				
	23 10 33		1	✓					✓					✓					✓				

August 25.	26.	27.	28.	29.	September 1.	2.	3.	4.	5.	8.	9.	10.	11.	12.	15.	16.	17.	18.	19.
– –																			
– –																			
– –																			
– –	3 3 0	2 – –	3 3 –	2 – 1	3 – 2	3 3 0	3 – –	3 3 0	3 – 1	3 – 2	3 2 1	3 – –	0 3 –	2 – 1	– – –	– – –	– – –	– – –	– – –
– –	0 1 0	2 3 –	– –	0 –	0 –	0 1	3 1	3 –	– –	0 –	3 2	3 3	0 –	– –	– – –	– – –	– – –	– – –	– – –
– –	– – 3	0 0 1	1 – 0	– 1 1	2 – 1	– 3 0	0 2 0	3 – 0	– 1 0	2 – 0	– – 2	2 1 2	3 – 0	– 3 4	– – –	– – –	– – –	– – –	– – –
3 –	3 3 2	1 – –	3 3 –	3 – 3	3 – 3	2 3 3	3 – –	1 1 –	3 – 3	3 – 2	3 2 3	3 – –	3 3 –	3 – 2	3 2	3 3 3	3 – –	3 3 –	3 – 3
– –	3 1	3 2	3 –	– –	2 –	3 2	3 3	3 –	– –	2	3 1	3 3	3 –	– –	0	3 3	2 2	3 –	– –
– 2	– 3 2	3 3 3	2 – 2	– 2 2	3 – 2	– 1 4	2 2 3	3 – 3	– 3 3	2 4	– 2 6	3 1 4	3 – 2	– 3 6	1 2	– 2 3	2 3 1	3 – 5	– 3 1
– –	– – –	1 – –	1 3 –	3 – 3	0 – 2	3 3 2	0 – –	3 1 –	2 – 2	3 – 1	3 3 2	3 – –	2 0	2 – 2	1 2	3 3 2	3 2 –	2 3 –	3 – 2
– –	– – –	– 3	0 –	– –	1 –	0 2	2 2	3 –	– –	1 –	1 2	2 3	3	– –	3	3 3	2 3	3 –	– –
– –	– – –	– 2	2 – 4	– 3 1	3 – 1	– 0 4	2 3 0	3 – 5	– 2 1	1 1	– 0 4	2 0 0	3 2	– 2 2	1 0	– 0 2	2 3 0	3 – 0	– 0 0
3 – 1	3 3 3	3 – –	3 3 –	3 – 3	3 – 3	3 3 3	3 – –	3 2 –	3 2	3 – 3	3 3 3	3 – –	3 3 –	0 – 2	3 – 2	3 3 2	1 – –	2 4 –	4 – 3
4 –	3 3	3 3	3 –	– –	3 –	3 3	– –	– 2 –	3 2	3 –	– –	3 3	3 –	– –	0 –	3 2	3 3	3 –	– –
1 – 5	0 3 5	3 1 3	2 – 4	– 3 4	3 – 3	– 3 4	2 1 3	3 – 4	– 4 4	3 – 4	– 4 6	2 0 0	3 – 1	– 3 5	1 – 3	– 3 3	2 3 2	3 – 0	– 3 3
1 – 2	3 3 1	– – –	0 3 –	3 – 1	3 2	1 3 1	3 – –	2 4 –	3 – 1	3 – 3	3 3 2	3 – –	3 4 –	3 – 1	3 1	0 3 1	1 – –	3 3 –	3 – 1
2 –	0 2	0 –	3 –	– –	0 –	3 2	2 3	3 –	– –	0 –	0 2	2 3	0 –	1 –	0	3 3	2 3	3 –	– –
0 – 2	– 2 2	3 0 1	1 – 3	– 1 0	0 1	– 3 3	3 1 1	2 – 3	– 2 2	3 – 1	– 1 3	2 0 1	3 – 0	– 0 2	1 1	– 0 2	3 3 3	3 – 0	– 3 2

* *Note.* Let the following represent one of the above squares enlarged; the figures have the meaning assigned, according to their position.

Writing.	Drawing.	Geography.
Mathematics.	French.	History.
Grammar.	Dictation.	Conduct.

The report-marks are decided by the totals on the class-sheet according to the following scale:—

Once-a-week subjects, as French, mensuration, algebra.

11 or 12 marks	- Excellent.	3 or 4 marks	- Moderate.
9 or 10 „	- Very g	3 „	- Unsatisfactory.
7 or 8 „	- Good.	2 „ or less,	Bad.
5 or 6 „	- Fair.		

Twice-a-week subjects, as history, arithmetic, drawing, dictation.

24 marks	- Excellent.	9 to 12 marks	- Moderate.
21 to 23 „	- Very good.	5 to 8 „	- Unsatisfactory
17 to 20 „	- Good.	1 to 4 „	- Bad.
13 to 16 „	- Fair.		

Thrice-a-week subjects, as grammar and geography.

36 marks	- Excellent.	13 to 18 marks	- Moderate.
30 to 35 „	- Very good.	7 to 12 „	- Unsatisfactory.
25 to 29 „	- Good.	1 to 6 „	- Bad.
19 to 24 „	- Fair.		

Daily subjects, as writing, conduct.

60 marks	- Excellent.	20 to 29 marks	- Moderate.
50 to 59 „	- Very good.	10 to 19 „	- Unsatisfactory.
40 to 49 „	- Good.	0 to 9 „	- Bad.
30 to 39 „	- Fair.		

In addition to this monthly report, a thorough examination is also made monthly of every pupil individually on every subject he is learning, and extending over the whole ground gone over in each subject during the previous month. On the first introduction of this examination the master did it himself, spending half his time upon it, or a fortnight out of the month. After the plan had become somewhat familiar, and its details were settled, the assistant took part, and the work was then got over in half the time. As, however, the apprentices have become sufficiently intelligent and trustworthy. they have each been employed to examine the class next below their own. As the supply of new pupils to each class mainly comes out of the class below, this fact is an additional guarantee that the examination will be faithfully made by the teacher of the class *above*. In each class an examination paper, recording all the results of the examination, is made out in the following manner:—

MONTHLY EXAMINATION of the Seventh Class, 19 September 1856.

	1. READING. Fourth Reader. pp. 34, 64. 70, 74, 80.	2. WRITING. 3 Excellent. 2 Fair. 1 Moderate. 0 Bad.	3. ARITHMETIC. All Rules to Practice, with Compound Proportion. Tables of Weights and Measures, and 20 × 20.	4. GRAMMAR. Page 19 to 22, Irish Grammar, and Parsing of any Sentence.	5. GEOGRAPHY. Pages 102 to 104, Irish Geography, with Map of Europe.	6. HISTORY. Events from 1830 to 1843, National Society's Epitome.	7. FRENCH. Hall's 1st French Course. Exercises, 23–4–5 89–9–90.	8. DICTATION. 12 Lines of Fourth Reader on Paper.	9. DRAWING. One of Richardson's Outlines on Paper.	SPECIAL. Remarks on Subjects by Number.
Number of Questions put to each	4	–	8	4	4	2	2	–	–	1
	Correct Answers.	Estimate.	Correct Answers.	Correct Answers.	Correct Answers.	Correct Answers.	Correct Answers.	Errors.	Estimate.	1 Work up definitions. Mind the distinction between the soft and hard S. Make a long in far, &c. 4 and 5 are very low, and must be raised. General. Several boys have rough hair.
William Hazell -	3	3	7	3	1	1	A	A	2	
William Rawlinson	3	3	7	3	4	1	1	0	3	
James Barber -	3	3	5	2	2	1	2	0	4	
Thomas Auckland -	2	2	7	0	2	0	1	0	3	
William Fletcher -	1	3	5	1	1	0	1	0	3	
Thomas Worrall -	3	2	3	3	3	0	2	0	2	
William Arnold -	3	2	6	3	A	A	2	2	1	
John Yates - -	2	2	4	0	2	0	2	0	1	
William Clough -	2	2	4	0	1	0	1	0	2	
Robert Molyneux -	2	2	4	1	1	0	1	0	3	
William Gerrard -	1	2	4	1	1	1	1	0	2	
Average of correct answers - -	$2\frac{28}{40}$	$1\frac{42}{40}$	$4\frac{30}{40}$	$1\frac{7}{43}$	$0\frac{32}{44}$	$0\frac{29}{44}$	$1\frac{18}{44}$	$1\frac{11}{44}$	$2\frac{12}{40}$	

Besides all this, there is a very elaborate system of marks adapted to the pupil-teachers, so that every lesson they bring up is duly registered. A summary of them is then made out at the month's end, and a grand total at the year's end, when the style of their certificate on the Government forms is made to correspond with the results then shown of their entire year's industry and conduct. It may easily be imagined that such a system of registration and examinations must keep the whole machinery of the school going well nigh at the top of its speed. It will also be observed that the progress of each boy, and of the school as a whole, is estimated by definite and measurable, rather than by indefinite and immeasurable results. In the New Church schools no such definite register is kept as to how each day's lesson is done; and it would, probably, be justly urged by the teacher, that such a register would be no valid measure whatever of intellectual progress. Lessons, he might say, are only so much scaffolding, but form no part of a boy's intellectual superstructure. Lessons may be repeated, and even problems performed, with faultless accuracy, and yet the subject to which they relate may take no hold on the intellectual nature of the child. Hence the one cannot be taken as any indication of the progress of the other, and need not to be registered except as they register themselves in their appreciated intellectual results. On the other hand, it might be urged that the nature of the child is inclined to indolence, that he wants a constant incentive to definite labour, and that all possible care must be taken with the scaffolding, as a means for ensuring steady progress in the building itself. All we can say to these arguments is that each man must follow his own idea as to the nature and processes of education; and is more likely to succeed in doing so than in adopting anything foreign to his own habits of mind and thinking. Where the results, moreover, are such as are exhibited in both of the above-mentioned schools, there is little room left for any very stringent criticism.

If I were called upon, however, to pronounce any opinion on the matter, I should myself yield the preference to the more purely intellectual method, it being presupposed that order, regularity, and systematic work are secured in connexion with it. In the two instances now under consideration, the Warrington school certainly presents the *broadest* outline, and combines in it the greatest *variety* of advantages; but in the main subjects which form the *basis* of a primary school education, and on which the intellectual development of the children mainly turns, the palm is certainly due both in *methods* and in *actual results* to the other. They both of them, however, present specimens of the primary school which

we may term, in a certain sense, *typal*. Teachers there will always be who follow more closely the formal and others who follow more closely the free and intellectual route. Both in their several ways may bring their schools up to a very high degree of perfection; the matter in the one case growing eventually out of the form, and the form in the other case being moulded by the matter. The day, I trust, may not be far distant when an abundance of schools offering as much material for remark and criticism will be scattered through the country at large. Assuredly, if we could pass the whole mass of society to its lowest strata through such a crucible, it *must* come out so far refined as to render any relapse into positive ignorance and brutality simply impossible.

I have the honor to be, &c.

J. D. MORELL.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1855–6, ON SCHOOLS INSPECTED BY J. D. MORELL, ESQ.

SUMMARY *a*.

Attendance, &c.

Number of Schools *actually inspected* between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children							
No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*				In *Average Attendance.*	For whom *accommodation* is provided, at 8 square feet of superficial area per Child.	Number of *Certificated Teachers.*	Number of *Pupil-teachers.*
	Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.				
121	32	30	33	83	4,592	3,297	2,817	10,466	20,001	33,934	123	401

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
4·63	6·87	8·71	10·4	11·86	11·95	11·94	11·35	9·8	7·32	3·33	1·84

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
45·19	22·25	14·74	9·1	4·79	3·93

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 145 inspected, in which

Subjects of Instruction.	Are reported to be taught			Are Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Reading	136	3	–	139
Writing	130	8	–	138
Arithmetic:—				
Simple Rules	124	7	–	131
Compound Rules	119	11	–	130
Higher Rules	103	11	–	114
Geography	128	5	2	135
Grammar	104	27	3	134
History	63	8	–	71
Music from Notes	11	–	–	11
Drawing	4	1	–	5

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
171	–	–	162	6	1	126	2	12	116	2	4	166	6	2	169	1	3	148	1	–

Summary *d*.

Income and Expenditure.

Aggregate *Annual Income*, as stated by Managers, of 117* of Schools enumerated in Summary *a*.

From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	Average Income per Scholar in attendance.†
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
271 3 5	5,121 17 10½	9,680 13 8½	1,656 0 8½	16,729 15 8	16 9¾

Aggregate *Annual Expenditure*, as stated by Managers, of 117* of Schools enumerated in Summary *a*.

Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary *b*. relates.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
12,464 17 3	1,122 19 11½	3,850 7 10	17,438 5 0½	17 6¼	19,899

* The number of Schools inspected during the year was 121; but from 4 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

Summary *e*.

Salaries of Teachers.

	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
Average pecuniary emoluments (including Government Grants and all professional sources of income)	£ s. d. 98 2 11	£ s. d. 73 5 2	£ s. d. 71 7 1	£ s. d. 39 12 1½	£ s. d. 56 11 9	£ s. d. 43 3 8½
Number on which average is taken	88	24	22	25	13	19
Number provided with house or rent-free	26	5	5	3	2	2

Summary *f*.

School Fees.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
113	22,953	17·59	36·81	20·3	17·76	7·54

GENERAL REPORT, *for the Year* 1856, *by Her Majesty's Inspector of Schools,* MATTHEW ARNOLD, Esq, M.A., *on the* BRITISH SCHOOLS, *and the* WESLEYAN *and other* DENOMINATIONAL SCHOOLS, *inspected by him in the* MIDLAND, METROPOLITAN, *and* SOUTH-EASTERN DIVISION *of* ENGLAND.

MY LORDS, London, January 1857.

I HAVE the honor to present to your Lordships my General Report for the past year.

Limits of district.

The limits of my district still remain the same as they were at the date of my last general report; but the number of schools claiming inspection has increased so greatly that I have again been compelled to apply to your Lordships to contract its bounds. As this may possibly, therefore, be the last opportunity which I shall have for speaking of the schools in the more distant and outlying parts of it, and as the condition and development of these schools appear to me to merit record, I am desirous of taking this occasion to offer some remarks upon them.

Schools in South Staffordshire and in Midland Counties.

The schools which I speak of are chiefly those situated in South Staffordshire, a part of the country which formed the nucleus of my original district, but which forms nearly the remotest portion of my present district, the centre of which is London. They are, however, among the schools in my district with which I am best acquainted, as they have been under my inspection from the date of my appointment, and most of them I have visited not less than five times. The observation of them, and of schools in the adjacent Midland Counties, has supplied me with the best experience that I have as to the growth of schools and the fluctuations in their condition.

General rules respecting causes of growth and decay of schools.

The chief result of this experience has been to establish the conviction that the general rules which one so often hears others lay down, and which one is so often tempted oneself to lay down, respecting the elements of growth and decay, of efficiency and inefficiency in this or that class of schools, are unsound, or at least that they admit of so many exceptions as to be practically of little value. The hasty generalisations to which the observer is led by the first contemplation of the present system of elementary schools in England are perpetually being corrected; life appears at isolated points where one least expected to find it; decay takes place where one entertained least apprehension of it.

Open to continual exceptions.

Instances o these.

I have sometimes thought, for instance, that schools not especially connected with any religious body, whose fortunes it might partake and in whose permanence it might share, had a natural tendency, when the first impulse which led to their

establishment had died away, to be neglected and to decline. With a constant enemy to contend with in the sectarian tendencies of the English people, with the constant danger, while they had no perpetual official promoter like the clergyman, of losing their original promoters by death, removal, decay of zeal in what was from the first a purely voluntary labour, or from other causes, these schools seemed likely to run a certain course, and when they had exhausted the special impulse which set them in motion, gradually to slacken speed and at last to stop. But I have seen schools of this kind, which appeared to be approaching the last stage of their course, recover themselves suddenly and start afresh. I have seen, for example, the Leicester British schools, the vitality of which, when first I visited them, seemed exhausted, renew themselves entirely, and rise within a space of two or three years to be perhaps, on the whole, the most flourishing schools under my inspection. I have seen the old Lancasterian school at Derby, which had existed and thriven before most of the National schools in Derby were built, gradually dwindle as National schools arose in its neighbourhood, and attracted to themselves, each in its own quarter, many of the scholars of the Lancasterian school; then, although the same causes continued to operate, the same National schools, each with its force of local influence, to exist around it as so many attracting powers to draw away its scholars, I have seen this school regain its numbers and efficiency, and draw back its scholars from the very institutions which had for a while deprived it of them.

Leicester B.S.

Derby B.S.

Half-time schools.

I have sometimes thought, again, that in schools where the bulk of the children were half-timers, the school-work was necessarily inferior in neatness, finish, and accuracy, to that of the children in schools where the half-time system is not in operation, and where the scholars had the benefit of a longer daily practice in their work. But in the British school at Milford, in Derbyshire, I found a school of half-timers where the school-work is eminent for these very qualities of neatness and finish, and may vie in these respects with that of the best schools, of whatever class, under my inspection.

Milford B.S.

Force of local circumstances under present system.

The fact is that at the present moment all is so undetermined in England with respect to public education,—one system, one body of persons is so little in possession of the entire field,—that everything depends, in each locality, on special local circumstances, which are continually changing, and on individual agencies, which cannot be calculated beforehand. Public education is perhaps too vast a matter to be advantageously left to these individual agencies; but, where it *is* left to them, it is absolutely necessary to take into account their inherently fortuitous and independent character. It is necessary to leave

each of them to produce freely its natural fruits, without attempting to prejudge its character and chance of success.

Efforts of Wesleyan Methodists in promoting schools in South Staffordshire.

Amongst the local efforts for the promotion of public education which I have witnessed in my district during the last five years, none, perhaps, is so remarkable as that which the Wesleyan Methodists have been making during that period in South Staffordshire. In no part of my district, except in London, are the schools under my inspection so thickly scattered; in none are they so well attended; in none have they multiplied so fast and improved so rapidly in efficiency. Mr. Tremenheere's Reports on the state of the mining population have sufficiently made known the moral and social condition of the working-classes in South Staffordshire; and, while that condition is such as it is there described, the elementary schools in that part of the country will not, as a body, be equal to the best elementary schools in other parts of the country. The home education of the children must make itself felt. But that these South Staffordshire schools have attained, as a whole, the thoroughly respectable and satisfactory condition in which I now find them, a condition of efficiency quite out of all proportion with the barbarism of the district in which they are found, does infinite credit to the zeal of their promoters and to the labour of their teachers, and cannot fail in the end to tell powerfully upon the civilization of the neighbourhood. When first these schools came under my inspection in 1851, the rate of attainment which I found in them was far lower (with one or two striking exceptions) than that which I found in any other part of my district; it was so low that, in order to obtain pupil-teachers here at all, I was in many cases forced to recommend the admission of candidates whose deficiencies would elsewhere have ensured their instant rejection. The rate of attainment in these schools generally is now, as I have said, equal to that of respectable schools in the best parts of my district; I am enabled to demand the same proficiency of candidates for apprenticeship here as elsewhere; the actual apprentices perform, with credit, the same examination as others. And the new aspect of the school buildings (often, with the neighbouring Wesleyan chapel, the only considerable edifices, except the furnaces, in their locality) sufficiently indicates how recent is the effort which has produced these results. At Tipton, at Ettingshall, at Wednesbury, at Oldbury, at West Bromwich—in the thickest seats of the population—these schools have arisen, and are still seen arising; and, in their establishment, Wesleyan Methodism has performed a most important service to morality and civilization.

School organization. Plans of fittings.

In nearly all these schools the fittings adopted are more or less in conformity with the Battersea plan, which, as I have

stated in former reports, appears to me, of those at present in use, by far the most convenient. In some cases they are entirely in accordance with this plan; in others they approach more nearly to the plan followed in the model school of the Wesleyan institution at Westminster, a plan which is a modification of the Battersea system, designed to meet the requirements of Wesleyan schools in respect of large galleries and collective instruction. But I constantly observe that, although a sound plan of fittings may have been adopted, the teacher has not organized his scholars in accordance with that plan, and that the *organization*, therefore, of the school remains imperfect, although its *fittings* may have been made all that can be wished. In these cases the managers have done their part, but the teacher has not yet adequately performed his. It is, indeed, a matter of some difficulty at once to organize a body of children in accordance with a plan which was not in use at the institution where the teacher was trained, and it is a very venial shortcoming to have failed in at once doing this perfectly; but the excellence of this plan of fittings is that it is so simple and so precise that, in a school where it has been adopted, the mode of arranging the scholars in conformity with it suggests itself at once to the eye, and it seems as if a school so fitted would almost organize itself, if the teacher would allow it. The failure is generally in the following particular; *the divisions do not correspond with the groups of desks;* one division considerably overlaps its own group of desks and invades the next group, another division does not half fill its own group. In fact, the scholars have not been re-organized to meet the requirements of the new plan, but the same division of them is continued which was in use before the improved plan of fittings was introduced. Teachers must not forget that the excellence of the Battersea plan consists in this—that it facilitates the establishment of a system of *uniform clearly defined classes;* and, if the facilities which it offers for doing this are not taken advantage of, the mere introduction of a number of new desks and benches into a school is of no great benefit. The reasons generally alleged by teachers for not making their divisions correspond with the groups of desks may be reduced to two main points; one, that the scholars are of such different degrees of attainment that they cannot be classed in bodies of uniform number; the other, that the want of a sufficient supply of pupil-teachers compels them to enlarge, beyond measure, certain divisions, that they may have the benefit of the superior instruction of the pupil-teachers, and to contract beyond measure other divisions, that as small a body of scholars as possible may be subjected to the inferior handling of monitors. With regard to this

Want of correspondence between school divisions and groups of desks.

Reasons alleged for this.

second point, it is true that a group of desks will not properly accommodate more than from twenty-five to thirty scholars, and that, in schools where the allowance of pupil-teachers does not exceed one to every forty scholars, the allowance is inadequate to meet the requirements of the Battersea plan of fittings. But your Lordships have now put it in the power of every school which has had pupil-teachers for five years, and can therefore send up candidates for Queen's scholarships, to have an increased allowance of apprentices, at a rate which corresponds very nearly to the number of scholars contained in each group of desks; and, even in schools not enjoying this increased allowance, it is far better, in my opinion, to divide regularly all but the youngest and least advanced children into classes corresponding with the groups of desks, and to throw together the youngest children into one large body, capable of being chiefly taught on the gallery, by collective methods and under one teacher, rather than to divide the whole school from top to bottom in an unsystematic manner, which generally leaves the largest bodies of scholars at the top of the school, and the smallest at the bottom. With regard to the first-mentioned point, namely, the different degrees of attainment of the scholars, alleged as a bar against combining them in equal bodies, the answer to this is the same as the answer to the objection urged against the plan of retaining the scholar in the same class for all parts of his work. In both cases the answer is, that, uniform bodies can be formed of scholars having a *sufficient* degree of correspondence in their attainments to render their working together perfectly practicable, and that far greater advantages result to the *discipline* and *training* of the scholar from placing him in a system of uniform, clearly defined classes, than result to his *instruction* from placing him in a system where the different shades of proficiency are made the basis of the organization of the scholars, and where the classification is as various and as little uniform as are the attainments of individuals.

Alleged reasons examined.

The improvement in fittings and accommodation in the schools under my inspection in Birmingham has not been less great, during the last five years, than in those of the neighbouring district of South Staffordshire. With regard to some of the Birmingham schools, also, the remarks apply which I have made as to the failure of teachers to take full advantage of the improved system of fittings introduced into their schools. I may, however, mention the Tennant Street girls' school, in Birmingham, as a model of good organization, no less than of convenient fittings. Several of the schools in Birmingham have been entirely rebuilt during the period of my connexion with them; and I can truly say that there is not one of them

Schools in Birmingham.

in which sincere and useful efforts are not, to the best of my belief, being made to promote the education of the poor. I may mention particularly the school in Hurst Street, in connexion with the Unitarian Domestic Mission, as a school which draws the bulk of its scholars from among the children of the very poorest class, the most fitting objects of State assistance, rarely found in such numbers in the other British and Wesleyan schools which I visit. But much, I believe, of what is accomplished in Birmingham for the elementary education of the poor is accomplished by those who are opposed to Government inspection, and has not fallen under my notice. I am unable, therefore, to speak with so much knowledge of what has been done in Birmingham as of what has been done in South Staffordshire, where nearly the whole of the schools for the poor lately established, except those established in connexion with the Church of England, have been established by Wesleyan Methodists, where such schools bear a far larger proportion to the number of Church of England schools than in any other part of my district, and where they have, with hardly an exception, been established and carried on in cordial co-operation with the Committee of Council.

Schools in London: improvement during past year.

I cannot conclude this Report without recording my satisfaction at what has been accomplished in the repair, refitment, and re-organization of the schools under my inspection in London, during the past year. In my last Report I spoke unfavourably of the London schools in these respects. Some of them, such as the Wesleyan school in Great Queen Street, continue to deserve that unfavourable mention; but I am bound to say that the great number of them merit it no longer. As I visited one of them after another in the course of last summer, I had perpetually the pleasure of finding a school which I had known dirty, ill furnished with fittings, and in bad repair, now wearing a totally new face. Some, too, even of those which were best provided before, had actually transformed themselves by additions and improvements: and amongst these last it is but just to mention the great Jews' free school in Bell Lane, in the improvement of which no cost and no pains have been spared, and which has been now reconstituted on a scale worthy of its great resources and of its wide sphere of usefulness.

I have the honor to be, &c.

M. Arnold.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix.

Summaries of Tabulated Reports, for 1855–6, on Schools inspected by M. Arnold, Esq.

Summary *a*.

Attendance, &c.

Number of Schools *actually* inspected between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children							
No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*				In *Average Attendance.*	For whom *accommodation* is provided, at 8 square feet of superficial area per Child.	Number of *Certificated Teachers.*	Number of *Pupil-Teachers.*
	Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.				
113	56	48	28	48	7,632	4,866	2,751	5,020	19,549	29,812	124	393

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
6·31	6·29	8·04	11·71	13·27	12·7	12·33	11·41	8·18	5·52	2·85	1·39

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
46·36	21·89	14·25	9·21	5·0	3·29

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys and Girls Schools, and does* not *include Infants.*)

Number of Schools, out of 152 inspected, in which

Subjects of Instruction.	Are reported to be taught			Are Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Reading	139	4	–	143
Writing	141	2	–	143
Arithmetic :—				
Simple Rules	123	17	–	140
Compound Rules	123	15	–	138
Higher Rules	102	4	3	109
Geography	136	5	–	141
Grammar	117	23	1	141
History	125	7	2	134
Music from Notes	1	–	–	1
Drawing	1	–	–	1

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
155	11	2	163	4	–	152	15	–	158	5	3	158	7	1	157	6	–	150	1	1

Summary *d*.

Income and Expenditure.

Aggregate *Annual Income*, as stated by Managers, of 107* of Schools enumerated in Summary *a*.				Average Income per Scholar in attendance.†
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
294 19 2	6,751 8 0¼	8,341 16 10½	6,683 10 5¾	22,071 14 6½	1 3 6¾

Aggregate *Annual Expenditure*, as stated by Managers, of 137† of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary *d*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
12,930 19 0¾	1,435 11 6¼	8,574 13 5	22,941 4 0	1 4 5¾	18,733

Summary *e*.

Salaries of Teachers.

	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
Average pecuniary emoluments (including Government Grants and all professional sources of income) – – –	£ s. d. 103 11 4¾	£ s. d. 92 1 0¾	£ s. d. 68 13 4	£ s. d. 47 1 2½	£ s. d. 77 8 10	£ s. d. 36 11 0¾
Number on which average is taken –	75	23	38	17	6	20
Number provided with house or rent-free	18	7	13	4	4	3

Summary *f*.

School Fees.

Total Number of Schools from which Returns are taken.	Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
100	21,585	15·88	38·29	26·88	13·54	5·41

* The number of schools inspected during the year was 113; but from 6 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

GENERAL REPORT, *for the Year* 1856, *by Her Majesty's Inspector of Schools,* J. BOWSTEAD, Esq., M.A., *on the* BRITISH SCHOOLS, *and on the* WESLEYAN *and other* DENOMINATIONAL SCHOOLS, *inspected by him in the* SOUTH-WESTERN DIVISION *of* ENGLAND, *and in* SOUTH WALES.

MY LORDS, January 1857.

Inspection assisted by Mr. Laurie.

THE number of schools claiming annual grants in my district having outgrown the power of one Inspector to visit and report upon them all within the compass of a year, besides attending to his other official engagements, I received permission in the course of the past summer to seek the aid of my colleague, Mr. Laurie, and commit to him the inspection of the British and Wesleyan schools established in Cornwall. Mr. Laurie's remarks upon these important and interesting schools, twenty-two in number, will be found appended to my Tabulated Reports. His timely assistance was of great value to the district, and I feel personally indebted to him for so readily according it, as well as to your Lordships for sanctioning the arrangement.

Schools too numerous for one Inspector.

With Mr. Laurie's help, 231 distinct schools, belonging to 151 institutions, and containing 27,855 children actually present, were examined and reported upon within the year ended on the 31st of August last. My own share of this work embraced 209 schools in 133 different localities; and, in order to accomplish it within that portion of the twelve months which could be devoted to the visiting of schools, I found it necessary in many instances to proceed with a degree of rapidity hardly consistent with the aim to do full justice to the labours of the teachers engaged. Upon reference to my diary, I find that in the five school days of one week, during the past year, I examined schools containing 2,243 children actually present, whilst in another week the corresponding number was 1,564, in another 1,532, in another 1,431, and in three others above 1,100. The haste implied by these figures can only be appreciated on considering that the schools to which they refer, so far from lying conveniently near to one another, are scattered over 18,000 square miles of irregularly shaped territory, stretching from Surrey on the east to Cornwall in one direction and Pembrokeshire in another on the west. This haste was the indispensable condition of punctual payments, and to pass somewhat cursorily through the schools for once seemed a less evil than a long array of grants in arrear. But I venture to submit to your Lordships that superficial inspection is a great evil in itself; that, in order to be permanently beneficial, examinations must be deliberate

and searching; and that no Inspector can answer for the real progress of the schools under his superintendence, whilst he feels himself unable to devote to each as much time as any peculiarity in its condition may require. Two years ago my district contained 159 schools receiving annual aid; it now contains 209. It had then 329 pupil-teachers; it has now 525. The annual business of the district at that time afforded ample occupation for a year; that business would now demand eighteen months for its satisfactory discharge by a single Inspector. I trust, under these circumstances, that I may be pardoned for humbly but earnestly soliciting to be speedily relieved from the charge of some portion of the schools now claiming my attention.

Simple inspection cases neglected.

It has resulted from the increase of schools seeking aid in the form of annual grants that the time devoted to those schools in which no grant towards their support is desired, but which are open to inspection in consequence of previous grants towards the cost of erecting buildings or laying in a supply of books and apparatus, or in consequence of the managers' invitation, has gradually decreased and become at length altogether insignificant. The few schools of this class which I have been able to visit during the past year have, with the exception of one special case, either been connected by identity of management with others in which grants were due, or have been situated so near to aided schools as to admit of being visited on some spare half-day at the close of a week without material loss of time. That part of an Inspector's work, therefore, which consists in breaking new ground, in introducing the machinery of the Education Department to localities in which it was before unknown, has, of late, in my case, from unavoidable circumstances, been entirely passed over.

Additional schools coming under inspection.

Fresh schools have, nevertheless, continued to put forward their claims to public support with as much frequency as heretofore; and, indeed, within my limited experience, there has never been a time when the signs of progress were so marked as they are at present.* The schools now awaiting a first inspection are unusually numerous and important, the interest felt in the public measures for promoting popular education is perceptibly on the increase, and the disposition to co-operate

* It is a particularly encouraging symptom that the working people themselves are taking a part in the establishment of Schools. At one set of works in the South Wales District, the mere working classes have contributed 76*l.* 5*s.* 6*d.* towards the cost of a school-room now in course of erection, with Government aid; the number of contributors being 521, and the sums varying from 2*l.* to 3*d.* At another, the workmen have lately petitioned the proprietor to deduct a poundage from their earnings, and therewith establish and maintain efficient schools for their children; and I am happy to add that this petition has been most liberally responded to.

with your Lordships is manifesting itself in quarters where such sentiments were, until lately, but little to be expected.

Many causes concur to produce these results. I will allude particularly to two, not as being the most important, but because they have produced striking effects in my district. Causes of increase.

And, first, I will speak of the capitation grants, the establishment of which, followed by their extension to "all parts (urban as well as rural) of England and Wales," by the Minute of 26 January last, has been felt by many promoters of education to be the greatest boon yet conferred upon them by Her Majesty's Government. These grants, depending as they do upon a certain amount of attendance on the part of each child on whose account they are claimed, exactly meet two wants most acutely felt in our schools. They afford, in the first place, a much needed addition to the school funds; and, secondly, when made the source of a judicious system of rewards, they place in the hands of the managers and teachers a new engine for securing that prime requisite of a good school, regularity of attendance. Capitation grants.

Capitation grants have had three years' trial among a portion of the schools with which I am connected, and I have seen no reason to be dissatisfied with their effects. It was anticipated by some that they would cause a diminution of voluntary contributions towards the support of schools; but no symptom of any such result is presented by the returns obtained from the managers and annexed to my successive annual reports. At the close of 1854, the voluntary contributions towards the support of 103 scholastic institutions were stated to amount to 4,643*l.* 18*s.* 8½*d.*, which gives an average of nearly 45*l.* 1*s.* 9*d.* for each institution. Next year the number of institutions to which the returns referred was 126, the sum total 5,745*l.* 11*s.* 2½*d.*, and the average for each about 45*l.* 12*s.* This year the number of institutions is 139, the gross amount 7,445*l.* 9*s.* 3¼*d.*, and the average 53*l.* 11*s.* 3*d.* These returns have been obtained in three successive years, as nearly as may be, from the same schools; the 139 schools of this year including nearly all the 126 of last year with some fresh ones in addition, and the 126 of last year including in like manner the 103 of he preceding year. The result is that the amount of voluntary contributions appears to have increased both absolutely and relatively, and more rapidly in the past year than in that which preceded it. Voluntary contributions not falling off.

I may venture, therefore, to indulge the hope that, in my district at least, the capitation grant is not becoming a mere substitute for the subscriptions of individuals, but is rather destined to be the means of procuring for the schools those appliances which are still required to render their equipment Grants not mere substitutes for subscriptions.

complete, and the want of which up to this time has only been tolerated out of consideration for the difficulty of procuring funds. My own communications with the patrons of schools would undoubtedly lead me to the conclusion that the grant had generally been received in this spirit. At the same time the prospect of obtaining this grant, and of being thereby enabled to support schools more easily, has undoubtedly had a powerful effect in inducing promoters of education to connect their operations with your Lordships' plans.

Agency of British and Foreign School Society.

The second cause to which I wish to refer, as having greatly extended the field of action of the Minutes of Council during the past year, is the agency of the British and Foreign School Society. This agency, of course, leaves the Wesleyan and some other classes of schools altogether untouched; but schools on the British plan form by far the most numerous class falling under my supervision, and so many of them are prevented by the scruples or want of information of their supporters from claiming public aid, that any movement which tends to bring them under inspection must necessarily exert a large influence over the district. A movement having this result, though not primarily intended to produce it, has been undertaken by the committee of the British and Foreign School Society, and I have recently had many opportunities of observing the good effects produced by the visits of their agents. Mr. Baxter is the society's inspector, whose proceedings in England and also (in conjunction with Mr. Roberts) in part of South Wales, have fallen most particularly under my observation, and I have pleasure in expressing my belief that his judicious counsel and stimulating influence are rapidly raising many languishing and neglected schools to a state of energetic action, and inducing their promoters to secure their permanent efficiency by freely adopting all the means of support and improvement placed within their reach by the Minutes of Council.

Its advantages.

For an agency of this nature the British and Foreign School Society enjoys peculiar advantages; it stands in a neutral position between the Government and the public, and its representatives meet with ready admission into many schools from which a bigoted adherence to the voluntary principle might exclude Her Majesty's Inspector.* It is much to be desired, therefore, that this society should send forth a complete staff of organising inspectors, able and willing to re-animate

* I annually pass near a small British School in Monmouthshire which has the words "*Non delegatus admittitur*" carved in solid masonry over the door. Notwithstanding this threatening inscription, which is *supposed* to be meant as a warning to your Lordship's representative, I learn from one of the Society's agents that I am not unlikely to receive an invitation to enter.

the many drooping British schools that are scattered over the country, and exterminate the many errors and prejudices that still prevail with respect to educational matters generally and your Lordships' measures in particular.

Average age of school children still decreasing.

The summaries appended to this report, and prepared in the statistical department of your Lordships' Office, are this year fuller and more complete than usual. They show that the average age of the children, attending the schools which I inspect, continues to decrease. Taking the basis of comparison which I have adopted in each of my last two reports, it appears that the per-centage of children *under* ten years of age has risen during the past year from 66·94 to 68·62, whilst the per-centage of those *over* ten years has fallen in proportion from 33·06 to 31·38. The mischief, therefore, arising from a too early removal of children from learning to labour is still upon the increase.

Increase of scholars and teachers.

On the other hand, it is gratifying to find that the schools have been fuller during the past year than they were in 1855. Taking one school with another, the average attendance has risen from 91 to 104, whilst the attendance on the day of examination has increased from 104 to 120. The number of certificated teachers at work in the district has also progressed from 100 to 135, and the number of pupil-teachers from 475 to 525.

Results of teaching.

With respect to the character of the schools referred to in these summaries, it must be remembered that nearly all I visit are schools in which the pupil-teacher system is at work. These schools have an unusually large and able teaching force, and enjoy other peculiar advantages. They are, in fact, or at least they ought to be, the model schools of the country. It is to be expected, therefore, that the work which they do should generally be well done, and that the estimate formed of them should be, on the whole, a high one. I find, accordingly, that out of 185 *juvenile* schools (infant schools are not included in this return) I have reported *reading* to be *well* taught in 105, writing in 110, and the simple and compound rules of arithmetic in 107. For geography (a favourite subject) the proportion is still higher; for grammar and history, it is a good deal less.

Difference between aided and unaided Schools.

Had any considerable fraction of the schools been such as are visited for the purpose of inspection alone without receiving grants, the result would, doubtless, have been very different. The few schools of this latter class which I inspect are almost invariably, in point of attainment, far below the average of annual-grant cases, and I have reason to think that this state of things is general throughout the country. There are, indeed, within my own knowledge, some brilliant exceptions to

this rule ; but I believe it, nevertheless, to be all but universally true, and I am persuaded that this view will be confirmed by a comparison of my returns with those of any of my colleagues whose labours happen to comprise a large number of simple inspection cases.

Effects on after lives of scholars.

Regarding, then, the schools included in the summaries as being in the very first rank of elementary schools in the country, their progress may, perhaps, be considered satisfactory on the whole, but certainly not more so than the public is entitled to expect from the advantages they enjoy. The best among them are far from being perfect; and if their whole work be viewed with reference to its effects upon the rising generation, how much remains to be accomplished! Hear the testimony of a dispassionate and most competent witness with respect to the state of things among one important class of our population :—

> "What is now, by universal consent, in all but a very few and very favoured localities, the mental condition of the very great majority, probably at least three-fourths of the boys and young men in the coal-mining districts, who have passed through the excellent schools that are now everywhere accessible to them, and gone to the work and occupation of their lives? Within two or three years after they have left school, they are found to have lost nearly the whole of the little ever learned ; they cannot read in a manner to profit by or to take the least pleasure in reading; they cannot understand the common language of books; they cannot write a letter; they are unable to do a simple sum in arithmetic. Except, therefore, for whatever amount of moral influence may have been exercised over, and impressed itself upon, their characters during their short and desultory attendance at the day schools, which they leave generally between the ages of eight and ten, seldom staying till after eleven, their so called education amounts to next to nothing; and the liberal expenditure of employers and the Government in providing good school-houses and well trained masters and mistresses has been, practically, all but thrown away."

Mr. Tremenheere's testimony.

This is an extract from the last Report (1856) of Hugh Seymour Tremenheere, Esq., upon the state of the population in the mining districts ; but the truth, which it sets forth so forcibly, is not, by any means, confined to that class of the community. The complaint is general, that the education bestowed at so much cost upon the children of the working-classes leaves no adequate trace upon their after-lives. Many, no doubt, expect from education much more than it is capable of effecting ; but Mr. Tremenheere is not likely to be one of these, and such statements as his, supported as they are in the course of his report, by reference to specific facts and local knowledge, deserve to be met by something better than a counter-charge against the unreasonable hopes of educationists. We should, at least, inquire whether we are doing all that is practicable, and whether, in all that we do, we bear in mind the true end at which we ought to aim.

How to make self-educators.

It has been well laid down by one of my colleagues that we should aim to turn out, "not an educated boy, but a self-educator." To attempt to send forth thoroughly educated boys from our elementary schools, where the whole time spent at school by each boy seldom exceeds two, or at the most, three years, and he generally leaves school altogether at the age of eleven, would, indeed, be hopeless. But to give him so much knowledge as may inspire a desire for more, and to impart to him sufficient facility in the arts of reading, writing, and ciphering, to enable him to make further acquisitions without too painful an effort—these objects seem more within our reach, and they are, happily, the very results which it is most important to attain.

Teaching should be practical.

The course of study most conducive to such ends need scarcely be made a subject of discussion. The question has been settled by the common voice of the country, and we are unmistakeably committed to a system of useful and practical teaching—a system which endeavours to make every lesson of the school-boy bear upon the subsequent career of the man. This kind of teaching I have felt it my duty to encourage and to recommend throughout my district, and I could point to not a few schools in which it is carried out with striking success. By means of it, children become interested in the qualities and condition of the things around them; every passing object is made to suggest inquiry and thought; the stores of information laid in at school are referred or added to, in order to trace home some new idea; and thus habits of self-culture grow almost insensibly.

Elementary schools different from universities.

There is, no doubt, much to be said for the method of education heretofore pursued in the great universities of England—a method which almost confines the attention to some one branch of study, and aims chiefly at mastering that one thing thoroughly. For a class of society in which direct instruction is continued up to manhood, and ample opportunities, not dependent upon school or college, are afforded for acquiring general knowledge before the serious business of life begins, this may possibly be the wisest mode of proceeding. Those, at least, who advocate an opposite system in our primary schools, are not concerned to deny that it may be so. They need only point to the totally different circumstances of the two cases, and inquire how it is possible that a boy, who attends school irregularly for not more than two or three years, and leaves it finally at the age of eleven, can be made to master any one subject of study thoroughly.

University system not suited to children of working classes.

But suppose that, by confining his attention to some one subject, such as grammar, he can be made a tolerable grammarian; will that compensate him for his total ignorance of

the earth he lives upon, of the history of his own species and country, of the laws of matter and of motion by which he is surrounded? Will he find grammar among his daily occupations in the field or the factory? Will any process of self-culture be likely to receive development from the circumstances in which he is placed? He may, indeed, be able to express himself well, verbally or on paper; but what will he have to write or talk about? His home, unlike that of the youth who goes to the university, will have taught him next to nothing. His knowledge of words, unaccompanied by any acquaintance with things, will be useless; and the one faculty which he has cultivated, will soon wither away from want of use, thus reducing him once more to the condition of an uneducated being.*

nor acceptable to their parents.

Such a mode, then, of conducting elementary schools, would be eminently useless to the class of children that attend them. It would not even attempt to prepare them for the business of their lives, and it would not be likely to facilitate the acquisition of habits of self-improvement. Neither would it be acceptable to their parents, whose want of appreciation of the benefits of education forms already so serious an obstacle to its progress. It is a constant complaint among this class of persons that our schools do not teach the things which their children would find it most useful to know; and if, instead of attending to this complaint, we render our teaching more abstract and less practical, more pedantic and less directly useful, we shall assuredly add greatly to an evil which is already far too prevalent.

Common things.

Considerations of this kind may well serve to reconcile us to that teaching of "common things," which has of late obtained so firm a footing amongst English educationists. If such teaching be not theoretically perfect as a means of intellectual training, if it be not calculated to develope the faculties of childhood in the most philosophical order, it is at least adapted to engage the sympathies of working men, and to store the minds of their children with that sort of knowledge which they will most need when they become workers in their turn. It meets their first and most pressing want. It bears early fruit, and thus avoids the risk of being lost before it is called into action. It connects the exercise of the understanding with familiar objects, and, in return, things the most simple become a source

* It is far from being intended to depreciate the study of grammar *in connexion with* other subjects. On the contrary, I am sensible that some practical knowledge of the rules of grammar is essential to correct writing or speaking just in proportion as the learner is habitually exposed to hear incorrect language; and therefore the teaching of grammar is *most* needed in the *most* elementary schools. But I contend that the cultivation of childrens' faculties by *exclusive* attention to the study of language, or of any other single branch of knowledge, is specially unsuited to the present circumstances of the working people of this country.

of inquiry and reflection. Thus faculties once developed are not left to rust from want of exercise, and the education of the individual is not only kept up but progresses.

Industrial schools.

In the Appendix to this report will be found some particulars relating to a school of industry at Ockham, in Surrey. Ockham is about five miles from the Weybridge station, on the South-western line of railway. This school, though maintained at an annual cost of about 1,300*l.*, appears to be self-supporting, and is one of the most remarkable and successful experiments of the kind I have ever met with. I am anxious, therefore, that those who are contemplating the establishment of industrial schools in other parts of the country should have this institution brought under their notice as an example worthy of imitation. (*See Appendix* B.)

Home lessons;

But it is not enough that the subjects of instruction be well chosen and suited to the circumstances of the case. Children will not be made self-educators by any mere lessons given to them on a gallery or in a class. They must not only be recipients of information; they must be trained to collect information for themselves; and the first step in such training should be made by a system of home lessons. I wish I could report that home lessons were universally insisted upon in the schools which I visit, but such is far from being the case. They are very rare in girls' schools, and by no means general in boys' schools. They are in use, however, in all the *best* boys' schools; and wherever they are well arranged and carefully attended to, they produce excellent effects.

not sufficiently attended to.

Schoool libraries much wanted.

When a judicious system of home lessons has given a boy the habit of private and voluntary application, the next step is to introduce him to the school library, where such a thing exists. That libraries are not attached to every school is much to be regretted. I know nothing comparable to them as a means of commencing the process of self-education before children leave school. The poverty of schools can alone account for the little progress hitherto made in organising adequate lending libraries for the children, and I look forward to the removal of this defect in many cases by means of the capitation grant. Many schools, however, must long remain without these most desirable appendages unless some special encouragement be offered for their establishment, and I venture to recommend this object as well deserving the application of a portion of the public funds.

Night schools.

But though the process of self-education may be *commenced* before leaving school, even among those who leave before entering their teens, its continuance cannot be relied upon unless some external stimulus be applied. This is to be effected by means of night schools, mutual improvement societies,

lectures, reading-rooms, and public libraries. It does not fall within my province to report upon any of these except the first, and I regret to state that night schools are far too rare in my district. Your Lordships have put forth a Minute for the encouragement of these institutions, but the practical difficulty of complying with its terms has been found to be much greater than any one anticipated, and it has been very little acted upon within my experience. Having been directed by the Lord President to offer some suggestions upon this subject I may venture to point out the regulation, which requires every aided night school to be "in connexion with a day school in receipt of annual grants from the Parliamentary Fund for Education," as one which it would be desirable to abrogate. It is found in practice that the promoters of day schools are frequently unwilling to engage as a body in the support of night schools, although there are often individuals among them who are anxious to set on foot institutions of the latter class. Inconvenience must undoubtedly arise from multiplying the parties with whom the Education Department has to treat; but this inconvenience seems to be inseparable from any large extension of night schools, and any attempt to encourage their establishment must inevitably fail, if fettered by a restriction fatal to the admission of a large proportion of such as are likely to seek assistance. I propose, therefore, that night schools be recognized as independent institutions, and that inspection and aid be accorded to them, whenever they are conducted by competent paid teachers in wholesome and satisfactory premises. The aid allowed should be in the form of a capitation grant on behalf of each scholar that can be certified, and proved by reference to proper registers, to have attended a given number of hours during the season. The competency of the teacher should be ascertained partly by examination of his own attainments, partly by those of his pupils. The inspector's opinion must necessarily be decisive on the latter point; but the former should be tested by some uniform standard, and different degrees of ability should be recognized, as is done in the case of teachers of workhouse schools. The terms, *probation, competency, efficiency*, already in use for these latter schools, might be applied to the teachers of night schools without inconvenience; and their remuneration should be made to vary in proportion to the ability of which they had given proof. Thus a certificate of probation should secure for its professor a grant of (say) 10*s.* a head, one of competency 15*s.*, and one of efficiency 20*s.* for each scholar in the night school. In large schools a proportionate number of teachers should be insisted upon, and no single teacher should

Suggestions for their encouragement.

be allowed to claim for more than twenty scholars. As it is very important that as few restrictions as possible should be imposed on this class of schools, I venture further to suggest that grants be made equally to those in which fees are paid, and to those in which the instruction is free; and also, that no attempt whatever be made to prescribe the subjects of instruction, or to fix the age of the teachers below a certain limit. It is the chief aim of such institutions to induce young men and women voluntarily to continue the education which has been left imperfect at the day school; and to make the inducement strong enough, it is indispensable to teach them that which they themselves desire to learn, rather than that which others may think best for them. Such persons, after a time, not unfrequently become sensible of a want in the matter of education, and are ready to go where that want will be supplied. But if, in addition to that which they want, something else is thrust upon them, they are not unlikely to refuse both, rather than accept the boon which they have not sought. It is in this manner that the failure of many well-intended schemes can easily be accounted for; and if such failures cannot be altogether prevented, the course which I recommend will at least cause the responsibility for their occurrence to rest solely with the local promoters. Other points of detail would have to be considered before framing a minute upon these bases; but it would hardly be expedient to enter upon them here.

Infant schools.

There is a marked analogy between the functions of the night school and those of the infant school. Both are supplements to the ordinary juvenile school,—the one at the beginning, the other at the end; and both are rendered doubly important by the still growing tendency to remove children from the school to the field, the mine, or the factory at the earliest possible age. There are several excellent infant schools in my district, and I consider them the most satisfactory schools which I visit. But I am sorry to add that they are not nearly so numerous as they ought to be, and that their number has not increased materially of late. No scholastic establishment should be considered complete unless it provides a separate apartment for infants. In lieu of this, infants are constantly admitted into the same room with older children, there to be huddled together in some corner, and either left to the care of a monitor, little older than themselves, or altogether neglected. No wonder that, instead of being happy and orderly, as they always are in properly conducted infant schools, they become noisy and miserable, neither learning anything themselves nor allowing the rest of the scholars to pursue their studies in peace. When the schools

a mixed one, and the teachers consist of a master and one or two male apprentices, the fate of the infants is particularly to be deplored. I still meet with a few schools conducted in this manner; but, again, I rely upon the capitation grant as a means of speedily bringing about a better state of things.

Concluding remarks.

The conclusions which I draw from the past year's experience may be summed up as follows:—The establishment and maintenance of schools by means of aid from public funds continues to find favour with the friends of education, even to a larger extent than heretofore, and seems to be gradually taking its place as the general and recognized mode of providing instruction for children of the labouring class. The chief desideratum in the working of the system is, to produce a more lasting effect upon the minds and characters of the children submitted to it; and the greatest impediment to this result is presented by the early age at which children leave school. To meet this, infant schools should be everywhere established; the teaching of the juvenile schools should be rendered as effective and as practical as possible; and greater encouragement should be given to the establishment of night schools or evening classes, for the completion of that education which the early removal to labour necessarily leaves unfinished in the day school. These night schools should be allowed to adapt themselves freely to the wants of each particular neighbourhood, and should be rendered as attractive as possible. The process of self-education should at the same time be further encouraged by the establishment of lending libraries, not only in connexion with the day school and the evening school, but also in many cases independently, in every town or considerable village.

I venture to specify these as immediate wants, and such as the country cannot long forego. Whatever may be the machinery destined to provide instruction for the people, it must inevitably spread these elements of any useful system through the land; and so many districts remain as yet untouched by the process, so much remains to be done, that the Education Department must be prepared to extend its operations far beyond their present limits, and probably, ere long, to assume dimensions exceeding those of any existing public office.

I have the honor to be, &c.

JOSEPH BOWSTEAD.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix A.

Summaries of Tabulated Reports, for 1855–6, on Schools inspected by J. Bowstead, Esq., and J. S. Laurie, Esq.

Summary *a*.

Attendance, &c.

Number of Schools *actually inspected* between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children							
No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*				In *Average Attendance.*	For whom *accommodation* is provided, at 8 square feet of superficial area per Child.	Number of *Certificated Teachers.*	Number of *Pupil-teachers.*
	Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.				
151	72	54	35	70	10,406	6,284	4,430	6,735	24,157	36,180	135	525

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
6·3	6·27	8·31	10·93	12·8	11·88	12·13	10·44	8·29	5·85	3·45	3·35

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
43·55	23·48	14·33	8·94	5·41	4·29

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools out of 196 inspected, in which

Subjects of Instruction.	Are reported to be taught			Are Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Reading	162	20	3	185
Writing	168	16	1	185
Arithmetic:—				
Simple Rules	158	25	2	185
Compound Rules	159	20	4	183
Higher Rules	155	18	2	175
Geography	163	19	2	184
Grammar	128	32	4	164
History	120	16	2	138
Music from Notes	4			4
Drawing	39			39

SUMMARY *c.*

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Registers are kept.			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
215	6	3	214	6	2	189	7	24	191	4	9	196	13	12	213	6	2	190	4	5

SUMMARY *d.*

Income and Expenditure.

Aggregate *Annual Income*, as stated by Managers, of 139* of Schools enumerated in Summary *a*.

From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	Average Income per Scholar in attendance.†
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
434 9 6	7,445 9 3¼	7,431 15 2	2,846 18 10¾	18,158 12 10	16 11¼

Aggregate *Annual Expenditure*, as stated by Managers, of 139* of Schools enumerated in Summary *a*.

Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.	Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary *d.* relates.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
12,924 5 9	1,412 16 11¾	4,746 10 2¾	19,083 12 11½	17 9¾	21,418

SUMMARY *e.*

Salaries of Teachers.

	Schoolmasters.		Schoolmistresses.		Infants'-Schoolmistresses.	
	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Average pecuniary emoluments (including Government Grants and all professional sources of income)	97 13 9¾	74 1 9½	64 18 3	42 8 10¾	59 16 6	33 4 8½
Number on which average is taken	80	38	36	29	14	17
Number provided with house rent free	30	11	12	9	10	8

SUMMARY *f.*

School Fees.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
129	25,157	35·62	41·24	16·01	4·23	2·9

* The number of Schools inspected during the year was 151; but from 12 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

Appendix B.

Industrial Schools.

The subjoined communication concerning one of the most remarkable and most successful industrial schools in England cannot fail to be interesting to all who are engaged in the promotion of this class of institutions. To justify its being called *remarkable* it is only necessary to instance two circumstances connected with it:—(1.) That whilst its whole cost last year exceeded 1,300*l.*, not more than 17*l.* of this had to be contributed by its promoters, so closely does it approach the self-supporting point; (2.) That it is managed exclusively by two ladies, daughters of Sir Stephen Lushington, D.C.L., to whose zeal its very existence is due, and to whose daily visitations, unceasing watchfulness, and kind but judicious control its success is entirely to be attributed.

That it *has succeeded* eminently no one will doubt, after taking the trouble to examine thoroughly its working upon the spot.

The aid afforded to it by the Committee of Council is small in comparison with the whole annual expenditure; for the public grants have been made in support of the teaching alone, not at all in aid of the maintenance of the boarders. Yet the managers will be the first to acknowledge the benefits derived from the assistance and sympathy of the Government. Had they been left, indeed, to struggle on without trained teachers, pupil-teachers, or the stimulus of annual inspection, it is very doubtful whether all their devotion would have sufficed to raise the institution much above the doubtful level at which it stood in 1853. Whereas in its present state it stands forth a bright example of the results to be expected from the enterprising benevolence of individuals, when they wisely associate their labours with such public measures as it has been found useful and practicable to establish for the promotion of the general good.

Ockham British and Industrial Schools.

These schools, situated about five miles from the Weybridge station on the South-western line, and near the main road from Guildford to Kingston, were built nearly twenty years ago, when the neighbouring parishes were for the most part ill supplied with, or totally without, schools. They were then very numerously attended, and the workshops and other industrial employments were very attractive; but in time the industrial enthusiasm declined, there were unfavourable changes of masters, and, by 1848, the school was little more than others, save in the circumstance of an hour or two being daily devoted to the garden. Schools had been erected in neighbouring parishes and left the Ockham schools merely such scholars as the parish (which has only about 600 inhabitants) itself supplied, and some half dozen boarders from a distance.

About this time Mr. Allen visited the schools once or twice, but they were not regularly placed under Government inspection till about 1851–2, when the late Mr. Fletcher visited them several times and suggested various improvements.

In 1853, Mr. Bowstead kindly visited them twice, two pupil-teachers were appointed, the elder girls were separated from the infant scholars and placed in the upper school under the master, and efforts were made to increase the number of boarders to meet the annual expenditure.

All payment of salaries and other donations being at this time withdrawn, and the sole source of income to the school being confined to the proceeds of two school houses and about five acres of ground, there was no alternative

but making the whole establishment self-supporting, which the annual accounts, marked No. 1., for 1855 and 1856, will prove to have been very successfully done.

The buildings and grounds are entirely free of rent and tax, and have been lately, by the liberality of the Earl of Lovelace, extended to three school-houses, each containing from six to eight rooms, and seven acres of ground. Of the mode of cultivation and general management the following extract, marked No. 2., will give some idea.

The present head-master, Mr. Jones, came in January 1854. He was trained at Cheltenham, and took a second-class certificate. There are also three resident male teachers, besides the pupil-teachers; one being an assistant provided by the Government Minute of July 1852, and one only a French teacher.

The infants' schoolmistress, Miss Ince, trained at the Borough Road, superintends the upper school girls when out of the school-room, and undertakes the infant school with the assistance of a pupil-teacher and monitor. During the summer months the average attendance is in the infant school from 40 to 50, and in the upper school from 90 to 100; from 60 to 70 of these being day scholars.

The lowest rate of payment for day scholars is 1*d.* weekly, a few only paying at a higher rate. Weekly boarders pay 3*s.* 6*d.* per week, entire boarders 16*l.* per annum if boys, 14*l.* if girls. This, with two guineas on entrance, includes every expense but clothing and medical attendance. No child under seven is received as boarder. *See* Extracts No. 3. and No. 4.

The day scholars are principally children of labourers, some few of farmers or tradesmen; the boarders are, for the most part, children of tradesmen in London and its neighbourhood, but some are the children of servants, soldiers, and (in rare cases) of those whose means alone debar them from occupying a much higher position in society.

The instruction includes, besides the ordinary instruction, the elements of algebra, chemistry, vocal music, and drawing for the upper classes. From five to six hours daily (Wednesdays and Saturdays excepted) are given to intellectual training; from two to three hours to industrial work; and the remainder to recreation, meals, &c.

The industrial work of the girls is carried on under a matron, assisted by a needlewoman. Two laundry-maids and two kitchen and housemaids from among the girls take it in turns to assist in each department. They are taught to wash and iron, scour and dust, cook and bake, with some knowledge of doing work. They also take a large share of the weekly mending, sorting of clothes, &c. Three girls from the village are boarded at the school to give them opportunities of improvement in these branches of household work.

The training of teachers and servants forms one of the principal objects of the institution. Seven of those brought up in the school are now engaged as pupil-teachers, a large number have entered domestic service, gone out as clerks, &c. Of the greater number of these very satisfactory testimonials have been received. Admission to the school is to be obtained by application to the managers, who are desirous of affording every facility to those friends of education whom it may interest, and who may thereby be encouraged to make their own schools, as it is most desirable that every school should be, self-supporting.

EXTRACT No. 1.—BALANCE SHEETS for TWO SUCCESSIVE YEARS.

1855.

RECEIPTS.	£	s.	d.
Boarders' Payments	927	3	0
Miscellaneous	109	8	5
Balance from 1854	2	12	0
	£1,039	3	5

EXPENDITURE.	£	s.	d.
Housekeeping	462	0	0
Washing and Fuel	45	6	11
Furniture	24	2	7
Miscellaneous	20	4	5
Salaries	152	9	6
Wages and help	18	9	11
Carpenter's shop	25	4	2
Animals	108	18	4
Books and school materials	22	6	0
Schoolroom flooring, &c.	71	6	2
	£1,039	3	5

1856.

RECEIPTS.	£	s.	d.
Boarders	1,217	9	7
Miscellaneous	27	1	10
Ditto	10	10	7
Government Grants*	42	1	0
Contribution	17	0	0
	£1,314	3	3½

EXPENDITURE.	£	s.	d.
Housekeeping	604	12	9½
Laundry	31	15	11
Fuel	46	2	7
Furniture	71	15	8½
Miscellaneous	39	9	3
Salaries	184	11	3
Wages	26	6	5
Outbuildings	57	1	4½
Carpenter's shop, &c.	38	9	9½
Animals	58	16	9
Books	68	5	5
	£1,314	3	3½

EXTRACT No. 2.

When the present master took charge of the schools in January 1854, the garden ground, together with school premises, amounted to about five acres; of this, half an acre was in crop with clover and autumn-sown rye for early feeding; whilst one cow and four pigs were living on the last year's swedes and mangels, the latter of which had been very fine. The land was, on the whole, exceedingly impoverished, and in many places very foul with weeds; and since there was no manure to be obtained in the neighbourhood, many of the crops had not much opportunity of making a fair return. The ground was cropped in due season with vetches, beans, barley, potatoes, mangel wurtzel, swedes, turnips, and cabbages, besides about half an acre laid out as a kitchen-garden, and a still larger quantity divided as allotments for the boys. The garden was devoted to the cultivation of all ordinary vegetables, but was not very successful; the carrots and onions failed, while the peas were much injured by the mice and birds. The crops, however, were sufficiently good to allow of the purchase of a second cow in August, while the pigs had been increased to about fifteen, and a few poultry had been added to the stock. The barley, mangel, and swede crops were very good; potatoes, parsnips, and cabbages were very fair. At the year's end the accounts showed a favourable balance of about 35*l.*, or at the rate of 7*l.* per acre. The years 1855 and 1856 were both much more successful, the increase of stock having enriched the land by a more plentiful supply of manure. In each of these years an additional acre of land was taken, and various improvements effected; among which may be mentioned the draining of about two acres of the garden, and the building of a large manure-tank in addition to the old one. The increased productiveness of the land during

* The sums here given as the amount of the Government grants does not include the augmentations of the teachers' salaries or the stipends of the apprentices, but only those grants which fall into the general funds of the school.

those years is shown by the fact, that at Christmas 1855, five cows, ten pigs, and about twenty head of poultry, were being maintained, besides supplying a household of upwards of a hundred persons with vegetables. This was an increase of three cows, and about fifty consumers of vegetables, since 1854. It must, however, be stated, that these cows have not been wholly kept upon the produce of the garden, since they are allowed to graze in the adjoining park, and are often only kept at home during the night, when they are fed with vetches, clover, and rye-grass. The crops of mangels, swedes, potatoes, turnips, barley, rye-grass, cabbages, and vetches, were last year all a very good average, and were of sound quality.

The capabilities of the garden have been much extended this year by the addition of a considerable quantity of glass for forcing, in order to raise early vegetables, &c., for market. This has been done in connexion with a plan for maintaining boys at school, clothing and educating them in return for their labour during a portion of each day. The feasibility of the plan has yet to be proved. Five boys are now at work on about three acres of land, the produce of which, laid out as a market-garden, is to be sold. A portion of the plan embraces the keeping of an additional cow, and three or four breeding sows, so that considerable remuneration is anticipated from that source. The class of boys thus engaged is not very far removed from that often called "dangerous," so that if the plan does really succeed, it will form a connecting link between the union and reformatory. At present the change seems to have been very beneficial to them, a marked difference being perceptible in their whole behaviour. They work under a steady man, and have hitherto given satisfaction by their industry and care of their own gardens. It may be added, that the higher kind of cultivation which has recently been introduced, is likely to have a particularly good effect among all the boys, as they seem to take great interest in the plants, &c., which are growing in the various frames, and by imitating, are led to take more pains with their own gardens.

These gardens of their own form one of the most interesting features of the industrial element, and are productive of very much good in many ways. Their sizes vary from about three rods to one, the elder boys having about ninety yards. The children have to pay a monthly rent for these, being $2\frac{1}{2}d.$ for the largest, $1\frac{1}{2}d.$ for the second size, and $\frac{3}{4}d.$ (that is, $1d.$ one month and $\frac{1}{2}d.$ next) for the smaller divisions. The seeds are sold to them at cost price, and the whole is under a certain set of garden rules, by which (among various things) it is ordered, that not more than two or three main crops may be grown, that no crop is to be taken up without permission, and that untidy gardens will be fined. The profit to the owners, in some cases, has amounted to $6s.$ or $7s.$ in the course of the year. There are upwards of fifty of these gardens, together with about thirty-five small flower gardens held by the girls, extending down one side of a long walk. These gardens are not cultivated during school hours, but are considered as places of recreation. The hour and a quarter set apart for industrial work on the daily routine being spent on the school grounds under the masters and pupil-teachers. A portion attend to cows, pigs, and poultry; another to garden work; while a third is chiefly engaged in the more simple occupation of digging. By this means the naturally barren soil has been much improved by deepening the staple and breaking up the subsoil, by a plentiful addition of farmyard manure, liquid from tank, rich composts formed of soil collected from sides of road, &c., well digested with liquid manure, and also by the help of top-dressing of guano and super-phosphate.

The carpenter's shop, in unfavourable weather, finds work for several handy lads in repairing tools, &c., and in making many articles for common use. The average number of boys employed on the school grounds daily will number upwards of forty, though sometimes there are many more than this number, and at others considerably less. The work is generally very well done, and is looked upon by the boys more as a recreation than a

labour, for it has been often found that they preferred working a whole afternoon to going into school.

An annual "show" is held in connexion with the school gardens, when prizes are offered to the villagers and boys for the best vegetables and flowers. It has hitherto been remarkably well attended, and supported with much interest by all, and is this year likely to be as attractive to the parties concerned as on former occasions. The prizes vary from 1*s.* to 2*s.* 6*d.*, and number about seventy altogether, thus giving to most of the children an opportunity of obtaining one at least. This show is particularly useful as a stimulus to the boys' exertions, which, without something of the kind, would be likely to flag after the excitement of the spring had passed over.

Extract No. 3.

The school is guided by the accompanying routine, (*see* Extract No. 4,) a school committee being responsible for the proper ringing of the bell at all requisite times. In school hours the children are divided into three sections, and each section again subdivided into two divisions, which are again subdivided, as occasion may require, into drafts. The first of these sections is under the head master and a pupil-teacher, and receives its instruction in the dining-room, the tables being so contrived as to be capable of being used as desks. The second section is under the charge of a second and third assistant master, while the third section is under two pupil-teachers. These sections are seldom grouped together, being chiefly retained under the care of the respective teachers.

The religious teaching of the school is based chiefly upon the principle laid down by the British and Foreign School Society, and is the subject of constant and careful attention. Bible lessons are given daily, and the boarders attend the neighbouring church. The clergyman of the parish is a constant visitor at the institution.

Extract No. 4.—Daily Routine.

Time.	
5.55	Bell for rising.
6.15	„ lavatory (washing).
6.40	„ morning prayers.
7.20	1st bell for breakfast.
7.25	2nd „ „
8.25	Morning school.
11.15	Industrial work.
12.25	Bell for lavatory.
12.50	1st bell for dinner.
12.55	2nd bell for dinner.
1.55	Afternoon school.
5.35	Bell for lavatory.
5.50	1st bell for tea.
5.55	2nd „ „
6.40	Evening school.
7.45	Evening prayers.
8.30	Going to bed.

General Report, *for the Year* 1856, *by Her Majesty's Inspector of Schools*, J. S. Laurie, Esq., *on the* British Schools, *and the* Wesleyan *and other* Denominational Schools, *inspected by him in the* North-Eastern Division *of* England.

My Lords, January 1857.

The number of my inspections of departments under separate teachers, during the past year, amounts to 230. Five of these having been second visits, the actual number of distinct departments examined is 225; of institutions, 168.

The best proof of the increasing popularity of your Lordships' measures is to be found in the fact that, within the past year, 37 additional schools (British, 22; Wesleyan, 15) have come under Government inspection in this district alone. Through your Lordships' solicited intervention, some of these schools have been rescued from hopeless decay; some have been invigorated by encouragement; while the managers of others have been enabled to erect entirely new premises.*

I have pleasure in recording that the great majority of school managers are not relaxing their efforts; and I could cite many proofs of the most cordial sympathy and co-operation established between your Lordships and members of the various leading bodies of dissenters, and more especially the Friends and the Wesleyans.† In almost every case, brick floors have been removed; and in three-fourths of the schools the construction of groups of desks, and the other internal arrangements applicable to the pupil-teacher system, have been cheerfully effected. Further, it would not be difficult to prove that, in all parts of the realm, your Lordships' grants have stimulated voluntary efforts to such an extent that the aggregate amount of local subscriptions for educational purposes exceeds incomparably that of earlier years.

There still remains, however, a very great deal to be done. Misconceptions have to be cleared away; abuses to be corrected; evils to be abolished; and new and growing exigencies to be met.

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* The efforts already made and now being made in the rural districts of Lincolnshire cannot be too highly applauded or too closely imitated.

† York:—Managers both of the British and the Wesleyan Schools. Norwich:—Mrs. Bolingbroke and Miss Martineau. Darlington:—Mr. Joseph Pease, Bridge Street, Girls'. The Rev. Messrs. Talbot, Exley, Reynoldson, Stewart, and Wycherley, in their respective districts,—N. Lincoln, Keighley, Wisbech, Northumberland, and Durham. Miss Fry, of Chatteris, &c.

I have too often had occasion to disabuse the minds of school managers of the impression that, in accepting Government aid, they virtually surrendered their authority, or even disencumbered themselves of their former pecuniary responsibility. Independent local management forms so distinctly the basis of your Lordships' operations that such an unreasonable idea would soon bring ruin upon a school,—had, indeed, in more than one instance, well nigh done so, but for the almost single-handed benevolence of an isolated trustee.

I take the liberty of here referring to a minor point of convenience, on which managers, generally, are not definitively agreed. They appear not to be fully aware that the rules and stipulations of the Committee of Council on Education while in force are absolute and indispensable. If this simple fact were distinctly understood, the onerous correspondence of Her Majesty's Inspectors would be abridged by more than one-half, and the Department would be spared much tedious and fruitless labour.

In my Report of last year, I called attention to the increasing demand for the labour of partially educated juveniles,—a demand which naturally adds eagerness to the desire of the industrial classes to secure for their offspring some kind of marketable instruction. This and other causes (among which the liberal interpretation of the Capitation Minute,* when properly understood and appreciated, will not be the least active) have already swelled the number of pupils, in a vast number of schools, far beyond what the existing means of accommodation admit of. There is, especially, ample room for everything that the most untiring energy can accomplish, in devising some practical method of carrying on the treatment and training of the crowds of *infants* who now, to such an intolerable degree, confuse the operations of the teacher and retard the progress of the taught.

In *rural schools*, unless the population is very scanty, a clever teacher can easily, at certain periods of the year, raise his numbers greatly beyond the maximum to which they should be limited by his available space; and this he can do, and does mainly, by the prodigal admission of infants. It is true that agricultural districts and small villages cannot always be expected to support separate infant schools; but, at least, separate class-rooms are indispensable, *i. e.*, class-rooms of *adequate capacity*, and not, as I have so often found them, constructed on dimensions so limited as to threat[en] suffocation. The general plan of the infant class-room s[hould] be based on that of the infant school; and I have been

* Vide Minutes of 1855–6, page 47.

tomed to predict that, in a room so designed, a good pupil-teacher (and a female, if possible, should be selected), with the aid of six efficient monitors, in alternating staffs of three, each withdrawn half an hour daily *from the upper or juvenile school*, would speedily constitute this embryo division a prominent and valuable element in a mixed rural school.

But the average annual increase of attendance in the *schools of the more populous manufacturing villages and provincial towns* is still more striking, whilst the accommodation is still more inadequate. Here, even when the labour market is glutted by redundant supply, or somewhat depressed by slackness of trade, the attendance does not decline. At such times the more provident parent, aware of the material value of school instruction, and well knowing that the weekly fee is an insignificant item in his expenditure, prefers to renew or prolong the term of his children's schooling, at least till the avenues of employment be again fairly open. This habit of forethought and calculation, now by no means rare, promises to become more general; and pretty securely shields the schools of the above-mentioned districts from any chance of falling off in point of numbers. The remark, therefore, already made with regard to rural schools, applies here with still greater force. Here an able teacher may with the utmost facility fill his school up to the prescribed limits with juveniles ranging from five to eleven years; and, in addition, he may enlarge his infant sections so as to form a good numerical basis for a new and separate infant school. Can, then, the establishment of such a department in these cases be too soon or too resolutely set about?

For the sake of clearness, I shall here classify the different institutions under my inspection, as follow:—

1.	Institutions consisting of one *pure* school:			
			Infants - -	6
2.	„	„	one *Mixed* School:	
			(*a*) Boys and (male) infants -	21
			(*b*) Girls and (female) „ -	12
			(*c*) Boys, girls, and infants -	74
3.	„	„	*separate* departments:	
			(*a*) Boys', Girls', Infants' -	6
			(*b*) Boys, Girls' - -	22
			(*c*) Boys, Infants' - -	24
			(*d*) Girls, Infants' - -	3

From this it appears that, in all, 129* institutions have no infants' school connected with them. Thirty-eight of these, however, are purely rural, and have already been disposed of. There remain, therefore, 91 to which the addition of

* *i.e.* Nos. 2 *a*, *b*, and *c*, and 3, *b*.

infants' schools has been stated to be practicable and advisable, on the mere ground of the great increase in attendance. But it need hardly be added that there are many other and weighty grounds for that addition. For how else, indeed, can the teacher exercise a unity of purpose in his operations,—a principle so important for the proper educational control of large numbers, and so indispensable to the harmonious working of all the parts of a school? If, even with a clear and harmonious plan, extraordinary exertions are needed to produce any satisfactory results, what but signal failure can be the fruit of the most laborious and persevering efforts, if these efforts are embarrassed by the want of the very possibility of a system? But system, in the operations of a common school, is simply inconceivable without a *reasonable* equality in age and acquirement; and the less distracting the inequality, the greater is the chance of a good system. For example, it is just to be expected that the 38 pure and distinct infant schools* in my district should best answer their specific ends. And this they do mainly because the units composing them are homogeneous, and because the modes of instruction, treatment, and discipline are cast in one mould. All appeals, being adapted to the natures and capacities of infants, are intelligible to all; the whole school is a simple mechanism, subserving one definite purpose. But, if we turn to the other schools, the contrast in this respect is painful, for we find here a crowd of infants not only bewildering, but themselves utterly bewildered by the incongruity of their stage of progress with that of the juveniles. Moreover, the more alive to their condition the teacher is, the more prone is he to fall into the sad extreme of overworking their tender faculties, simply that they may be transferred as soon as possible to what he styles the "more manageable" classes. Such a result is inevitable, even when the teacher has strained his resources to the utmost. Another and an important point should not be forgotten. The teacher's own studies have generally had little or no reference to the evolution of the infant mind. And I would ask whether it is not obvious that the person best qualified for the task is the infant mistress, whom natural instincts, a more delicate organization, and specific training, enable at once to establish a sympathetic understanding with her little pupils.

Two wants, then, are clearly established,—the want of *adequate class rooms* in nearly 38 rural schools, and the want of *separate infant schools*, with infant mistresses, in connexion with 91 other institutions; in supplying which the spirit of voluntary effort will have an opportunity of showing

* *i.e.* Nos. 1 and 3, *a*, *c*, and *d*.

its enterprise. I write not despairingly, for, without doubt, a growing disposition to recognise the urgent need of some change in the treatment of infants prevails throughout this district,—a disposition which might perhaps be encouraged if your Lordships would tender a greater than the present proportion of aid towards every enlargement which should be an improvement. This liberality might be justified on the ground that the necessity of enlargement is not only an evidence of past, but a good guarantee of future, progress.

I am sorry to have to add, with reference to the remaining institutions* to which separate infant departments are attached, that I cannot but deprecate the loose manner in which the specific and professed purposes of the upper or juvenile departments are adhered to. Not one of the latter is a pure department of boys or girls. Into all, infants are too indiscriminately admitted, at the pleasure of parents or from other incidental causes. With the most effective remedy at hand, their constitution is often virtually as dual as that of the 91 institutions above referred to. I trust that school managers will soon apprehend this incongruity and re-consider the constitution of their schools. Where the advantage of an infant department exists, it would surely be advisable to prescribe a certain standard of attainments as the passport into the juvenile department; *e. g.*, ability to read very easy narratives and to spell and write simple words.

In my last report I mentioned some of those general social obstructions to the elevation of the quality of instruction in common schools, which are external in their nature; and I gave it as my opinion that they would be best removed by an indirectly compulsory enactment applied to such branches of organized labour as are unaffected by the Factory Act. The second class of obstructions is local and internal; the remedies resting, on the one hand, with the enterprise and good sense of school managers, and with the professional discipline of the schoolmaster on the other. On the last point, I now beg leave to make a few observations; and, for the sake of clearness, I shall avail myself of the following simple characterization of the schools which have been submitted to my inspection:—

1. Good	5 schools.
2. Fair	46 ,,
3. Moderate	174 ,,

1. Two of the five schools cited as "good" in my previous report have maintained their character. The remaining three have, from various causes, somewhat deteriorated and fallen below the first grade, while three others (two from class Fair,

* Videlicet, 3, *a*, *c*, and *d*.

and one a newly established school,) have risen into it. The five *now* are :—

Boys' British School, Hope Street, York,	Teacher,	Mr. Osborne.
„ „ „ Boro' West, Bradford,	„	Mr. Dick.
(Mixed) Wesleyan School, Goxhill, Lincoln,	„	Mr. Hopwood.
Boys' British School, Wisbech,	„	Mr. Miller.
„ Wesleyan „ Lincoln,	„	Mr. Holton.

To give details of the many distinguishing features of these schools would be superfluous. Suffice it to say that their teachers, equipped with the requisite appliances of instruction, and aided by every auxiliary artifice which ingenuity can suggest, seek earnestly to apply those principles of pedagogic method which they have learned thoroughly to appreciate. They adjust their method to the special difficulties of each subject of instruction ; and they so coherently evolve principles with facts that the comprehension of the former becomes the only valid ground of progress with the latter. Possibly because this—the soul of instruction—has not, until lately,* been prominently laid down as an established indispensable to success in the competitive examinations, the method of teaching is, in the large majority of instances, but feebly understood ; and that practised, even by those five most successful teachers, is still far from being perfect ; but the general aspect of their schools justifies the most sanguine hopes. Mr. Hopwood's grasp of the idea, although his experience has been short, appears to be most secure ; and this teacher has, besides, by adroitly adapting himself to circumstances, so well exemplified how many external drawbacks skill and determination may defy, that I shall here quote a few details of his case. When I inspected the new Wesleyan day school at Goxhill, a rural village in Lincolnshire, Mr. Hopwood had only been established in it for about five months. Education, in the proper sense of the term, had been entirely neglected in the village, and the prejudices of parents had at first resisted almost every attempt at improvement. These prejudices have been, in great part, removed, quietly and with much tact. A tabulated plan of instruction is regularly followed in the school. To the *grammar* lessons (which are much liked, simply because they are made intelligible) considerable prominence is given. *Analysis precedes Parsing.* The comprehension of abstract ideas, *e. g.*, of the tenses, &c., is often aided by pictorial representations. *Geography* is taught by maps drawn on a black-board, and gradually filled up, as the information

* Circular Letter from Education Department, to Principals of Training Schools, dated 14 August 1856.

extends. *Reading* is taught according to a system of sounds; and the simultaneous method is much modified. *History* is treated chiefly in *oral* lessons. The children reproduce the lessons, or what they remember of them, in exercises written at home. "We vary this course," Mr. Hopwood writes, "by occasionally reading parts of Cassell's Illustrated English History, which the boys and girls of the highest section take in penny numbers. By this means they read a great deal more than they would be likely to read if they purchased a volume. They are greatly entertained with their periodical, which they read to their parents at home, while they amuse their little brothers and sisters with the pictures." *Writing* is taught according to Mülhauser's method; those details being omitted which do not aid the attainment of regularity of form, distance, and inclination. The following is the plan of *home exercises*:—

——→	1st Section.	2nd Section.	3rd Section.
Monday - -	Invoice - -	Arithmetic -	Arithmetic.
Tuesday - -	Analysis - -	Transcribing -	Writing.
Wednesday -	Abstract of History Lesson.	Analysis - -	Figures.
Thursday -	Map - - -	Map - - -	Tables.
Friday - -	Transcribing and parsing.	Ditto - -	Writing.

"Even those parents who at first objected to this way of employing their children at home now take an interest in the exercises and often join in them." "At first *late coming* threatened to become a great evil with us. The children came, according to their old custom, at 10 and 10½ o'clock in the morning. But, by causing each late comer to enter his name, with the number of minutes late, in a book kept for the purpose, by sending the parents a weekly return of their children's loss of time through lateness, by detaining the late ones after time or during play, and by greeting them as they entered the schoolroom with a song on the evils of late coming, we have, I may say, quite destroyed the evil, and our late attendance book contains no entry for several weeks past." By such simple artifices, as well as by the skill with which he accustoms the children to do every part of their work well and thoroughly, Mr. H. has acquired and maintains excellent discipline; and he has the merit of having, in an incredibly short space of time and under disadvantageous circumstances, infused into an exceedingly rough material a smartness and a spirit of intelligence which are truly refreshing.

2. Of the schools characterized as "fair,"* I can give your Lordships an account which is, on the whole, encouraging. This class of schools is progressing towards a more coherent and better ordered system of general discipline; and their teachers are becoming more and more accustomed to test the value of their labour by the improved temper and tone of their pupils' minds, and to estimate an increase of mental force and elasticity higher than any accumulation of barren facts. The number of this grade has been augmented beyond my expectations, and from the prevalence throughout this district of a growing spirit of healthy emulation, I am disposed to anticipate annual accessions of proportionate significance.

3. Although the number (132) of "moderate" schools alluded to last year has been diminished by 19, their ranks—recruited and enlarged by 51 others—present a combined total of 174; an amount so striking that I feel constrained briefly to point out the chief causes of their failure. Allowing full weight to all that can be urged by way of palliation, with reference to external drawbacks—such as irregular attendance and premature removal from school,—the schools in question afford too meagre results. An encouraging proportion, indeed, of their teachers have realized the fact that the new exigencies which time has brought us call for the development of fresh resources. But, in groping after a cure for the unprofitableness of their toil, they have stumbled upon an illusive and misleading corrective. It is much to be feared that the addition of other branches (supposed to be more familiar and attractive) to the ordinary routine of public instruction will prove but the means of an ephemeral display. It is a fact well worth consideration that, such are the actual difficulties of school-keeping, the most successful teacher is rather disposed to retrench and abridge, or entirely to avoid all the less essential subjects. He retains only what is indispensable, and devotes his energies to make that the vehicle of sound training. His great aim is not to furnish his pupils with an extensive range of general information, and not, certainly, to train them with a view to their future callings; for, in our present stage of progress, he knows that any such technical instruction is utterly impracticable. He therefore abandons the idea of *special accomplishment*, and labours to realize that of *general discipline*. He imparts information sparingly, but elicits thought profusely. He looks upon a store of facts as a

* The more prominent of this grade are:—Wesleyan and British Schools, Hull; W. S. (Darley Street), Leeds; Old Dalby B. S.; British Schools, Thirsk and Yarmouth. To these I may add the more prominent of the Cornish schools, which I had the pleasure of inspecting for my colleague, Mr. Bowstead:—Truro B. S. Penzance W. S., Falmouth B. S., and Penryn W. S.

less valuable possession than that spirit of awakened observation, and those habits of exact thinking, to which intelligent co-operation in the work of the school will naturally give birth in the minds of his pupils. And this co-operation it is his chief study and constant effort to secure. Nor let it be supposed that in following out this course the teacher is influenced by a depreciative estimate of the importance of mere information. If it were his aim to impart useful information and nothing more, this would still be the best course for him to pursue. Pupils trained in this way, instead of leaving school possessed of a multitude of loose and incoherent facts, *which a year or two's absence is, in most cases, sufficient to scatter to the winds*, would carry away with them a body of information, limited indeed in extent, but securely grasped, and a capacity, as well as a desire, of adding indefinitely to their store. It is true that the method which I advocate demands the conscientious cultivation and energetic exercise of powers such as the mere taskmaster does not dream of. Exactness of thought, vividness in the statement of facts, clearness in the elucidation of principles, and discriminating insight into character; these are the indispensable conditions of success. Possessed of these, however, the teacher will not only elicit the hearty co-operation of his pupils, and insure the healthy development of their faculties; he will not only redeem his own daily labours from the irksomeness of mechanical taskwork to the dignity of an ennobling profession; but he will gain that ascendancy over the minds of those entrusted to his care which alone gives weight to moral precept, and will thus contribute no less to the social amelioration than to the intellectual advancement of the industrial masses of the community. In this good work I fear that such education as that communicated in the 174 schools above referred to has but an indifferent share. The statistical fact* that nearly three-fourths of the juveniles who find their way to some of our penitentiaries, through the various avenues of crime, have received "instruction"

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* Kindly furnished to me by the Chaplains of Pentonville, Parkhurst, Millbank, and Preston penitentiaries. Some of the prison authorities not having directed their attention to the subject of my inquiries with the view of tabulating the results, I have been enabled to make but a rough estimate of the whole. In Pentonville four-fifths of 5000 had received instruction for an average period of four years. Millbank will, no doubt, approach this, while three-fourths of the Parkhurst delinquents, 94 in number, averaged only 22 months, and, again, about the same proportion (in 1000) of the Preston prisoners somewhat exceeded this term of attendance at school,—attended, of course, with the usual irregularity (*vide* Mr. Clay's Report). The amount however, as affecting the *variety* of the delinquents, ought to be taken into account, while comparing the *respective* averages of the periods of schooling; and the exclusive or specific object of an institution, as well as the habits of the population among which the various classes of criminals have been nursed, may account for much relative discrepancy.

in inspected and other schools for periods averaging three years, ought to create in the bosom of the mere mechanical teacher no small hesitation as to the accuracy of his method. Be it granted that the evils of irregular attendance are embarrassing, that short and piecemeal periods of schooling are disheartening in the extreme—nay, more, that all endeavour to counteract, in one fleeting term, the temptations which beset the too-easily earned or the hard-earned livelihood, may prove futile, or be deemed utterly hopeless,—the sagacious schoolmaster will still continue to treat his pupils otherwise than as mere machines. No doubt, even the most barren technical instruction may now and then, under favourable circumstances, be the means of raising aspiring youths out of the reach of ordinary temptation; but it seems clear that, if the school is to raise a safe barrier against improvidence and criminal excess, it can do so only by the tact and judgment with which instruction is imparted so as, at one and the same time, indirectly and unconsciously to rouse the moral feelings.

I have already indicated that, for all the practical purposes of the common school, the purely elementary branches of instruction are fully adequate to the attainment of the ends which a wise educator will propose to himself; and that, if these 174 teachers would successfully grapple with existing difficulties, their safer course meanwhile is, to develop their *own* resources within this limited sphere, rather than vaguely to cast about for foreign aid. But, in attempting to follow this course, it is of importance at the outset that they should clear away all the internal impediments which at present interfere with their progress. To such internal impediments (among which I cannot help regarding as a leading one the excessive adherence, especially in Wesleyan schools, to what is styled the "simultaneous method") I have not failed to draw the attention of teachers as far as lay in my power. I confess, however, that I have often been less willing to recommend formal improvements than to encourage an experimental scrutiny of the real organic working of what I was disposed to consider as systematic errors; partly because an intelligent recognition of disease is the first step towards a satisfactory cure,—partly because of the acknowledged and manifold difficulties of the subject. I shall deem myself fortunate if the extended observation of another year shall enable me to contribute my share to a criticism of some of the impediments referred to, and to an illustration of the best means of removing them.

I have the honor to be, &c.

J. S. LAURIE.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix.

Summaries of Tabulated Reports, for 1855-6, on Schools inspected by J. S. Laurie, Esq.

Summary *a*.

Attendance, &c.

Number of Schools *actually inspected* between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children							
No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*				In *Average Attendance.*	For whom *accommodation* is provided, at 8 square feet of superficial area per Child.	Number of *Certificated Teachers.*	Number of *Pupil-teachers.*
	Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.				
155	44	35	31	96	6,151	3,992	2,577	10,066	20,774	34,616	146	419

Per-centage of Children on *School Registers*

Aged

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
4·97	6·46	8·42	10·58	12·85	11·6	12·59	11·23	9·15	6·71	3·53	1·91

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
41·9	24·53	14·52	9·1	5·34	4·61

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 175 inspected, in which

Subjects of Instruction.	Are reported to be taught			Are Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Reading	71	29	–	100
Writing	89	11	–	100
Arithmetic:—				
Simple Rules	48	50	–	98
Compound Rules	62	37	–	99
Higher Rules	54	14	–	68
Geography	87	11	–	98
Grammar	38	60	1	99
History	36	21	–	57
Music from Notes	2	–	–	2
Drawing	7	–	–	7

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Regis'ers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
189	13	3	195	9	–	171	10	23	70	3	5	157	24	24	146	52	4	144	43	6

Summary *d*.

Income and Expenditure.

Aggregate *Annual Income*, as stated by Managers, of 142* of Schools enumerated in Summary *a*.										Average Income per Scholar in attendance.†
From Endowment.			From Voluntary Contributions.			From School Pence.			From other Sources.			Total.			
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£ s. d.
680	8	4	5,352	7	1	9,593	8	3	1,643	9	1¾	17,269	12	9¾	0 16 11

Aggregate *Annual Expenditure*, as stated by Managers, of 142* of Schools enumerated in Summary *a*.									Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary *d*. relates.
Salaries.			Books and Apparatus.			Miscellaneous.			Total.				
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£ s. d.	
12,803	7	1½	1,312	19	6½	3,800	13	11¾	17,917	0	7¾	0 17 6½	20,406

Summary *e*.

Salaries of Teachers.

	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
Average pecuniary emoluments (including Government Grants and all professional sources of income) – – – –	£ s. d. 100 11 10¾	£ s. d. 69 1 1½	£ s. d. 64 13 0	£ s. d. 36 19 2½	£ s. d. 57 11 8	£ s. d. 34 8 7
Number on which average is taken –	100	25	25	24	16	13
Number provided with house or rent-free	34	10	4	7	1	5

Summary *f*.

School Fees.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
137	25,582	15·08	41·36	23·39	15·29	4·88

* The number of Schools inspected during the year was 155; but from 13 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

GENERAL REPORT, *for the Year* 1856, *by Her Majesty's Inspector of Schools,* T. W. M. MARSHALL, Esq., *on the* ROMAN CATHOLIC SCHOOLS *inspected by him in the* SOUTHERN DIVISION *of* GREAT BRITAIN.

MY LORDS, January 1857.

Schools in tabulated reports.

I REGRET that, owing to the gradual increase in the number of schools liable to inspection, and the impossibility of visiting them all within the limits of the official year, a certain number of those in my district, including some of the most efficient, will not find a place in my tabulated reports. These are schools which I was able to examine in the month of August in 1855, but, could not find time to visit before September in 1856; and, as the official year terminates on the 31st of August, they are unavoidably excluded from the account which I have now to offer of the past year's work. The schools referred to are the following:—Nottingham, St. Mary's; Nottingham, St. Barnabas; Loughborough; Alton, St. John's; Spinkhill; Wakefield; Skipton, St. Stephen's; Broughton; Worksop, St. Mary's; Bradford, St. Mary's; do., night school; Bradford, St. Patrick's; Spitalfields, Princes Street. In these thirteen schools, containing twenty departments, and attended by 1,447 children, there are thirteen certificated and fourteen pupil teachers; and I wish to add, with respect to four of the number, viz., Nottingham (2), Alton and Broughton, that they continue to be conducted with the same remarkable skill, patience, and judgment which I have noticed in former years.

Necessity of additional inspection.

Considering the present state of my district, the steady increase in the number of applications for annual grants, the equally uniform growth of new institutions, and the demands which arise out of these circumstances upon the time of the Inspector, I cannot venture to hope for any diminution of the inconvenience which has been gradually, and for some time past, becoming more and more sensible. During the last year I have reluctantly declined private invitations to visit nearly fifty schools, a large proportion of which would probably, after such preliminary inspection, be placed in connexion with the Committee of Council, and enter upon a new and more active life. Without entering into minute and unnecessary details, it may suffice to say, that I could transfer to other hands four months work in my district, and still retain full employment for myself for the whole year. I have no precise knowledge of the state of the district confided to

my colleague, Mr. Stokes; but as it is considerably larger than mine, and the number of pupil-teachers in the northern is to those in the southern district in the proportion of 400 to 250, or 2 to 1·25, it may be presumed that he is at least as much embarrassed as myself in meeting the demands made upon him. Indeed he has informed me, in reply to my inquiries on this subject, that he would gladly resign the whole of Scotland and some of the north-eastern counties of England. To these I could add, much to my own relief, Yorkshire, supplying at least two months work, and all the eastern counties north of the Thames, besides the inspection of and annual examinations at the Hammersmith Training School. On the whole, I conceive that the time has arrived for the appointment of a third Inspector, if the large number of elementary Roman Catholic schools, not hitherto inspected, but of which the managers desire to share in the benefits administered by the Committee of Council on Education, are not to be permanently excluded from advantages which are now not only more generally understood and appreciated than at an earlier period, but also, one may venture to say, have been proved to be an almost indispensable condition of complete success.

Applications for aid, why increasing.

In recording the gradual increase of annual grant cases in my district, and the general disposition which I observe in the managers of non-inspected schools to claim, in their turn, the aids which others have already accepted, it may be expedient to enumerate, once for all, the principal causes which appear to have contributed to these satisfactory results. Two practical conclusions will be found to flow from them, both of which may be suitably noticed in this place. On the one hand, they include a just and not unimportant testimony to the wisdom, impartiality, and technical merit of the measures adopted by the Committee of Council for stimulating and improving public education; on the other, they attest both the careful scrutiny with which the promoters of a particular class of schools have examined all the principles of their administration, and the frankness with which, after deliberate consideration, they have acknowledged their soundness, and recommended by word and example their acceptance to others. Such a testimony is surely equally honourable to those who receive and to those who offer it.

Improved state of inspected schools.

The first and most obvious inducement to regard with approval the system administered by the Committee of Council on Education, has been the experience of its practical and uniform results. If a certain number of school managers who have not hitherto adopted it, and have no personal knowledge of its actual operation, retain the misgivings which at one time

were common to the various educational bodies, and for which in the case of Roman Catholics there was a special reason, arising out of their past history and position in this country, all such uneasy feelings of hesitation and suspicion appear to have been abandoned by those who have tried the system experimentally. It is precisely the managers of the largest, most important, and best conducted schools who have most emphatically protested, both by public and private acts, against the chimerical apprehensions which once prevailed; and they point to their own experience and observation as a sufficient motive of confidence. But they use also another and equally cogent argument. The improved condition of inspected schools, their growing efficiency, and the manifest influence of the sagacious and prudent measures of the Committee of Council upon them, have not escaped the attention of these careful observers. Reserving only certain exceptional cases, such as the unwise and perverse retention of an incompetent teacher, extraordinary irregularity of attendance, hopeless poverty of parents, or other special and local obstacles, it cannot be denied that improvement follows inevitably upon inspection; and this improvement is visible not only in the particular school receiving public aid, but has a tendency to diffuse itself in a gradually increasing circle. One good school in a town creates others. Many persons do not know, till they actually see it in operation, what a really efficient elementary school is. When they do see it they are seized with the desire of imitation. And thus, as I have said, one good school begets another. If I were to notice all the examples of this fact which have come under my own observation, I should have to write the history of a large proportion of the schools which I have inspected during the last eight years; I will, however, mention a few cases.

Sheffield.—On my first visit to this town, in 1851, I found not one really efficient Roman Catholic school, and only one competent teacher. As lateas 1855 there were only 552 children present in all the inspected schools; but one of these had, meanwhile, become a model to the others. In 1856 there were 1,000 children, the average attendance having doubled in less than twelve months; new buildings, on a noble scale, had been erected; and the existing schools were already taught by five certificated, one assistant, and eighteen pupil teachers. In addition to the considerable amount of payments to which this large staff had become entitled, more than 70*l.* was received last year on account of "capitation grant." It is true that much of the remarkable progress in the Sheffield schools, a progress which I am sure will be sustained, is due

to the recent employment in all the female schools of a peculiar class of teachers, the sisters of Notre Dame, members of a community whose educational labours extend throughout France and Belgium, and I believe even to America, and many of whom are unsurpassed as elementary teachers. But the question is, whether the desire to secure such important services, and the disposition to afford them the widest range, by erecting new and costly buildings, and by other measures of active co-operation, has not grown up simultaneously with the new system? It certainly coincides with it in date; and at all events these devoted and accomplished ladies, who have given their full assent to the measures of the Committee of Council, are perfectly willing to bear testimony to the advantages which they have derived from their operation.

Birmingham.—Although the full measure of benefit resulting from the system of inspection has not hitherto been attained in this town, and its advantages have been paralysed by irregular attendance and the fatal inducements to juvenile and premature labour, yet I may fairly refer to it as an illustration of the important aids administered by the Committee of Council. Already it offers for official inspection seven schools, containing seventeen departments, attended at the last inspection by nearly 1,400 children, and taught by twelve certificated, one assistant, and twenty pupil teachers. At my next visit I shall have to inspect two additional schools.

Bristol affords another example of the same progress, due to the same causes. At my first visit, one very indifferent school, attended by about fifty children, had applied for annual grants. Last year I inspected five schools, containing eight departments, in which I found nearly 500 children, taught by four certificated and ten pupil teachers.

Nottingham is not the less remarkable illustration of the same benefits, because, for special reasons, it was always more independent of them than almost any other place. Yet, excellent as the schools in that town have now become, thanks to the labours of an admirable body of teachers and the cordial and intelligent co-operation of the clergy, I remember them when they were far less efficient, especially in their intellectual aspect; and the teachers assure me that the religious has improved *pari passu* with the secular instruction, and that they trace an intimate connexion between the character of the two. In the two inspected schools of that town, containing six departments, and attended by 420 children, there are now six certificated and ten pupil-teachers.

Wolverhampton, a very similar case, with 550 children, has five certificated and twelve pupil teachers. And it should be added, that the few schools named have already supplied,

solely in consequence of the system adopted in them, besides a certain number of teachers and assistant teachers, no fewer than sixteen Queen's scholars, by whose skilful labours the general progress of elementary education will hereafter be importantly aided.

I notice these simply as characteristic examples of the solid advantages resulting from connexion with the Committee of Council, and of the increase both of attendance and efficiency which almost invariably follows from it. It is not necessary to add to the number; but I am anxious, before leaving this point, to say a few words with reference to the progress of the same work in the most important city of my district.

London.—In a former report I expressed my unfeigned regret at the vast disproportion between the educational wants of London and the efforts made to supply them. It might indeed have been said in reply, with great justice, that the difficulties and obstacles which impede the successful accomplishment of this work in the metropolis assume dimensions which do not exist elsewhere; and that it was almost necessarily abandoned in past times to isolated individuals, aided only by their own inexhaustible zeal and charity. Since the date of that report, great and continued progress has been made, worthy of special record, and not surpassed by similar events in any part of my district. I know few schools which present more remarkable features, especially to the experienced eye, accustomed to look under the surface of things, than those of Blandford Square; Chelsea, St. Joseph's; Hammersmith, St. Mary's; Dunne's Passage, Holborn; and Tudor Place; and they are not the only ones of their class. It is, however, no disrespect to the admirable persons by whom they are conducted or superintended, but rather the most appropriate acknowledgment of their wise and patient labours, to say, that there was a time when they did not display the excellence either of discipline or instruction which they have subsequently attained. And it must once more be observed, that the schools enumerated, and this is equally true of all which resemble them, have not only themselves—with the exception of Dunne's Passage—profited largely by the services of intelligent and industrious apprentices, but in doing so have become nurseries of valuable teachers, *who would never have been formed but for the system now in operation.* In estimating the general results of that system, this is a point worthy of special consideration; that the good work effected in one school overflows the narrow limits of a particular locality, and spreads its fertilising influence on every side. The local advantage becomes a general one, and they who seemed to labour only for themselves, are found to have become the benefactors of

others. Without the admirable scheme of apprenticeship, for which the country is indebted to the Committee of Council,* the great majority of schools must still have been entrusted to feeble, untrained, and untrustworthy teachers, capable, perhaps, of receiving a salary, but not of rendering the services by which alone it could be fairly earned. There are many cases of gratifying progress in the London schools during the past two years which do not call for special notice; but there is one so remarkable, on every account, that I should omit the most striking fact in my recent experience if I did not recommend it to the attention of school managers. As an example of what can be accomplished by the religious zeal and prudent energy of an individual clergyman, it is without parallel in my district, and perhaps in any other. I allude to what has been done towards providing education for the children of the labouring classes in the district of the Commercial Road by the extraordinary efforts of the Rev. William Kelly. This gentleman is the pastor of a congregation amounting to nearly twenty thousand souls, every member of which he has visited personally, and of whose names, families, residence, and occupation he has obtained, by infinite labour, an exact and methodical record. It was no light task to undertake, single-handed, to deal with the educational wants of such a population. Seven years ago, one school, at that time under the charge of Christian Brothers, represented pretty nearly the whole work then in progress; for though there were other schools in the district, yet the actual results accomplished in them, owing to the deficiency of accommodation and apparatus, to say nothing of the imperfect qualifications of most of the teachers, must have been almost inappreciable. There are now, besides a number of smaller schools, still imperfectly organized and not under official inspection, three large and costly buildings, situated respectively in Pell Street, John Street, and Red Lion Street, in which I found at my last visit 1,078 children, taught by seven teachers and seventeen pupil-teachers. An equal number are lodged in provisional schools, of which at present I do not offer any account. How this accommodation has been provided, and by what means the large expenses of such institutions are defrayed, is a secret, of which the only explanation is to be found in the fearless and trusting charity which has inspired such efforts, and which appears to find sufficient courage in

* Monsieur Lorain remarks, that this ingenious system was first planned in Holland, "but that its extensive application has been made with such skill and success in England, that she has almost made the invention her own, and that all the promoters of schools concur in regarding it *as the real cause of the regeneration of popular education in that country.*"—*Le Correspondant*, p. 270.

acting upon the great principle, *Omnia possum in Christo.* I must add, with regret, that with one or two exceptions, the teachers at present engaged are not of the highest order. But the only training schools to which Mr. Kelly could have recourse have not yet begun to supply an adequate number of teachers; and the most energetic school manager has no alternative but to acquiesce in the temporary employment of defective instruments, who bring at least zeal and industry to the discharge of their duties, though they do not possess that combination of strong personal influence, refinement of character, and knowledge of scientific methods, which constitutes the highest qualification of a teacher. Without multiplying examples of similar progress, or insisting further upon the illustration which they afford of the truth of my first position, that the creation of one good school is sure to be followed by the foundation of others, and that a general disposition to co-operate with the Committee of Council has been induced by the uniform improvement visible in schools which have received their aid, I pass to the next point.*

Security for permanent efficiency.

Besides the actual and undeniable good effected in particular localities, intelligent persons have not failed to remark, that provision is being continually accumulated under this system for the future and permanent efficiency of the whole body of elementary schools. They will not henceforth be left to the uncertain zeal and fluctuating resources of individuals. The wise measures which have assisted to make them what they are, will also keep them so. It is a notable circumstance that in the schools with which I am specially concerned, forty thousand children have already come under inspection, and that the schools which they frequent are taught by two hundred certificated and six hundred and fifty pupil teachers. But this fact must be viewed in connexion with another, to which it has led, and which is of still greater moment. Three training schools, attended at this moment by about 110 students, and destined to receive a much larger number, are now in active operation. These institutions are absolutely necessary to the future welfare and success of our schools; yet it is no exaggeration to say that they owe their existence to our connexion with the Committee of Council. The material buildings might

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* *Le Correspondant*,—a Review conducted, as is well known, by some of the most eminent men in France,—in an article published on the 25th of September 1856, under the head of *l'Education Populaire en Angleterre*, p. 978, has the following remarks:—"Les 6,000 écoles qui ont surmonté leurs premières répugnances pour accepter les secours et les conditions du Comité d'Education du Conseil de la Reine n'ont pas eu à s'en repentir. L'inspection les a, pour ainsi dire, transformées, et ses effets se sont étendus jusqu'aux écoles mêmes qui se défendent encore contre toute influence étrangère par un esprit d'indépendance mal interprétée.

indeed have come into being without its aid, for two out of the three have been erected at the sole cost of the promoters; but only the system actually in operation could have provided these normal colleges with a really valuable and promising class of students, nor could their annual expenses have been defrayed without Government grants. To the measures devised by your Lordships we owe, therefore, the creation of a body of more than six hundred assistant teachers, who are first trained during five years at the cost of the State, and then maintained during one, two, or three more by the same judicious and generous policy in institutions formed expressly with this object, and conducted with every guarantee for complete success. It is not wonderful that such manifest advantages should have been appreciated, nor that thoughtful and conscientious school managers should do justice to the double character of the excellent system out of which they arise. If it had only afforded *present* aid, and relieved *present* difficulties, the boon would have been most acceptable; but the machinery which deals with the urgent necessities of the hour, provides also for those contingent ones which may present themselves hereafter. It does not do its work by halves, nor legislate for to-day without caring for the future. It not only builds schools, but helps, with provident and ingenious forethought, to form the teachers who are to conduct them. It may be doubted whether a more excellent method of co-operation for educational purposes between the executive and the people has ever been framed, and it is within my personal knowledge that foreign statesmen and ecclesiastics have spoken of it with envy and admiration.

Confidence in the Committee of Council.

Whatever effect the considerations already alluded to might have produced on the minds of school managers, and however forcibly they might have disposed them to accept their share of assistance from public sources, it is evident that the grants proffered to them would have lost all their attraction, or rather would have been rejected as a snare and a temptation, if they had not been satisfied with the mode of their administration, and with the conditions attached to their reception. Any suspicion of unfair play, or of secret motive and design, would have sufficed to repel the neediest applicant, and to have reconciled him to poverty and isolation. And such an attitude of distrust would have been perfectly rational. In a matter which touches by so many points of contact as education the public conscience, the secret springs of religious life, and all its most sacred convictions and inalienable rights, no precautions can be excessive, nor any watchfulness exaggerated. In such a case misgiving is prudence and suspicion may become a duty. In former years I have witnessed ex-

amples of both; and some few may even now be met with, though with less reason, and almost always in company with more or less complete ignorance of what is being done, and the manner of its doing. But the operations of the Committee of Council on Education, as well as the principles of their administration, have now been subjected for many years to public scrutiny, which their authors have rather invited than attempted to baffle or evade. The history of conflicts and discussions to which they gave rise, once animated and even vehement, but which seem at length to have lost all their meaning and interest, might now be written. We have seen opposition become fainter and fainter, and gradually expire. Experience has generated confidence; and whilst no openly antagonistic school any longer claims the attention of the public, and systematic hostility hardly finds a pretext for displaying itself, the most cultivated and vigorous minds of all parties appear to have recognised the admirable good sense, habitual moderation, and skilfully applied experience of that department of the State to which the interests of public education have been confided. But I am concerned rather with those special and particular illustrations of this truth which belong to my personal experience than with the general and patent evidences which a larger field of observation has enabled others to collect, and which they are better qualified than myself to estimate. I shall refer to one or two of them; but before I do so, I may state, as a general rule, and subject to any protests which individuals may choose to make, that the managers of schools with whom my official duties immediately connect me seem to be nearly of one mind in their appreciation of the immense services which the Committee of Council on Education are rendering to the nation, and of the spirit of fairness, discretion, and practical wisdom with which they are performed. No doubt there are instances in which offence has been given to individuals. One has resented, if only for a moment, the rejection of a favourite teacher, who has had more success in deceiving a partial manager than in persuading an official but just examiner to accept his sham qualifications for realities. Another has recalcitrated with transient indignation against the superfluous and costly refinement of "a boarded floor,"—especially if he had just laid down a new one of tiles or asphalte. Such cases are really rather provoking. A third has been a little ruffled by the voluminous correspondence in which some question of detail has involved him, and which he considers, though he seldom retains this suspicion long, was extended to undue limits on purpose to annoy him. Some few, perhaps, have not always been pleased with the Inspector,

who sometimes reaches the scene of his labours after a tedious and fatiguing journey, and the unsatisfactory diet of a provincial inn, and may be tempted by these combined evils to display infirmities of temper which they are apt to provoke, and the liability to which he shares with the rest of the world. But my memory supplies me with very few instances of this kind. In eight years,—and this is worthy of mention as indicating the cordiality with which your Lordships' official agent has been greeted,—I have only twice encountered a reception which even approached to discourtesy; and such rare and exceptional cases have been only too amply atoned by innumerable acts of kindness, forbearance, and generous hospitality, which I remember with unfeigned pleasure, and of which I cannot too warmly express my grateful acknowledgments. In confirmation of the statement which I have ventured to make with respect to the general, I might almost say, universal, approval of the measures of the Committee of Council, and the mode in which they are practically applied, I am able to refer to two striking facts amongst many similar ones, of which one may be taken to represent the sentiments of the most active and experienced school managers amongst the clergy, whilst the other, considering the dignity of the eminent name with which it is connected, is a conclusive and final testimony on the part of authorities whose deliberate statements on so grave a point are not only suggestions but laws, not only opinions but edicts. One of the most intelligent and energetic of clerical school managers, who has himself created schools of the highest class, of which he maintains the efficiency by indefatigable supervision and no small expenditure of thought, has recently published his sentiments on this subject. The great value of his testimony, which none can be more competent than himself to offer, consists in this; that it attests both the strict impartiality and practical sagacity of the measures which have been daopted, and are continually receiving their application, under your Lordships' sanction. He seems to have been especially struck, as others have been, with one characteristic of the administration which he criticises. The Committee of Council on Education, he observes, though not in the very terms which I employ, assist the projects of school managers, but neither initiate nor give shape to them. They aid, but do not control; encourage without dictation; and having no end in view but the common good, whatever tends to secure it is sure to attract their approval. They suggest improvements, but impose none which are not absolutely necessary to the life of a school. They offer their accumulated experience to all, but do not even claim to enforce it upon any. The very

agents whom they employ, and through whom alone they acquire all their knowledge of the cases proposed to them, and all the evidence of the fulfilment of their conditions, are chosen from the body whose interests are at stake, and to whom belongs an absolute *veto* on their appointment. When they are most vigorous and exacting, it is only to secure those very conditions of solidity and permanence, in the attainment of which the applicants for their aid are far more deeply concerned than themselves; and having wisely refused to adopt as their own any cherished and inflexible system to the exclusion of all others, they leave each, with a prudent eclecticism, to work out, within the limits of what is true, practical, and expedient, that which he has been accustomed to pursue. It would be difficult to devise a scheme in which the advantages offered should be burdened with less onerous conditions, or which should effect so large a measure of definite and increasing good without even the semblance of vexatious meddling or tyrannical interference.*

It is a peculiar gratification to me to be able to conclude these remarks with the following extracts, which will be found to supply all the confirmation they can need, from a published document which is now before me, and which is entitled "*A Lecture on Education, delivered in St. Mungo's Parish Church, Glasgow, on Sunday the 26th of October* 1856, by the Right Reverend Bishop Gillis, Vicar Apostolic for the eastern district of Scotland."† After urging upon his audience "the great advantages you may derive, both for the extension and efficacy of your schools, from endeavouring to avail yourselves of the Privy Council grants," the Bishop proceeds thus:—

"To test the beneficial nature of these grants by a higher standard, to judge the tree by the fruits it has already produced; pray open, and examine for yourselves, the volumes of information which have year after year been published upon the subject by the Government Inspectors; and if there really be as much truth in the assertion of our poverty, as is sometimes, perhaps, too readily taken for granted, sum up, in the first instance, the amount of pecuniary relief we have here placed within our reach, and tell me, if we be altogether justified in rejecting it, considering what may be done by its judicious application towards meeting the avowedly numerous and hitherto unsatisfied wants of our youthful poor. . . . . But there is

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* It is both interesting and instructive to see how this system is appreciated by the most competent authorities in other countries. *Le Correspondant*, (the Review before quoted) thus sums up, in an elaborate article published on the 25th May 1856, its minute and accurate observations on this point:—"L'action de l'état dans l'école est donc toute de bienveillance. Elle ne s'impose nulle part; elle se fait plutôt désirer; et, quand elle est acceptée, elle ne refuse pas plus ses bons conseils que ses secours pécuniaires. Mais elle se garde bien de s'immiscer dans la direction et l'administration des écoles, les abandonnant à l'indépendance du régime administratif, religieux ou pédagogique, *sous lequel elles se sont librement constituées.*"—*De l'Education Populaire en Angleterre* p. 252.

† London, Dolman.

more in the above reports worthy of your attention than the mere aggregate of monies granted to our poor schools. You may there read likewise . . . . of the marked and extremely creditable improvement that has taken place of late years in the proficiency both of teachers and pupils *within the schools thus assisted;** till not a few of them have taken rank on the highest level of instruction yet anywhere reached throughout the kingdom."

After alluding to "the greatly increased number of competent school masters and mistresses" whom the training schools now in connexion with the Committee of Council may be expected to furnish, the Bishop concludes as follows:—

"But, with all these advantages, are there no dangers, it has been asked, to be apprehended for Catholics from this Government system of education? In the first place, I repudiate altogether the wording of the question; for there is here, in fact, no Government system of education. It is simply the imparting of Catholic education, under circumstances more favourable, and of greater efficiency, than we could otherwise command, and for which we are in part indebted to the pecuniary assistance granted to us, as to others, from the public funds of the country—under the sanction of Parliament, it is true, but without either ulterior object or control. Could I be brought to believe that it were otherwise, I, for one, would rather put my right hand into the fire than extend it to receive a single grant from Government. But I have now had for several years as near opportunities as most people of watching the every-day working of these grants; nor have I lacked the determination to do so with an unsparing eye; and I owe it to the truth to declare, that I am thoroughly convinced there is no danger of undue State interference to be apprehended from our accepting these grants. What we have now exclusively to deal with, viz., the liberal opening up of the public treasures by the Government of Great Britain for the purposes, as far as it can promote them, of free education, without any reference to religious differences, or interference of any kind with religious scruples, appears to me, in our present phase of society, to be in itself a measure of such just and timeous policy as to demand from me here the fearless expression of my most grateful commendation."†

It is evident that after such a declaration, proceeding from such a source, there is nothing more to be said on this head; and I may claim to have proved my third point, that growing confidence in the Committee of Council is one of the motives of that rapid increase in the number of inspected schools, of which I am endeavouring to explain the causes.

Character of non-inspected schools.

Although unwilling to say much upon a somewhat invidious subject, the general character of non-inspected schools, yet I cannot reasonably omit all reference to it, nor doubt that it has exercised some influence in determining the conclusion at which thoughtful persons have arrived with respect to the expediency of connecting their schools with the Committee of Council on Education. If any school managers who have hitherto declined, for various reasons satisfactory to their own minds, to receive their share of aid from the parliamentary grants, consider that the schools which they

* The italics are not in the original.
† pp. 28, 29.

conduct are in all respects in an efficient and thriving state, I can have no wish to endeavour to disturb that impression. I can conceive that there are such schools, though not personally acquainted with them; but if they exist, their number must be very small, and their merit, whatever its degree, must be due to special causes, which cannot fairly be expected to operate on a large scale, nor in the majority of elementary schools. No doubt a school which is under the charge of an adequate number of duly qualified teachers, possessing a sufficient knowledge of technical methods, and performing their duties in a spirit of religious zeal, may be perfectly independent, as far as its own progress is concerned, of the various kinds of aid administered by your lordships; yet, I cannot but think, that to estimate the number of such schools with perfect accuracy, must be an arithmetical feat within the capacity of a child accustomed to deal only with the smallest possible array of figures. I observe too, that it is precisely in schools of the class which I am supposing that the benefits of the existing system appear to be most warmly appreciated and most copiously developed. They have become what they are, almost without exception, by the judicious application of that very system, and their teachers and managers are not slow to confess it. But if, even in the case of schools in which the most important elements of success are found, accomplished and assiduous teachers, adequate resources, and diligent supervision, great advantages are obtained, and a more vigorous life promoted by the influence of official inspection, the services of apprentices, and the aid of annual grants; how much more needful must all these helps be to a school which is abandoned, as by far the larger number are, to a solitary secular teacher, not often swayed by the loftiest motives, generally feeble and inexperienced, and not seldom hopelessly incompetent. Such schools, unless they receive some new impulse from without, must of necessity continue to be just what they have ever been any time during the last fifty years. I need not describe their well-known features.

But with every desire to respect the convictions of individuals, and to accept their own account of their own work, I am bound so say, that although I have visited certain schools privately, of which the promoters hesitate at present to receive official aid, very few of them appeared to me to have any solid merit, and even these few could easily be made much more efficient. Nor does it appear, as far as my qualifications and opportunities enable me to judge in so delicate a matter, that as a rule, and allowing for partial exceptions, the religious instruction is more complete and effective in non-inspected schools than the secular. I might refer, if it

were expedient to do so, to unexceptionable authorities in support of this statement. Indeed it seems almost a truism that some exact and methodical cultivation of the mind and discipline of its powers is, if not absolutely necessary, at least highly advantageous to the profitable study of sublime truths, which, though addressed primarily to faith, and not to reason, have yet an intellectual basis. No one will maintain that either want of accurate knowledge, or chronic mental apathy, are the best aids to the comprehension of that majestic revelation which eludes indeed the grasp of the most piercing intellect, but still condescends to appeal to it; and, while it soars far above the reach of human reason, must ever be the noblest sphere in which it can be exercised.* One of the most striking and important facts within my experience is the uniformity of opinion on this subject which appears to prevail amongst teachers of the highest class. The best educated children, they tell me, are, as a rule, the most religious. And it is certainly an instructive consideration, which I earnestly submit to those who will be most disposed to appreciate it, that whilst a certain number of young persons educated in our primary schools have within the last few years embraced that perfect kind of life, in which the most heroic charity finds its daily work, and to whose lofty maxims they are pledged by an immutable resolution,—I allude to the religious and educational communities,—they had all, without exception, received first that careful and special intellectual training, which, if it did not actually determine their subsequent vocation, at least in every case preceded its development, and prepared them for its surpassing privileges. I will only add on this point, because it is a reflection with which I may reasonably conclude my unwilling allusion to the character of non-inspected schools, that I believe there is no civilized country, either in Europe or America, in which the State does not assist the course of popular education, and even, within certain defined limits, guide and direct it. If a false principle is involved in this state of things, why has it been everywhere admitted? If every community possessed the necessary means of educating its own children, why has it not done so? Why fill the air with lamentations of poverty and incapacity, if after all external aid was not needed; or clamorously resent as an injustice the refusal of assistance, if it was only to be spurned when offered? The State has in

* The most remarkable example which I have seen of intellectual instruction in religious subjects is in the school at Alton, St. John's, Staffordshire, where an eminent theologian and philosopher does not disdain to instruct children in the theological bearings of the fundamental truths of Christianity, with a solidity and precision most worthy of admiration, and the methods of whose teaching it is a high privilege to have witnessed.

all countries undertaken a duty, though with various degrees of wisdom, moderation, and generosity, which is everywhere confessed to be one of its natural functions,* free from all necessary taint of injustice or usurpation, and to the performance of which it has everywhere been invited by public acclamation. Let it then have praise where it deserves it; and let the aid which it is bound to give, in furtherance of the highest interests of society, be neither imprudently rejected nor ungratefully received. For my own part, though I certainly hear of persons said to be opposed on principle to the reception of educational grants, yet I do not know a single school manager who has assumed the responsibility of putting the objection into words, either written or spoken. The number of such objectors must, I conceive, be very small, since one never encounters them. It is really absurd, and scarcely honest, to magnify these few individuals into a "party," as if either by their numbers or their authority they could be made to counterbalance the multitude of distinguished authorities, as well as of experienced and active school managers, who energetically repudiate their principles. Nothing, I believe, can be more inaccurate, nor more disingenuous, than to speak, as some do, of "the party opposed to Government aid." There is no such party. There *may* be, and no marvel, a very small number of persons, who, speaking generally, and admitting rare exceptions, have less to do than others with promoting public education; who have either no schools at all, or very feeble ones; who do nothing, nothing whatever, not even what they might do without effort, to help on this great cause; who leave to others the burden of the work, and only make their own voices heard to throw doubts upon its character; who question the value of efforts in which they have had no share, and affect to depreciate results which have been accomplished without their aid, and sometimes in spite of their opposition; who are silent when they ought to speak, and speak to no practical purpose; who only interfere in order to check and not to aid, to thwart and not to encourage; and when others point to the advantages which they are prudently and religiously securing, feebly utter a *Timeo Danaos*, and make their own indifference or effeminacy the measure of other men's diligence and strength. If there are any such persons, I do not know them; I never saw nor heard them; but at all events, if any such exist, they can hardly expect that a great and noble end is to be weakly abandoned because *they* disapprove the means by which it is being gradually and surely attained. When I hear of one

* I may refer, for a striking example, to the emphatic language of Monseigneur Dupanloup, Bishop of Orleans, in his work *De l'Education*.

intelligent and educated person, having the active supervision of large and important schools, conducting them with complete success without external aid, and rejecting on conscientious grounds, and after due examination, the proffered pecuniary grants, I will give to this phenomenon the serious attention which it may seem to claim. Meanwhile I oppose to a possible and isolated fact of this nature the definite acts of no less intelligent and conscientious persons, who form an immense and constantly increasing majority, and whose palpable and emphatic testimony on this subject has been clearly and unambiguously offered. I will observe also, in conclusion, because some stress has been laid on this fact, that, if the Irish Christian Brothers, who have not now, I think, more than five or six schools in the whole kingdom, decline Government aid, perhaps because they erroneously assume the English system to be identical with the Irish; the French who are also established in this country, and who possess the true traditions of that illustrious community, freely accept it, with the knowledge and approval of their superiors.

Capitation grants.

There can be no doubt that the extension of the capitation grant to schools of all classes is a measure which has been greeted with universal satisfaction, and the application of which is destined to produce highly beneficial effects throughout the country. It is also, for obvious reasons, a persuasive and almost irresistible invitation to connexion with the Committee of Council. Many persons had remarked, in past years, what they considered to be an erroneous principle in the administration of the parliamentary grant. It was distributed, they thought, in too rigorous a proportion to the amount of voluntary effort which it professed to supplement; being ample and profuse where it was least needed, and doled out in scantiest measure exactly where liberal aid was most urgently required. Reversing the Evangelical maxim, it was superfluously gracious to the opulent, but turned a cold glance on the poor and needy. Many school managers have expressed to me their cordial approval of the capitation grant, not so much on account of the actual pecuniary benefit which they hope to derive from it, as because it is based upon what they deem a sound and acceptable principle. If I had any right to speak in my own name, I should say, that the average attendance in a school should be regarded, as far as possible, as the basis of all grants made to it. The extension of the capitation grant appears directly to encourage this view. But it has another merit. Every one knows that it is the clergy, and not of one class only, upon whom the burden of supporting elementary schools chiefly, and often exclusively falls. They accept this

obligation, for the most part, with singular cheerfulness and alacrity. But it is a wise policy which offers relief to those who, whilst they most need, are slowest to seek it. The capitation grant in some measure does this. It is a boon to school managers, that is, to the class without whose generous efforts popular education would speedily languish, and upon whose stedfast zeal and charity its continued progress absolutely depends. The state may aid, but cannot possibly supersede the energetic and costly labours of these true friends of the poor. Hitherto it has assisted in the erection of the material fabrics, the supply of apparatus, and the training of teachers; henceforth it wisely proposes to contribute a sustentation fund, on a well adjusted scale, towards the general expenses. I believe I only represent an almost universal sentiment, when I say that the widest possible application of the principle of the capitation grant is what the interests of public education now demand. Let voluntary efforts be aided; but since the regular and punctual frequentation of school is at once the most important and the most difficult end to attain, let school managers who have proved that they know how to attract and retain their scholars receive the largest share of succour. In other words, let assistance be proportioned, not to the ostentatious and sterile display of local resources, but to actual work accomplished in spite of all difficulties and obstacles. An army of idlers has less claim to public sympathy and aid than a single family of orderly and diligent labourers, who contribute to the general prosperity while they soberly pursue their own.

Public discussion,

The last consideration, to which I will refer in very few words, relates to the effects of public discussion, based upon an accurate knowledge of the facts of the case, in disposing the friends of popular education to recognise the services of the Committee of Council, and to co-operate for the greater advantage of the work they have in hand with that branch of the civil administration. There were only two points upon which discussion could turn in past times, nor can its limits be extended so as to include others at any future period. Of these points one refers to the *general principle* of co-operation with the State for educational purposes, the other to mere questions of *detail*. In other words, the only subjects of inquiry were these two:—(1.) Was it right to accept grants at all in aid of local efforts? (2.) Were the conditions attached to the several grants acceptable? As respects the class of school managers with whom I am personally connected, both these questions have long since been answered in the affirmative. Nor was the decision taken without mature consideration on the part of competent authorities. The *general principle* cannot now

be impugned or repudiated without implicitly condemning the eminent persons of various orders and stations in almost all the civilized states of the world, who have with grave deliberation assented to it, and even urgently provoked its application;* and the *details* of administration, which confessedly owe their form and character to a large experience prudently applied, may safely challenge adverse criticism. The only argument, therefore, which remains to objectors, and it is one which I have sometimes encountered, is directed not so much against the system actually in operation, as against possible and contingent abuses of it. They willingly concede that it may be fruitful of good now, since so many wise and experienced persons assert that they find it to be so, but deny that it is safe from change and corruption. Accordingly they claim the right to maintain still an attitude of reproof and suspicion; to keep aloof from dangers which, if not imminent, are at least conceivable, and even to admonish, by words and acts of disapproval, the generous and confiding zeal which they deem incautious, dangerous, and indiscreet. I must repeat, that I know very few persons who use this language, and that they seem to be sufficiently refuted by that active and laborious majority which so plainly disavows all sympathy with their peculiar sentiments: but since such opinions exist, and must be supposed to be conscientiously entertained, they may fairly claim to be noticed. Although I have certainly no authority, and as little capacity, to deal with such objections, yet since I have undertaken, from grave and sufficient motives, to discuss the whole subject, I conceive that it would be a false delicacy to shrink from alluding to this part of it. I might indeed content myself with repeating once more the emphatic words of Bishop Gillis, and say with him "I am thoroughly convinced there is no danger of undue State interference." But since argument has been applied on one side, there is room for it on the other. It seems almost puerile to insist that the government of this great and free empire has nothing to gain by acquiring "undue influence," whatever this may mean, in directing the course of public education, even if it could succeed in doing so. Its energies are devoted to other objects, its powers absorbed by far other cares; and while it maintains, at all costs, the doctrines of constitutional liberty throughout so large a portion of the world, it can hardly be tempted to subvert them in elementary schools. If it is a watchword of freedom to grown

* Monseigneur Dupanloup, whose authority in such a matter will hardly be contested, distinctly maintains, that to assist the progress of public education is one of the most imperious duties of the civil power.

men, it has really no motive for tyrannising over little boys and girls. The objection, considering the suspicion upon which it is founded, seems therefore *primâ facie* absurd. But even if we allow, with superfluous candour, that some dark and subtle design may possibly lurk under the whole system, we may find consolation in these two considerations; first, that it is not at all likely to succeed; and, secondly, that if it did, we should be none the less able to resist it, because we had once profited by what is really good in it.

(1.) It would be unlikely to succeed,—one is almost ashamed of discussing these puerilities gravely,—because it has actually failed even in countries, as in France, where there is far less disposition than amongst ourselves to resist encroachments of this kind. I will venture to add, that it would be *certain* not to succeed, because Englishmen will always claim the sacred privilege of educating their children according to their own views of what that term includes.

(2.) But if this foolish and criminal project did succeed, I submit to the sensitive few, whose alarms I seek to allay, that the remedy would be in their own hands. I claim the liberty of stating plainly what it would be. Their fears, I am sure, are perfectly chimerical; the whole course of modern history, the present condition of Europe, the instincts of their countrymen, prove that they are so; but, if the day ever arrives which shall justify their prophetic warnings, and an attempt hereafter be made to introduce a compulsory system of national, mixed, or irreligious education, they will simply reject it then, as they would reject it now. Meanwhile, I think they may contemplate these visionary dangers with considerable equanimity, and use with a tranquil conscience the assistance offered to them. No wise traveller would refuse to slake his thirst at a well, because a hundred years hence it may possibly be poisoned.

Summary. I have now enumerated all the points which seemed most worthy of notice in the discussion of this subject. Many, however, have been omitted for want of space. I might have replied to the unreasonable reproach that the system offers undue encouragement to secular learning at the expense of religion, by observing—that wherever this delicate function is conceded to the Inspectors, they do investigate most minutely the character of the religious instruction. So wholly untrue is it that your Lordships encourage the neglect of the most important branch of education, or affect indifference with respect to it. I might also have called attention to the fact that, already, in many parts of the country, the attendance of children in elementary schools has increased from 1 in 17 or 18 to 1 in 5 or 6, of the population; but

enough, perhaps, has been said, and I may now hasten to a conclusion. In my district the past year has been again, with inconsiderable drawbacks, a year of solid progress. I shall defer some observations upon the teachers and pupil-teachers to my reports upon the Training Colleges, in which they will be more conveniently introduced. Meanwhile I conceive that I am simply discharging a duty, both to my own conscience and to the school managers with whom it is my privilege to co-operate, when I say, appealing confidently to their testimony in confirmation of the statement, that the skilful and patient labours of the excellent teachers whose success I have so often to record have hitherto been importantly aided, and will no doubt continue to be so in an increasing measure, by their connexion with the Committee of Council, and by the manifold benefits which they derive from it.

I have the honor to be, &c.

T. W. M. Marshall.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix A.

Summaries of Tabulated Reports, for 1855–6, on Schools inspected by T. W. M. Marshall, Esq.

Summary *a*.

Attendance, &c.

Number of Schools *actually inspected* between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children						Number of *Certificated Teachers.*	Number of *Pupil-teachers.*
No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*				In *Average Attendance.*	For whom *accommodation* is provided, at 8 square feet of superficial area per Child.		
	Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.				
107	56	59	25	23	4,970	5,455	2,523	1,595	10,489	15,499	73	206

Per-centage of Children on *School Registers*

Aged												
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
8·57	9·19	11·03	12·25	12·27	11·36	9·9	8·97	6·69	4·83	3·24	1·7

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
42·49	26·28	14·88	9·07	4·86	2·42

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 138 inspected, in which

Subjects of Instruction.	Are reported to be taught			Are Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Reading	75	5	–	80
Writing	79	1	1	81
Arithmetic:—				
Simple Rules	75	4	1	80
Compound Rules	75	3	–	78
Higher Rules	72	3	–	75
Geography	72	8	–	80
Grammar	71	9	–	80
History	62	14	1	77
Music from Notes	7	6	1	14
Drawing	8	1	–	9

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
103	7	2	99	7	1	102	6	1	86	4	2	101	7	2	110	–	1	91	5	1

Summary *d*.

Income and Expenditure.

Aggregate *Annual Income*, as stated by Managers, of 66* of Schools enumerated in Summary *a*.				Average Income per Scholar in attendance.†
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
240 10 11	3,507 9 8	1,422 9 2½	927 14 7½	6,098 4 5	12 8½

Aggregate *Annual Expenditure*, as stated by Managers, of 66* of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary *d*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
4,419 19 8	533 3 11½	1,706 11 11¾	6,659 15 7	13 10¾	9,592

Summary *e*.

Salaries of Teachers.

	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
Average pecuniary emoluments (including Government Grants and all professional sources of income) – – –	£ s. d. 75 1 7½	£ s. d. 55 8 5½	£ s. d. 53 19 10½	£ s. d. 46 15 7½	£ s. d. 37 0 0	£ s. d. 28 6 0
Number on which average is taken –	26	13	29	22	3	14
Number provided with house or rent-free	11	5	17	15	2	9

Summary *f*.

School Fees.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence	Fourpence.	Over Fourpence.
52	7,614	66·84	22·06	6·51	3·61	·98

* The number of Schools inspected during the year was 107; but from 41 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

GENERAL REPORT, *for the Year* 1856, *by Her Majesty's Inspector of Schools*, SCOTT NASMYTH STOKES, Esq., B.A., Barrister-at-Law, *on the* ROMAN CATHOLIC SCHOOLS *inspected by him in the* NORTHERN DIVISION *of* GREAT BRITAIN.

MY LORDS, January 1857.

Increase in number of children attending Roman Catholic Schools.

IT is a circumstance which cannot but be considered remarkable that the children actually present in schools visited by me in the year ended 31 August 1856 exceed by some hundreds the total number returned in the Educational Census of 1851 as at that time attending all the Roman Catholic schools within the limits of my district. As many schools in country places, and a few in towns, remain still uninspected, the conclusion is inevitable that, within the five years which have elapsed since 1851, a most gratifying increase has been effected in the number of children attending Roman Catholic schools. Indeed, experience disposes me to think that the difficulty in obtaining the attendance of children has been sometimes exaggerated; or, perhaps, it would be a truer representation of the case to say that my district is not yet so largely supplied with the means of education as to render it difficult for a well-conducted school to attract a suitable number of scholars. Certainly, I am acquainted with no instance in which good schools have failed to do so.

Employment of time.

The 24,388 children, whom I have visited during the year, were collected in 221 departments of 135 institutions, and their examination occupied me during 147 days. Three days were spent in visits to the training schools at Liverpool and Hammersmith. Twenty-one collective examinations of pupil-teachers afforded opportunity for the examination of 634 apprentices and candidates, whose papers were afterwards revised. For 33 days I was employed in holding three examinations of candidates for the certificate of merit, and one for Queen's scholarships, and in revising 695 papers then produced. Long journeys have filled up 11 days; and reporting, correspondence, and vacation have consumed the remainder of the year.

Comparison of 1853 and 1856.

Before offering any remarks upon the points brought particularly under notice during the past year, I wish to illustrate

the growth of inspected schools by a comparison of the results of inspection in the two years 1853 and 1856:—

——	1853.	1856.	Increase.
Schools - -	60	135	75=125 per cent.
Children - -	9,621	24,338	14,767=153 per cent.
Apprentices - -	105	369	264=251 per cent.
Certificates - -	25	92	67=268 per cent.

As it has taken three years to accomplish the progress indicated in the above table, the average yearly rate of increase has been, in schools 42 per cent., in children 51 per cent., in apprentices 84 per cent., and in certificates 89 per cent. Should a corresponding rate of increase be maintained, (and the operation of the new training schools will probably augment it,) I shall be under the necessity of soliciting assistance in the discharge of my duties. Indeed, I can scarcely hope in any future year to get through the work lying before me.

Locality of increase.

The localities where schools have chiefly increased will be seen below:—

Number of Schools Inspected.

——	1853.	1854.	1856.
Lancashire - - -	32	63	81
Four Northern Counties - -	10	19	18
Cheshire, Salop, and North Wales	5	5	11
Scotland - - - -	13	20	25

Journeys.

My duties would be less arduous than they are, were the schools which I have to visit situated within an area of moderate dimensions. This year, even more than formerly, much time has been spent in travelling; since Roman Catholic schools in Invernesshire have, for the first time, received annual grants. The conference also of Inspectors in London, and the summer examinations in Sunderland and Preston, however useful or necessary, interrupted distant tours of inspection, and multiplied the days lost in passing from place to place.

Training schools.

As the normal institutions for teachers will form the subject of special report by Mr. Marshall or myself, it is unnecessary to allude to them here further than to observe, that the establishment of the Liverpool training school, and the enlargement of St. Mary's, Hammersmith, have a certain tendency to remove the most serious obstacle to educational progress, by

the gradual introduction of a large supply of qualified teachers. Meantime the demand for such teachers continues unabated; and to one of them I lately gave the names of the managers of 18 schools, who within a limited period had applied to me for certified schoolmasters.

Examinations. Examinations were held before me in December 1855, of female candidates for the certificate of merit, and of female candidates for Queen's scholarships; and in June 1856, of male and female candidates for certificates. The scholarship examination, which was the first of its kind ever open to female Roman Catholic apprentices, attracted 30 candidates, and resulted in the success of 29 of them, of whom 19 sought admission into the Liverpool training school, and the remainder were otherwise disposed of. It is worthy of remark that nearly all the first-class scholars had enjoyed the privilege of serving their apprenticeship under religious teachers. The recollection of the school-mistresses' examination in December 1855 will never fail to excite feelings of thankfulness and confidence. It was no small gratification to preside on an occasion which brought together so much elevation of character combined with an ability quite uncommon; and it is consoling to reflect that the education of children intrusted to such hands cannot fail to produce the fruits—sometimes vainly expected from it—of social well-being and Christian virtue. Of 33 candidates then collected, two retired early in the examination, and 26 obtained certificates. At the summer examination of schoolmistresses held in Sunderland, out of a very few candidates, two were successful; and of 11 masters examined in Preston, nine gained certificates, and the others were fully registered.

Certificates. During the past year the number of certified teachers has risen from 59 to 92, an increase due almost entirely to the success of untrained teachers in the examinations already recorded. The training schools, however, will begin henceforward to enrich the class lists; and even at Christmas 1855, Hammersmith sent into the north three certified students. An impression prevails that students placed in this training school will, on leaving the college, be detained in the neighbourhood of London; but without reason. The college authorities decline to interfere with the appointment of students to schools: and the managers of any school may, if they will, follow the plan adopted at St. Peter's and St. Paul's, Bolton-le-Moors; where the boys' and girls' departments are both in charge of young teachers originally apprenticed in the school, then trained as Queen's scholars at Hammersmith and Liverpool, and now usefully employed as teachers in a sphere where their characters are well known and equally respected. It is of consequence that the impression

to which I have alluded should be removed; becaus, since the Hammersmith College trains masters for the whole island, and the untrained masters have now had so many opportunities of obtaining the certificate that few remain without it on any other ground than that of incompetence, the accession of new certificates will depend almost wholly upon recruits from Hammersmith, and the number of certified masters returning to the north will be mainly regulated by the number of Queen's scholars sent up by the north. There seems, therefore, to be no way in which school managers can so well serve their own and their neighbours' interests as by leading their male pupil-teachers, together with other qualified candidates,* to offer themselves for scholarships. The instinct of a young trained master leaving college carries him back to the scenes and friends of his apprenticeship; and it is certain that five years hence the districts best supplied with schoolmasters will be those that now furnish most Queen's scholars. Masters, untrained themselves, cannot be expected to inculcate to their apprentices the importance of training. Those who are satisfied to have "scraped through" the examination are not likely to inspire their pupils with the generous sentiment that their chief aim should be, not to gain the certificate and its emoluments, but, to qualify themselves honestly and thoroughly for the honourable position they are invited to fill. Some even,—they are very few,—may raise obstacles, and dissuade their apprentices, in the apprehension that the scholarship examination of the latter will betray their own shortcomings in industry or ability. It will be a happy day when such persons are driven from posts which they disgrace. Meantime, school managers may counteract the evil counsels of others by encouraging pupil-teachers to regard the training college as the natural conclusion of their apprenticeship, and to exert themselves heartily to prepare for it, as well as by requiring from them some reasonable grounds before they acquiesce in an intention to avoid it. My apprehensions confine themselves to male apprentices. The girls, for the most part, are in excellent hands, and the Liverpool training college will admirably complete for them what has been so well begun.

Assistant teachers.

Six male apprentices and two females have, at the close of their term, become assistants under your Lordships' Minutes, and the demand for this species of help exceeds the supply. Some of them have been engaged with especial view to night schools; but the arrangements for their employment are not free from difficulty, since the assistant is not found to have

* By Minute of July 1856, a certain number of scholarships may be taken by any persons, not under 18 years of age, presented for examination by the training school authorities.

sufficient weight to conduct the evening classes, and the head teacher dislikes to be absent from afternoon school. Again, in some instances the assistants neglect to pursue any one particular study, or even to keep up the knowledge previously acquired; and I have found them unprepared for the examination, which it is necessary they shall pass as a condition of receiving their annual stipend. Every school department numerously attended requires the care of more than one adult teacher; but assistants fresh from apprenticeship seem unequal to the satisfactory discharge of all the duties expected of them. Perhaps, hereafter, when the training schools have met the more urgent demands for principal teachers, your Lordships may see fit to offer to young certified teachers pecuniary inducements to pass their probationary years as assistants in the larger schools. I think such a measure would be calculated to confer benefit upon the probationers themselves, as well as on the schools in which they were employed.

I beg leave to introduce here, as in former years,—

Apprentices. A List of Apprentices who completed their Service with credit, between 30 September 1855 and 1 October 1856, showing their Schools, Names, and present Position.

School.	Name.	Employment.
	MALES.	
Aberdeen - -	G. Riach -	Queen's Scholar.
Edinburgh, St. Andrew's -	J. M'Loughlin -	Queen's Scholar.
Lancaster - -	W. P. Robinson	Queen's Scholar.
Liverpool, St. Oswald's -	W. Heyes -	Trade.
„ St. Thomas' and St. William's.	M. M'Garigle -	Assistant in same school.
„ „ -	M. Pelham.	——
„ „ -	P. J. Quinn -	Assistant in Liverpool.
Manchester, St. Chad's -	J. Hagan -	Assistant in Wigan.
Newcastle, St. Andrew's -	J. Murphy -	Assistant in Chorley.
„ „ -	P. Boyle -	Student.
North Shields - -	M. Bourke.	——
„ - -	W. Moore -	Queen's Scholar.
Preston, St. Wilfrid's -	J. Swift.	——
„ „ -	J. Doyle -	Assistant in Preston.
„ „ -	W. Costello -	Queen's Scholar.
	FEMALES.	
Bolton-le-Moor - -	M. M'Carthy -	Queen's Scholar.
Edinburgh, St. Catherine's	C. M'Garvie -	Queen's Scholar.
Glasgow, St. Mary's -	M. Dougherty.	——
„ „ -	M. Leslie.	——
Hurst Green - -	M. Coats -	Queen's Scholar.
Ince Blundell - -	M. Woods -	Queen's Scholar, ill.
Lancaster - -	M. Gardiner.	——
Liverpool, St. Anthony's -	A. Keating -	Queen's Scholar.
„ „ -	R. Donnegan.	——
„ „ -	E. Murphy -	Teacher at Talacre.
„ „ -	C. Kirby -	Teacher at Gillmoss.
„ „ -	M. Keating -	Student.
„ St. Mary's -	M. Mahon -	Ill.

School.	Name.	Employment.
Liverpool, St. Oswald's -	M. Byrne -	Queen's Scholar.
„ St. Thomas's -	A. Atherton -	Queen's Scholar.
„ „ -	C. Warner -	Queen's Scholar.
„ St. Thomas' and St. William's.	M. Carter -	Queen's Scholar.
„ „ -	E. Blackburn.	——
„ „ -	L. Eaton -	Student.
„ „ -	E. Spencer -	Assistant at St. Helen's.
Manchester, St. Patrick's -	E. Hayhurst -	Queen's Scholar.
„ „ -	M. Tivnan -	Queen's Scholar.
„ „ -	E. Smart -	Queen's Scholar.
„ „ -	M. Martin.	——
Preston, St. Ignatius' -	E. Newsham -	Queen's Scholar.
„ St. Wilfrid's -	J. Parkinson -	Queen's Scholar.
„ „ -	M. Park. -	——
Talacre - - -	M. Anderson -	Queen's Scholar.

The number and standing of apprentices still in service are as follows:—

Years.	Boys.	Girls.	Total.
Fifth Year -	15	29	44
Fourth „ -	17	23	40
Third „ -	27	55	82
Second „ -	31	61	92
First „ -	37	74	111
Total -	127	242	369

It will be observed that the numbers increase annually, and that 111 pupil-teachers have been newly admitted to apprenticeship during the past year. They were selected, after examination, from 226 candidates, and prove that the pupil-teacher system gets to be more highly prized as it becomes better known. In the Appendix (*Appendix* B.) to this Report will be found a list containing such particulars as I have been able to collect regarding every one of the apprentices who have completed their term in this district.

New school premises.

New school premises of excellent character have been erected at Manchester, St. Augustine's; Chorley; Burnley (for boys), and Rainhill (for girls): but the noblest effort in this direction has been made at Glasgow, where the new schools of St. Andrew, St. Patrick, and St. Mungo (for boys), surpass all previous attempts exhibited in Scotland. Schools deserving high commendation are also in a forward state at Newcastle, St. Mary's; Birkenhead; Wigan, St. Patrick's; Talacre; and new premises are contemplated in several other places.

Classification of school premises.

The judgment of an inspector upon visiting a school must necessarily be modified by a variety of considerations which disarrange the standard he would desire to follow, and introduce some confusion into his reports. In drawing up the

following table, I have set aside such modifications, and compared the school buildings of my district one with another, without reference to wealth or poverty, greater or less exertions, and the like local accidents. The institutions which combine tasteful and substantial exteriors, with good furniture, suitable accessories, and advantageous sites, I have classed as *excellent.* Such as fall in any particular below the standard of this class, though possessing on the whole superior merit, are entered as *good.* Useful buildings, without features of special excellence, are ranked as *fair;* such as require improvement, as *moderate;* while those which are provisional and unsuitable, appear as *bad.* Since my last visits to many schools a considerable period has elapsed, and in several cases it may be hoped that the interval has wrought beneficial changes. All that it is possible for me to do is to refer to them as found when last visited, and to note such as are known to me as about to be superseded by new buildings or to receive material improvements.

CLASSIFICATION of SCHOOL BUILDINGS.

EXCELLENT.	GOOD.	FAIR.	MODERATE.	BAD.
Liverpool— St. Francis Xavier's. St. Thomas'. Glasgow— St. Andrew's. Wigan— St. John's. Lancaster. Stella. Appleton.	Liverpool— Holy Cross. St. Anne's. St. Anthony's. St. Helen's. St. Oswald's. St. Thomas' and St. William's. Alnwick. Ashton-le-Willows. Benarth. Blackburn— Mr. Sparrow's. Bolton. Burnley. Burscough. Coatbridge. Dunbarton. Durham. Edinburgh— St. Andrew's. St. Mary's. Eskadale. Glasgow— St. Mary's. St. Mungo's, girls'. Kendal. Liscard. Lytham. Manchester— St. Chad's. St. Wilfrid's. St. Mary's. Pendleton. Preston— St. Ignatius'. Talbot. Rainhill. St. Asaph's. St. Helen's. Towneley. Wigton.	Accrington. Airdrie. Bangor. Beauly. Blackburn— St. Alban's. St. Anne's. Brindle. Brownedge. Bury. Clitheroe. Carlisle. Darlington. Euxton. Falkirk. Fernyhalgh. Fleetwood. Galashiels. Glasgow— St. Joseph's. Hexham. Houghton-le-Spring. Hurst Green. Ince Blundell. Litherland. Newcastle. North Shields. Osbaldeston. Preston— St. Augustine's. St. Wilfrid's. Salford. Southport. Sutton.	Aberdeen. (b) Bedford Leigh. (a) Birkenhead. Bootle. Chipping. Edinburgh— St. Catherine's. Crewe. (b) Garstang. (b) Glasgow— St. John's. (b) Hartlepool— St. Hilda's. Lea. Liverpool— (b) St. Nicholas'. St. Mary's. (b) St. Peter's. (b) Macclesfield. Manchester— St. Joseph's. (b) St. Patrick's. (b) Newsham. Prescot. (b) Preston— Walker Street. Rochdale. (b) Stirling. (b) Stockport. Sunderland. Thurnham. (b) Warrington. Walton. Wigan— St. Joseph's.	Bacup. Berwick. (b) Chester. (a) Edinburgh— St. Patrick's. Gillbrook. (b) Glasgow— Springburn. (a) St. Mungo's, boys'. (b) Hartlepool— St. Bega's. Leith. Oldham. Preston— Hope Street. Saltcoats. (a) Talacre. Thornley. (b) Woolton, Much. (a) Wigan— St. Patrick's.

[a] For the places marked (a), excellent buildings are in process of erection.

[b] For the places marked (b), new buildings are designed.

To classify schools in regard of discipline and instruction according to the results exhibited at the latest examination would be ungenerous and discouraging. Great satisfaction may reasonably be felt in the contemplation of a department, either newly formed or emerging from difficulties, where spirited exertions have been displayed, even though the highest standard cannot at once be attained; and I am cheered by the conviction that many departments are thus rising to the point of merit which will hereafter entitle them to be classed with those of the first excellence. Meantime, it is due to efforts already crowned with success, that their merits should not be concealed; and I now present a list, arranged in two classes, of the departments which I consider most remarkable for discipline and instruction. Distinguished schools.

List of Departments conspicuous for Excellence in Discipline and Instruction.

Boys.	Girls.	Infants.	Mixed.
	FIRST CLASS.		
Edinburgh— St. Andrew's. Liverpool— St. Francis'.	Edinburgh— St. Mary's. Liverpool— St. Anne's. St. Francis'. St. Mary's. St. Nicholas'. St. Peter's. St. Thomas'. Wigan— St. John's.	Edinburgh— St. Mary's. Liverpool— St. Anne's. St. Nicholas'. St. Thomas'. Preston— St. Ignatius'. Towneley.	
	SECOND CLASS.		
Ashton in Makerfield. Carlisle. Durham. Edinburgh— St. Patrick's. Lancaster. Liscard. Preston— Walker Street. St. Helen's. Stockport.	Ashton in Makerfield. Edinburgh— St. Catherine's. Glasgow— St. John's. Lancaster. Manchester— St. Wilfrid's. Preston— St. Augustine'. St. Ignatius's. Talacre. Wigan— St. Joseph's.	Edinburgh— St. Catherine's. Lancaster. Newcastle. Burnley. Manchester— St. Patrick's.	Accrington. Beauley. Clitheroe. Darlington. Falkirk.

Discipline.

Were it necessary or desirable to establish one general measure of the merits of schools, for my own part I should not hesitate to select discipline. It is discipline which lays the groundwork of that moral character which Christian education aims at producing, and without which intellectual culture will, too probably, prove pernicious. The admirable discipline in the schools which I have named forms one of their characteristic features, and serves to account for their general success.

There are, however, other institutions in which the primary importance of discipline does not appear to be understood, and where the consequence of the error is seen in lost labour and imperfect results. In some large schools indeed, and the remark applies particularly to the boys' departments, the number of scholars is so disproportionate to the adult teaching force, that without some sacrifice of the instruction, discipline cannot possibly be established. The best remedy here would be found in the engagement of a second master, an arrangement which the capitation grant will now render possible. But in any case, the first attention of the principal master ought unquestionably to be bestowed upon the discipline. His exertions will at a subsequent period be surely rewarded by real and rapid progress in the instruction.

Instruction. Such general remarks as I have to offer upon the state of instruction in schools will be very brief. Simultaneous reading, more common than formerly, shortens the process of learning to read, and produces in good schools a commendable correctness, which in a few cases rises into elegance. In writing, the angular hand is giving way to a rounder character, with letters distinctly formed. In all good schools, writing from dictation on slates is sedulously practised, and carried to considerable perfection; but I am of opinion that writing from dictation upon paper is neither so general nor so well done as I hope to find it in future years. In schools of the first class, for girls as well as for boys, no subject is better taught than arithmetic, and the intelligent methods adopted from the continent are mostly followed. Tate, and Cornwell and Fitch, seem to be the favourite authors. In grammar, I notice, with pleasure, a marked improvement in the schools where Mr. Morell's books have been introduced; and I hope that the action of the training colleges will gradually produce some solidity and uniformity in a subject which too often seems as perplexing to the teacher as it is uninviting and unintelligible to the scholars. Geography and history are better illustrated and more correctly taught.

Books. The enlarged list of school books offered at reduced prices, and the arrangements for its annual revision and improvement confer a valuable boon upon schools. The list now, for the first time, comprises some school books by Roman Catholic authors, and advantage of it should be freely taken. Recommendations which I am in the habit of making, that children should be encouraged to purchase books for themselves at the reduced rates, are sometimes met with statements but too well founded, that the children have no suitable homes for preserving or employing books. The attempt, however, to introduce the idea of neatness and care into their homes, such as they are,

would be worth a trial, and perhaps might go some little way towards the correction of a most serious social evil.

Capitation grant.

The capitation grant, now happily extended to all schools in England and Wales, will render it less difficult for managers to supply books and other school requisites in liberal measure. But I would suggest that the increase of the teaching power, wherever it may be necessary, should be the first point to receive attention. Large schools of 200 boys should no longer be left to one master, nor should the infants' school continue in charge of the girls' mistress. Valuable and efficient as pupil-teachers generally prove themselves, they cannot be accepted as substitutes for adult teachers, of whom one at least should be employed in every room. The schools which I visit in Scotland remain excluded from capitation grants.

Drawing cannot make satisfactory progress until taught by the schoolmaster or mistress.

Registers.

Martin's registers are coming into general use, and meet with approval. It seems, however, to be considered by teachers, whose judgment is entitled to respect, that the class-rolls of the set might be made of greater practical utility by provision for a larger number of names and by the addition of columns for age and residence. In support of these views, it is urged that in numerously attended schools the number of children in a division, (and the allowance of one apprentice to forty scholars in average attendance, is taken to show that a division cannot be calculated at less than fifty on the books,) exceeds the number of lines upon one page of the class-rolls, and that to take a second page, either in the same or in another roll, creates much needless trouble both in marking attendance and in calculating averages. It is said besides that the duty of the class teacher to inquire for absentees cannot be performed without ready and accurate acquaintance with every child's residence, and that reference to the admission book would under any circumstances be tedious, and is found in most cases to be illusory, as changes in residence so frequently take place. A pencil entry in a special column of the class roll is recommended. With regard to age, it is alleged that this particular point would be profitably kept under the eye of the class teacher, and also that the annual returns required by your Lordships would be more accurately, because less laboriously made, were the head teachers delivered from a search through several years' entries in the admission book, and from a multitude of small calculations in getting at the ages of the children still on the books. I suppose that a column in the class-roll to show the time at school would be of equal utility. The more strictly attention to registration is enforced, the more readily will, I am sure, consideration be

given to practical suggestions designed to make the obligation less onerous or more effectual in its performance.

Night schools.

Advantage of your Lordships' readiness to aid night schools has been taken at Galashiels; Glasgow, St. Mary's, and St. Mungo's; Newcastle; Preston, St. Ignatius', St. Wilfrid's, and the Talbot; Stockport; and Wigan, St. Mary's. In all these cases the night schools are designed to impart the rudiments of secular and religious learning to young persons employed during the day in manual labour, and they produce very satisfactory results. A single evening class has been started with the higher aim of teaching the elements of science and languages to young men of larger resources; but the limited success attending it has not encouraged the promoters to continue an outlay necessarily considerable.

Industrial schools.

In former reports I have described the industrial schools at Newcastle; Liverpool, St. Thomas'; the Liverpool Lace School; and Manchester, St. Patrick's, which continue their useful course, but have received no new accessions in the past year. The provisions of the Reformatory Minute would be applicable in Liverpool, Newcastle, Edinburgh, Aberdeen, Hartlepool, and the like places, to large numbers of Roman Catholic children who, in the absence of institutions now so liberally aided, where they would be fed, taught, and trained to honest labour, are but too likely to recruit the ranks of beggary and crime; and, in the interest of society as well as of individuals, the establishment of schools specially designed to meet their deplorable circumstances may justly be considered to deserve generous encouragement. I hope in future years to have to record the success of new efforts in this direction.

I have the honor to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix A.

Summaries of Tabulated Reports, for 1855–6, on Schools inspected by S. N. Stokes, Esq.

Summary *a*.

Attendance, &c.

Number of Schools *actually inspected* between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children						Certificated Teachers.	Pupil-teachers.
No. of Schools, i.e., *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*				In *Average Attendance* in 90 of these Schools.	For whom *accommodation* is provided, at 8 square feet of superficial area per Child.	Number of	Number of
	Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.				
135	64	76	35	48	7,149	8,958	4,919	3,362	17,732	28,668	59	369

Per-centage of Children on *School Registers*

Aged

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
8·01	9·55	12·09	12·55	12·93	9·76	10·21	9·16	6·56	4·78	2·85	1·55

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
45·67	25·46	15·2	8·4	3·58	1·69

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does not include Infants.*

Number of Schools, out of 188 inspected, in which

Subjects of Instruction.	Are reported to be taught			Are Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Reading	113	23	-	136
Writing	121	15	-	136
Arithmetic:—				
Simple Rules	101	29	1	131
Compound Rules	89	32	1	122
Higher Rules	82	18	2	102
Geography	89	40	2	131
Grammar	69	53	9	131
History	61	22	-	83
Music from Notes	21	5	-	26
Drawing	18	3	-	21

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
147	18	6	143	25	–	132	16	10	140	6	2	139	29	3	160	7	–	106	1	2

Summary *d*.

Income and Expenditure.

Aggregate *Annual Income*, as stated by Managers, of 87* of Schools enumerated in Summary *a*.

From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	Average Income per Scholar in attendance.†
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
237 13 1½	3,563 7 2	3,271 9 4	2,077 11 7½	9,150 1 3	10 8½

Aggregate *Annual Expenditure*, as stated by Managers, of 87* of Schools enumerated in Summary *a*.

Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary *d*. relates.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
5,900 6 11	729 19 10	4,049 12 9½	10,679 19 6½	12 5½	17,333

Summary *e*.

Salaries of Teachers.

	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
Average pecuniary emoluments (including Government Grants and all professional sources of income) – – –	£ s. d. 76 14 3	£ s. d. 53 8 3¼	£ s. d. 57 2 3	£ s. d. 42 19 10½	£ s. d. 50 0 6½	£ s. d. 25 12 6½
Number on which average is taken –	35	25	20	49	4	18
Number provided with house or rent-free	15	11	8	26	1	6

Summary *f*.

School Fees.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportions of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
80	13,986	62·27	28·65	4·98	2·58	1·52

* The number of Schools inspected during the year was 135; but from 48 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

Appendix B.

List of Pupil-teachers who have completed their Apprenticeship with credit in Mr. S. N. Stokes' District, showing their Schools, Names, and present Employment, completed to October 1856.

School.	Name.	Employment.
	MALES.	
Aberdeen - - -	G. Riach -	Queen's Scholar at St. Mary's.
Bolton - - -	M. Dawson -	Certified trained teacher in Bolton.
,, - - -	W. Finnigan -	Ditto, in Durham.
,, - - -	H. Davis -	Surveyor.
Blackburn, St. Alban's -	J. Clarke -	Queen's Scholar at St. Mary's.
,, ,, -	D. Fitzgerald -	In bad health.
,, ,, -	J. Winder -	In cotton mill.
Dumfries - - -	J. Cavan -	Baker.
Durham - - -	T. Bolmer -	Untrained teacher in Thurnham.
Edinburgh, St. Andrew's -	D. M'Carron -	Certified teacher in Carlisle.
,, ,, -	N. M'Dermott -	Architect.
,, ,, -	T. Barnes -	Queen's Scholar of second year.
,, ,, -	J. M. Chisholm	Ditto - ditto.
,, ,, -	J. Smith -	Deceased.
,, ,, -	J. M'Laughlin -	Queen's Scholar at St. Mary's.
,, St. Patrick's -	J. M'Nally -	Student at St. Mary's.
,, ,, -	J. Barker -	Pawnbroker.
Lancaster - -	W. P. Robinson	Queen's Scholar at St. Mary's.
Garstang - - -	G. Grayston -	Assistant in Preston.
Leith - - -	J. M'Affrey -	Queen's Scholar.
,, - - -	J. Nevin -	In the Excise.
,, - - -	O. Fairley -	Railway clerk.
Liverpool, St. Oswald's -	W. Heyes -	In business.
,, St. Thomas' and St. William's.	M. M'Garigle -	Assistant in Liverpool.
,, ,, -	M. Pelham.	——
,, ,, -	P. J. Quinn -	Assistant in Liverpool.
Manchester, St. Chad's -	J. Goulden -	In business.
,, ,, -	J. M'Dowell -	At college in Belgium.
,, ,, -	J. Hagan -	Assistant in Wigan.
Newcastle, St. Andrew's -	J. Curran -	Student at St. Mary's.
,, ,, -	J. Murphy -	Assistant in Chorley.
,, ,, -	P. Boyle -	Student at St. Mary's.
North Shields - - -	M. Bourke.	——
,, - -	W. Moore -	Queen's Scholar at St. Mary's.
Preston, St. Wilfrid's -	J. Swift.	——
,, ,, -	J. Doyle -	Assistant in Preston.
,, ,, -	W. Costello -	Queen Scholar at St. Mary's.
Stockport - - -	M. Stafford -	Untrained teacher in Kendal.
,, - - -	A. J. Marsden -	Certified trained teacher in Hartlepool.
Sunderland - -	B. Scanlan -	With Sappers and Miners.

ANALYSIS.

Of 40 Male Apprentices who have completed their service in 18 schools, there are now engaged in teaching, viz.:—

Certified and other teachers	- - -	6
Queen's Scholars and other students	- -	12
Assistants - - - - - - -	-	6
		24
Deceased, or in bad health - - - -		2
Engaged otherwise than teaching - - -		14
Total - - -		40

School.	Name.	Employment.
	FEMALES.	
Bolton - - -	M. M'Carthy -	Queen's Scholar in Liverpool.
Durham - - -	A. White.	
,, - - -	E. Donnahey -	Milliner.
Edinburgh, St. Catherine's	R. Maloney -	Certified teacher in Stirling.
,, ,, -	S. M'Gonigal -	Assistant in Chorley.
,, ,, -	C. M'Garvie -	Queen's Scholar in Liverpool.
,, St. Mary's -	E. Barker -	Teacher in Aix-la-Chapelle.
,, ,, -	R. Sweeney -	Certified teacher in Edinburgh.
,, ,, -	C. Harvey -	Certified teacher in Newcastle.
,, ,, -	S. Douglas -	Certified teacher in Preston.
,, ,, -	C. Miller -	Teacher in Glasgow.
,, ,, -	M. M'Glinchy -	In business.
,, ,, -	A. Kelly -	Emigrated.
Garstang - - -	A. Sandwell -	Teacher in Fleetwood.
Glasgow, St. Mary's -	M. Dougherty -	In business.
,, ,, -	M. Leslie -	Ditto.
Hurst Green - -	J. Nickson -	Queen's Scholar in Liverpool.
,, - -	M. Coates -	Ditto - ditto.
Ince Blundell - -	M. Woods -	Ditto - ditto.
Liverpool, St. Anthony's -	E. J. Donnegan	Teacher in North Wales.
,, ,, -	A. Keating -	Queen's Scholar in Liverpool.
,, ,, -	R. Donnegan.	
,, ,, -	E. Murphy -	Teacher in Talacre.
,, ,, -	C. Kirby -	Teacher in Gillmoss.
,, ,, -	M. Keating -	Student at St. Leonard's.
,, St. Mary's -	B. Sherlock -	Teacher in Liverpool.
,, ,, -	M. A. Wharton.	
,, ,, -	M. Sheehan -	Teacher in Liverpool.
,, ,, -	M. Mahon -	In bad health.
,, St. Nicholas' -	L. Flynn -	Certified teacher in Sheffield.
,, ,, -	C. Bond -	Ditto - ditto.
,, ,, -	A. Murphy -	Teacher in Southwark.
,, ,, -	M. A. Mahon -	Queen's Scholar in Liverpool.
,, St. Oswald's -	M. Byrne -	Ditto - ditto.
,, St. Thomas' -	A. Atherton -	Ditto - ditto.
,, ,, -	C. Warner -	Ditto - ditto.
,, St. Thomas's and St. William's	M. Carter -	Ditto - ditto.
,, ,, -	E. Blackburn.	
,, ,, -	L. Eaton -	Student at St. Leonard's.
,, ,, -	E. Spencer -	Teacher at St. Helen's.
Manchester, St. Patrick's -	E. Hayhurst -	Queen's Scholar in Liverpool.
,, ,, -	M. Tivnan -	Ditto - ditto.
,, ,, -	E. Smart -	Ditto - ditto.

School.	Name.	Employment.
	FEMALES.	
Manchester, St. Patrick's -	M. Martin.	——
Preston, St. Augustine's -	M. Mercer -	Married.
„ „ -	E. Lunt -	Teacher in London.
„ „ -	P. Thompson	Married.
„ „ -	M. Newby -	Assistant in Preston.
„ St. Ignatius' -	E. Newsham -	Queen's Scholar at St. Leonard's.
„ St. Wilfrid's -	J. Parkinson -	Ditto - ditto.
„ „ -	M. Park.	——
Stella - - -	M. Daglish -	Queen's Scholar in Liverpool.
Sunderland - -	R. Palmer -	Certified teacher in North Shields.
„ - -	M. Skippen.	——
„ - -	E. Mitchell.	——
Talacre - - -	M. Anderson -	Queen's Scholar in Liverpool.
Towneley - - -	E. Ellis -	Married.
„ - - -	R. Redmond -	Ditto.

ANALYSIS.

Of 58 Female Apprentices who have completed their service in 22 schools there are now engaged in teaching, viz.:—

Certified and other teachers - - -	18	
Queen's Scholars and other students -	20	
Assistants - - - - - -	2	
		40
In bad health, emigrated, or married - - -		6
Employed otherwise than teaching - - -		12
Total - - - -		58

GENERAL REPORT, *for the Year* 1856, *by Her Majesty's Inspector of Schools*, E. WOODFORD, Esq., LL.D., &c., *on the Schools in connexion with the* CHURCH OF SCOTLAND, *and other Schools inspected by him, and by Her Majesty's Assistant Inspector of Schools*, D. MIDDLETON, Esq., A.M., *in* SCOTLAND.

MY LORDS, 10 January 1857.

I HAVE the honor to submit my seventh General Report. It consists mainly of five sections, viz., I. Teaching; II. Operation of the Privy Council Minutes in certain districts; III. Training College; IV. General examination, and analysis of the papers revised; V. Pupil-Teachers.

I. TEACHING.

Chief defect in teaching.

From continued and careful observation I am convinced that the great *defect* in practical teaching consists in not procuring, so much as might be done, the attention of the whole class to each question, and the answer to it, and thereby securing the individual realization of the step made or the point gained. I have already animadverted on the simultaneous or spontaneous answering as fallacious in this respect, and desirable only as a variety, or for the needful reiteration of some fact to which individual attention has already been called. The usual course, in practising the individual method, is to question in turn from top to bottom, always beginning at the dux, and generally returning to him at any interruption; or, as a variety, to call on any individual, and *then* put a question to him. Now, neither of these plans will, in ordinary hands, steadily *constrain* the attention of more than the one who has to reply, and probably two or three below him, unless the competition for a good place in the class be greater than usual, a motive which is generally confined to the upper section, who are almost always too far in advance of the lower sections for the satisfactory working of the class as a whole.

Remedy suggested.

The mode which, from personal knowledge of its efficiency, I have recommended, as briefly noticed in a former report, and which I continue to illustrate as convenient occasions present themselves, is to address my question to the whole class, and after allowing them a moment's time to consider the answer, to fix upon one to give it, and if that one does not answer immediately, to call another. The question may be repeated before one is called upon to answer, but never after that, unless it appear that no one knows what it is,—a discovery which will sometimes be made on first trying the method, and

one which demonstrates the value of it. All the teachers who have fairly tried it are satisfied with the result. Some masters admit the efficiency of the method, but say that they have not time to act upon it. The Inspector, say they, may take what time he pleases in illustrating a method, but the teacher has a certain amount of work to do within a given time, and he must go over the ground. It is admitted that, unless the method gain time in the amount of the effect produced, it has no claim to preference in school practice. An opportunity occurred in one case for apparently settling this point; a master admitted that I carried the greater part, or, at least, more than the half of the class with me at every question, but said he put a good many more questions than I did in the time—"He would not say *two* for *one*," but agreed on *five* for *three*. He admitted farther that he might not carry with him more, on an average, than five of the class at each question. The premises were thus complete. Therefore, when he put five questions producing the desired effect upon five minds, the measure of his work was $5 \times 5 = 25$, and when I put three questions producing the desired effect upon, say, fifteen minds (the number in the class being thirty-one), the measure of the work done was $3 \times 15 = 45$ in the same time. I allowed the master to reconsider his admissions in the premises, but he adhered, and was content with the accuracy of the conclusion.

Remedy tested.

The great *error* in teaching consists in giving too much help to bring out the answer. This is done not merely by some in putting leading questions or plainly initiating the answer, but by all that I have heard, in at once expressing assent or dissent, even in cases where there are only two or at most three answers that can be given; as *nominative* or *objective*, *singular* or *plural*, *masculine*, *feminine* or *neuter*, &c., and similarly in many other subjects. A boy may say *nominative*, and be right by chance, and the master says "very well," when perhaps neither that boy nor any other in the class had any clear, or confident knowledge of the fact, or the boy may call it the *objective*, which being refused, the same boy says *nominative* (of course), or another may be put above him for saying so, while neither he nor any other knew anything about it except that the master refused the one, and, therefore, the other was given. The method which I have recommended in such a case, and even generally, is when an answer has been given by one, to ask another whether he be right, and the master may divide the class upon it, or elicit a variety of opinions or guesses, when there is room for variety, without general confidence in any of them. When a class can be thus wholly at fault, it is good to know the fact, and they are then in the

Chief error in teaching.

Remedy.

best possible condition to appreciate the explanation, to remember it, and to apply it in similar cases. And so far from considering the time so employed to be lost, I do not think that, within the whole time allowed for the subject, it could be better employed—assuming that the question is not a very ill chosen one. Of the imperfections in teaching, which are not immediately reducible to one or other of the above heads, I may mention chiefly the following:—

Other imperfections.

1. There is less effort than I think might be successfully put forth in dealing with the local faults in pronunciation. These are in some places very great, general, and deep-rooted, and in every way discouraging to the teacher. Still it is obvious that, in every case, they are reducible to a few great heads, and that a short column of familiar words, and a few simple expressions, might be selected to represent the whole, and being carefully and repeatedly pronounced every morning, or as occasion may suggest, would serve as a key for reference in correcting the reading of the daily lesson. Such a key should be hung up in large letters; and the frequent recurrence of the same error thus rendered so palpable could not fail to constrain attention.

2. The explanatory methods continue to be less steadily employed than the teachers themselves usually admit to be desirable. The reason commonly assigned, want of time, must, under the admission, be a fallacy.

3. Grammar, in the great majority of cases, continues to be taught as a thing apart from the meaning in detail of the passage read. Those who have tried the improvements in this respect that have been suggested, express themselves as greatly satisfied with the result, especially with that of parsing in the order of construction.

Irregular attendance.

Among the chief discouragements that teachers have to complain of professionally is the very limited and irregular attendance of the children during the year,—an evil, it would appear, of much greater magnitude than I had at first supposed. In some localities there is almost an entirely distinct set of children for summer and for winter. Around the coast and among the islands, the great fishing seasons, in addition to those of field work, occasion constantly recurring interruptions. Among the very poor classes in large towns, where the weekly payment system is adopted, the slightest temptation, in the way of half a day's employment for the children, is deemed a sufficient reason for absence; and, if this happens in the beginning of the week, the absence is usually continued till next week, because the same payment would have to be made (frequently no more than a *penny*) for the remaining five days as for the whole six. From various causes, which I have previously

reported, the children in rural districts are very long in being re-assembled from harvest vacation, often not till the beginning of December, and sometimes not till after Christmas, so that, as many of them leave school again in May, their attendance does not exceed one third of the year, and even during this time it is liable to irregularity from the state of the weather. In short, in seed time, in the time for cleaning turnips or hoeing potatoes, in the herring fishing season, in harvest, and in the time of potatoe lifting, I am reminded of the unreasonableness of expecting anything like an ordinary full attendance, and in winter I have been asked how I could expect children to come from a distance in such weather. The first step towards diminishing the extent of this evil will be the rigid exactness of the teachers in registering the daily attendance, or preferably the *absence*, of those who, being on the roll of scholars, should attend. The register, with a summary of the findings, should be exhibited, not only to the Inspector, who is required to see it, but to the local authorities, on examination days and other occasions of meeting, in order that they may be made more fully aware of the real state of things, and be ready to remonstrate with parents, as occasion presents itself, either in their public or private capacities. Prizes for regularity of attendance would not be without their influence; and, above all, the extension of the Capitation Grant to Scotland would have a most beneficial and immediate effect. Remedy.

II. Operation of Privy Council Minutes in certain Districts.

The operation of the Minutes of 1846–7, which, from being at that date an experiment, has now become matter of ten years' satisfactory experience, is still frequently spoken of as liable to the very serious objection that the benefit is not extended to places where aid is most required, namely, those in which the people are so poor as not to be able to meet the pecuniary conditions of a grant, either for the erection of school premises, or for the annual augmentation of the teacher's salary. This is undoubtedly an evil; but, however it may be remedied, it might prove to be, in the main, even a greater evil to abandon the condition of a local contribution; for it is not the sole, nor, as I believe, the chief advantage of local contributions, that they go to double the amount of the grant for the promotion of education in the place, an object that could be effected perhaps more equably by doubling the amount of the public grant. The great benefit of the local contribution is that it elicits and maintains an interest in the school which Local contributions.

would not otherwise exist. The contributors are concerned for the success of that to which they contribute, and upon this success depends the grant which it is their object to secure. The competition between their school and another, in numbers or in reputation, seems to concern themselves. The master feels that he is supported by the sympathy of friends; but he must feel also that the faithful and diligent discharge of duty is an indispensable condition of their active support and ready countenance. On the other hand, if the expense were defrayed wholly by Government, or partly by Government and partly by local, but legal and involuntary, assessment, the local interest in the school would be comparatively small, unless when parties might believe that they had just ground of complaint against the conduct of the teacher; nor is it likely that any set of local managers would bestow, as a public duty, that attention to the school which is readily and spontaneously paid on the present footing. The example of the local boards supplied by the Church over all the country affords no ground of exception to the remark. From the first dawn of the Reformation, the National Church has regarded the education of the young as a primary object, both for its own sake and as the best and most permanent means of supporting religious and Protestant principles. The schools, too, of which she procured the establishment in every parish, with the right of presbyterial examination, were, as they still are, in these respects, her own. Regularly educated themselves, while not a few of them have been ordinary teachers, and all of them are trained to the highest function of instruction, they could not but feel a special interest as well as a strong sense of duty in their supervision of the schools. If these motives have not been equally powerful at all times, they have never entirely ceased to act, either in the Established Church, where they originated, or, more or less, in any of the bodies that have seceded from her. Laymen take at present great interest in the schools, partly no doubt because of the many educational questions that have been raised, and have become, in fact, the great questions of the day. If these were disposed of, and if matters had settled down into more or less of a quiet routine, as formerly, though it may be an improved one, the lay interest in the schools would subside comparatively, or entirely give place to some other political or party object of the day, unless kept alive by some such stimulus as the voluntary contribution maintains. But the question then recurs,—how are these localities to be provided for that cannot raise the required amount of voluntary contribution? My plan would be, not to dispense with a voluntary contribution, but, to reduce the proportional amount of it, in any clearly definable class of cases, such as the islands,

Local interest.

Church agency.

Lay interest.

and I may instance those of Orkney and Shetland, more particularly the latter, in which I spent some time last summer. Islands.

The inhabitants of Shetland may be divided into, *first*, the proprietors, of whom very few are wealthy, and many may be very much the reverse; *second*, the clergy, whose incomes are small (though here the church may be maintained at a greater proportion of the rental than in any other part of the British dominions); *third*, the merchants, who are not many, but who, from various causes, seem to be the only thriving class; and, *fourth*, the fishermen, who are all poor. Farming, beyond the crofts cultivated by the fishermen, can, with a few exceptions, hardly be said to exist. The landward portions of the islands are mostly moor and peat moss, and it is chiefly the sloping borders around the *voes*, or narrow indentations of the sea, that are cultivated and inhabited. The population, accordingly, are neither assembled in towns or villages (Lerwick being the only exception), nor scattered over the country generally, but may be described as inhabiting, in a straggling manner, different portions of the island, of some of which, if the houses were concentrated, they would constitute small villages. Hence, to supply them adequately with the means of education, two or more schools would often be required where, in other circumstances, one would suffice. The ecclesiastical and educational burdens may, I believe, be reckoned together as at least triple the amount, in proportion to the rental, that they are in an ordinary agricultural parish on the mainland. Some of the other burdens press with great weight upon the comparatively small number amongst whom they fall to be divided, more especially the new Poor Law Amendment Act. In one parish the means and substance alternative of it was tried, and the minister was thereby assessed at 40*l.* out of a stipend of 150*l.*, and another minister at 30*l.* out of 112*l.* One proprietor told me that if, in addition to the pressure of recent burdens, I came round under the proposed new Act (the Lord Advocate's late Bill) to say that one new school is required here, and another there, as might be the case, to order buildings of the required dimensions, and salaries of increased amount for them all, and pensions for those of the present masters whom I might deem inefficient, it would be an act of comparative kindness to confiscate the whole property and give a small retiring allowance to the present holders of it. Now, instead of exacting in such circumstances one half of the costs of building, I would propose one third, at most, and instead of requiring the annual local income between fees and voluntary contribution to be double that of the grant, I would propose that it should not be necessarily more than equal to it. One half of this moiety would always be voluntary contribution, as Shetland. Burdens.

the fees are small even nominally, and are seldom well paid. I am quite sensible that, in some instances, it might be impossible to meet, locally, even these modified conditions, but, to those so circumstanced, aid might be allowed from any general contribution that might, and probably would, be raised for the purpose. Thus we should have, even in the poorest of cases, a voluntary contribution, partly direct in money, and partly in the exertion put forth to procure the necessary aid.

State of education.

Education in most of the schools that I visited may be described as generally of a very elementary kind, but not of inferior quality so far as it professes to go. Arithmetic is rarely far advanced. Grammar is still farther behind, and confined, as usual, to a much smaller proportion of the children. The reading is often good, with the exception of a peculiar rising inflection at the end of the sentence. Geography seems to be in many instances a favourite study, perhaps from the circumstance that many of the people go as sailors to foreign parts. The questions in the catechism were often well answered as in the book, though the analysis of one was rarely attempted. The children have a lively and intelligent look, though their amount of knowledge is very limited, and they have a general politeness of bearing and address, which seems common to all these islanders, while accompanied in many respects with great simplicity as to knowledge of the world.

Conduct of one school.

I promised to report specially the conduct of the children in one school. I had inspected two schools, and reached the place of a third shortly after it was dismissed, and meeting a considerable party of the children, I asked them if they would willingly go back for an hour or so. They seemed not reluctant, and told me that the rest had gone in a body, like themselves, in the opposite direction. I got the master to go after them. Nearly the whole scholars reassembled in about fifteen minutes, and resumed their books with an alacrity that I never before witnessed, after they had been closed for the day. After rather more than two hours work, and when it was about eight o'clock, I commended their good spirit, and said they had had enough of schooling for one day, when a class to whom the stating of a question had been explained, and the principle illustrated, stood forward with slate advanced and pencil in hand, saying, "*Please, Sir, another chance in Proportion.*" I could not help at the moment condemning any regulation that would exclude such a school from the benefit of a grant, which many others less deserving could easily obtain, just because their supporters happened to be less needy. I do, my Lords, most respectfully submit that some such modification as I have ventured to suggest would remove almost entirely the only objection to the operation of

the Minutes, without altering the great principle of the grant, while, without causing a greater annual outlay of the public money *per school*, it would confer on these islands an inestimably great boon, which it seems in vain to look for from any other source, or in any other way.

III. Training College.

Improved accommodation in training college.

Since my last report the number of the class-rooms for the reception of students in the Edinburgh Normal College has been greatly augmented. There are now no resident students, and the dormitories have been thrown into large, well lighted, and well ventilated rooms, and commodiously fitted with parallel desks rising in the form of a gallery. The apparatus and physical science lecture room is, in every respect, a better one The plan of the improvements, altogether, is excellent, and seems to embrace the most that can be made of the building and the site, and no pains appear to have been spared in the execution of it. The rooms for female students are entirely separated from those for the male.

Increased attendance.

There have entered this year 64 male students, of whom 30 are in the second year; and 76 females, of whom 19 are in the second year, in all 140, constituting, I believe, the largest attendance at any of the training colleges under inspection. Of the male students, 50 (nearly four-fifths) are Queen's scholars, and of the female students, 27, or more than one-third.

The rector has established exemplary order and regularity, which he maintains apparently without an effort. His lectures unfold clear views of the first principles, from which the best methods of teaching are deducible, or into which they are resolvable.

Practising school.

Owing to the limited accommodation for the model or practising school, it is too small to afford sufficient practice for so many students. It is attended at present by 237 girls and 205 boys, in all, 442. The school continues to be well worked, notwithstanding that the teachers in it have to take part in the instruction of the college students, and that during school hours; and this cannot but be a disadvantage, however meritorious may be the conduct of the pupil-teachers in charge during their absence. It is also to be regretted that the methods illustrated in the model school, though excellent in themselves, are not those described and recommended in the lectures of the rector.

I understand it is intended, by next session, to accommodate the staff of the training school, and other general arrangements, to the increased attendance of the students; and thus some of the inconveniences referred to will be removed.

IV. General Examinations for Certificates of Merit.

Certificates of merit.

As the examination for certificate of merit is now optional to teachers who are to be intrusted with the training of pupil-teachers, instead of that for registration merely as qualified for this charge, and as from other causes also a considerably greater number of teachers may have to attend these examinations than formerly, questions are frequently addressed to me as to the nature of the examination, obviously in the desire to ascertain the probable line of separation between success and failure, to which the mere transmission of the broadsheet and the syllabus of Professor Moseley do not afford satisfactory answers; and it seems a fitting time to speak of the papers that have lately passed through my hands a good deal more in detail than I have hitherto done. As the Inspectors do not now report on the whole series of papers worked by the candidates that are examined before them, but are entrusted each with those on so many subjects of all the examinations that are held simultaneously, and for which the exercises are, therefore, the same, while they are, on the one hand, less enabled, so far as the examination goes, to form, from personal knowledge, an accurate estimate of the attainments as a whole, of those whom they are most likely to be called upon to recommend as teachers, they have, on the other hand, a more enlarged view of the progress made and making in the several subjects as they come round, and in the different training colleges comparatively. Of the papers worked in June last at the four Presbyterian training colleges, those entrusted to me for revision were Latin prose, Latin verse, and geography, for male students of the second year; arithmetic and school management, for male students of the first year; Holy Scripture for female students of the first and second years; and Gaelic for male and female students in the first and second years. On each of these papers I shall proceed now to give the proposed account in detail; and that which seems to call for the greatest particularity is the one on arithmetic. In comparing the numbers that succeed or fail in every question, with the number of candidates that sit down to work it, it has to be borne in mind that the candidates are allowed to work only one question in each section, and have the option as to which in every succeeding section.

ARITHMETIC.—Males, 1st Year.

This was worked by 162 Candidates.

Section I.

Question 1.—*Explain the process of borrowing in Subtraction.*

Of the answers to this question, 3 were very good, 6 good, 8 very fair, 2 fair, 6 moderate, 3 very moderate.

More than one half of those who took it adhered to the old method, which requires the knowledge at this stage, that if the same number be added to the minuend and subtrahend the remainder will be the same. None of them, however, employ such an example as 10000—3654.

Question 2.— *Show how to find the area of a rectangle, the sides of which are* (1) 4 *feet by* 7 *feet;* (2) 4 *feet* 6 *inches by* 5 *feet, illustrating your example by figures.*

Of the answers to this question, 6 were very good, 11 good, 25 very fair 23 fair, 15 pretty fair, 8 moderate, 5 very moderate.

The question is thus well answered by less than one in six of those that attempted it. Not unfrequently the mere rule is given without any explanation: in many instances we find such expressions as "feet multiplied by feet gives feet; "4 feet 6 in. × 5 feet = 22 feet 6 inches." Most of the errors occur in the process of duodecimal multiplication.

Question 3.—*Explain how, in the common system of notation, ten digits are necessary and sufficient for expressing every possible number.*

Of the answers to this question, 4 are very good, 13 good, 15 very fair, 2 fair, 3 pretty fair.

It is, on the whole, very fairly answered; systems of notation seem to be well understood; the answers exhibit an acquaintance with the history and principles of numeration. There appears, however, to have been a tendency, in many cases, to avoid a direct answer to the question.

Section II.

Question 1.—*If* 1 *lb. avoirdupois be equivalent to* 7,000 *grs. troy, and* 1,869 *sovereigns weigh* 40 *lbs. troy, how many sovereigns will weigh an oz. avoirdupois.*

3 right, 3 partly right, 11 wrong.

This question, when done by proportion, is generally wrong in the stating. In most cases the error arises from confounding troy with avoirdupois weight.

Question 2.—*Extract the square root of* 5499025*; and obtain from the process the square of* 234.—Ans. 2345.

6 correct, 26 incomplete, 2 wrong.

The square root is correctly extracted by all except two; but the second part of the question, simple as it is, is done by only six.

Question 3.—*Multiply* $\frac{2\frac{1}{3}}{3\frac{1}{2}}$ *by* $\frac{21}{11}$ *and* $1\frac{2}{7}$ *by* $.1\dot{5}$*; and divide* $\cdot 85$ *by* $\frac{51}{22}$ *and* $23\cdot8$ *by* $\cdot 017$.

47 right, 56 incomplete, 4 wrong.

In the vulgar fractions $\frac{7}{7}=0$ occurs several times; but the answers to the decimal part of the question especially are defective. A great many err in the placing of the point in the second question in division, and the knowledge of interminates seems to be very superficial.

Section III.

Question 1.—*Find by Practice the price of* 22 *stone* 10 *lbs.* 11 *oz. at* 3*l.* 15*s.* 10½*d. per stone.*

10 right, 21 partly right, 3 wrong.

Question 2.—64 *gal.* 1 *qt.* 1¼ *pt. at* 1*l.* 7*s.* 8½*d. per gall.*

11 right, 13 partly right, 3 wrong.

Question 3.—36 *yds.* 6 *ft.* 125 *in. at* 1*l.* 4*s.* 1½*d. per sq. ft.*

34 right, 31 partly right, 21 wrong.

These questions, are, in many cases, not done by Practice, as required.

The fractional parts of farthings are very seldom eliminated.

A very common error in the third question, arising from not carefully observing the terms of it, is to reckon the value at 24*s.* 1½*d.* per *sq. yd.*, instead of per *sq. ft.*

Section IV.

Question 1.—*A grocer buys* 2 *cwt. of sugar at* 6*d. per lb., and* 4 *cwt. at* 4½*d., and sells* 3 *cwt. at* 5½*d. per lb.; at what rate must he sell the remainder so as neither to gain nor to lose on the whole?*

12 right, 3 partly right, 6 wrong.

The errors in this question arose chiefly from attempts to work it according to same particular rule, compound proportion, for example. Some made out the answer to be a number of shillings or even pounds.

Question 2.—*A person buys two kinds of tea at* 4*s. and* 6*s. per lb.; in what proportion must he mix them so that by selling at* 5*s.* 3*d. per lb. he may gain* 20 *per cent. on each pound sold?*

Attempted by three, of whom two were partly right, and one wrong.

The errors were occasioned by a want of careful consideration of the terms of the question.

Question 3.— *If seven masons can erect a certain wall in* $20\frac{5}{8}$ *days of* $9\frac{3}{6}$ *hours each, how long would it take* 3 *men to do* $2\frac{3}{4}$ *of the same work, reckoning* 8 *hours to the day?*

69 right, 18 partly right, 39 wrong.

Mistakes occur chiefly from not distinguishing direct from indirect proportion: many state that $2\frac{3}{4}$ of the work can be done in less time than (once) the work, &c. Almost always, when bringing the answer to hours, it is forgotten that only 8 hours are to be reckoned to the day.

Section V.

Question 1.—*Find the price of* 12,345 *lbs. at* 5*l.* 4 *florins* 3 *mils per* 1,000 *lbs.*

16 right, 21 partly right, 22 wrong.

Many put mils in the *second* place, omitting cents., an error which a consideration of the meaning of the term, and a very slight knowledge of decimals, would have prevented.

Question 2.—*Find the sum which must be invested in the three per cent. consols at* 92 *to produce an annual income of* 254*l.* 2 *florins* 5 *cents.*

7 right, 8 partly right, 4 wrong.

Errors arise from want of knowledge of the principles of stocks, but more especially from ignorance of decimal fractions.

Question 3. — *Find the cost of insuring* 5,900*l. the premium being* 3*l.* 5 *florins, the commission* 1 *florin* 2 *cents* 3 *mils, and the duty* 7 *cents* 5 *mils per cent.*

41 right, 8 partly right, 8 wrong.

The few that have failed in this question did so chiefly from error in the work rather than in the method. This section is not generally understood. The advantages of employing decimal coinage are not perceived. Many reduce the given decimal money to £ *s. d.*, thereby greatly lengthening the process, and failing to illustrate the facilities afforded by the use of a decimal coinage. Others reduce the pounds, florins, &c. to mils by successive multiplication by 10.

Section VI.

Question 1. — *How many bricks will build a wall* 80 *feet long,* 6 *feet high, and* 2½ *bricks thick, at the rate of* 140 *bricks to the standard sq. yd.?*

6 right, 1 partly right, 5 wrong.

Errors from not bringing the work to standard measure.

Question 2. — *How many tiles will cover a roof* 35 *feet* 7 *inches in length, and* 15 *feet* 10 *inches in breadth, allowing* 450 *tiles to the rood of* 36 *sq. yds.; and what will they amount to at* 7*s. per* 100?

5 right, 3 partly right, 6 wrong.

Here the prevailing errors were in the duodecimal multiplication and the elimination of the fractions. There was some doubt as to the shape of the roof.

Question 3.—*A Turkey carpet, measuring* 11 *ft.* 6 *in. by* 9 *ft.* 8 *in., is laid down on a floor which is* 14 *ft. by* $12\frac{1}{2}$ *ft.; determine the quantity of floor-cloth necessary to complete the covering, and its price at* 6*s. per sq. yard.*

49 right, 44 partly right, 23 wrong.

There is a prevailing error in the square inches from ignorance of duodecimals; $\frac{10}{12}$ of a square foot is almost invariably set down as 10 sq. inches, leading to an error in the value. The price, moreover, is very often taken as 6*s.* per sq. foot. From the foregoing remarks it will be seen that the chief defects are in the explanation of principles (Section I.), in fractions (Sections II., III., V.), and in duodecimals (Section VI.) There is a marked deficiency in the power of intelligent and intelligible explanation; and it is noticeable that the simpler and more elementary the process for which reasons must be given, the greater is the want of success in giving them. This seems to be attributable, in a great measure, to the want of a constant recognition of the universal application of the principles of arithmetical notation in practical computation. To the same cause is owing the deficiency in fractions, and more especially in decimals. And it is noticeable that the same class of errors prevails in the exercises worked by the pupil-teachers. Duodecimal multiplication, as it is called, seems to be in general very imperfectly understood. Almost universally the phraseology of the older school books is retained. Very few clearly explain that the figure containing one foot by one inch is a rectangle one foot long and one inch broad, consisting of 12 square inches, and forming the twelfth part of a square foot. On a reference to the findings on the papers of last year I observe that the subjects here animadverted upon were those in which shortcomings were there also chiefly apparent.

SCHOOL MANAGEMENT.

The specimens of copy-setting contained in this paper are, generally, rather defectively executed. Attention is not paid to the turns and joinings, and there is a want of uniformity in height, slope, width, and thickness. The specimens of small-hand are characterized by the same faults. These defects evidently arise from the want of sufficient exercise in the elementary stages. A more general use of the blackboard in the teaching of writing would tend to correct the faults which are apparent in these specimens. I here beg leave to repeat a suggestion which I formerly made, viz., that it might be better to have the specimens of copy-setting not at the very commencement of the paper as hitherto. I have observed that the hand is more apt to be a little unsteady at that time than it would be after the paper is somewhat advanced. The paper on school management is on the whole satisfactorily worked. The answers written by the students show an extensive theoretical knowledge of the best methods of communicating instruction, while those of the teachers, in many instances, suggest adaptations of these to particular circumstances, together with many practical remarks indicating a substantial acquaintance with the principles of teaching.

Section I.—Reading.

The method of teaching reading generally preferred is that commonly called the mixed phonic or analytico-phonic method, which teaches the powers of the letters by analyzing a word into its component sounds, and thereby making the pupil familiar with the *powers* of the letters. Exceptional powers or sounds are gradually introduced and illustrated. The grounds upon which this method is preferred to the alphabetical, on the one hand, and the "look and say" method on the other, are that the sound of a word cannot be inferred from the *names* of the letters that composed it, and that, in the "look and say" method, the sound of a word cannot be known from its appearance without an analysis and synthesis of the powers of its component parts. The phonetic method, which, since the days of Bacon, has been struggling to gain admittance into our language, is advocated by not more than one or two. The great and fundamental error in our alphabetical system, and that which gives plausibility to the proposed phonetic system, is our unaccountable misnaming of the vowels. In all other languages the power and name of single vowels are substantially one and the same; we alone give a different name and sound, because the primary power is supposed to be different with us, while in reality, and as might have been expected, it is the same as in the languages from which ours is derived, and apparently in all others. Like every false principle, it is attended in effect with no good but much harm.

Section II.—Spelling.

1. Among the various methods of teaching spelling sufficient prominence is not given to that by dictation. As spelling is employed principally, if not exclusively, in writing, dictational exercises should form an important element in the business of the school-room.

2. The principal difficulties peculiar to English spelling are generally enumerated, with a few remarks upon their origin. Some good expedients for obviating them, by classification for example, and the use of slates and blackboard, are presented and illustrated by well selected examples.

3. As to the classification of the letters of the English alphabet, the answers are somewhat defective. Some separate them only into vowels and consonants; others classify them according to their formation, as from elementary lines and curves; and *dentals, labials, gutturals, &c.* are not clearly distinguished. With reference to the defects of the alphabet, there seems to be great difference of opinion as to the number of separate and distinct vowel sounds, a necessary or natural result of the fundamental error above mentioned; one answer estimates them as between 30 and 40. The effect of so called silent vowels is not appreciated; the sounds of *a, e, i, o,* in *mate, mete, mite, mote, moat,* and similar combinations, are almost always represented as single and simple. As to the redundancies of the alphabet, the answers are more full and explicit.

Section III.—Writing.

The answers to the questions in this section are, with few exceptions, less satisfactory than those to the other portions of the paper. The requisites of good writing are pointed out, but little said about the method of acquiring them. The faults into which the child, in his first lessons in penmanship, is apt to fall, are indicated, but without any well-defined means of correcting them. They are to be remedied, many of the answers say, "by great attention on the part of the teacher." This is true for writing as for every other subject. They should, however, have pointed out special expedients for correcting special errrors. The usual method is to set before the pupil a

copy or specimen which he must imitate as he best can. As soon as he knows what he has to write the copy is disregarded, and hence the first or second line is generally the best, because he then proceeds to fill up the prescribed number of lines from memory. Now there ought to be imparted to the pupil such a knowledge of the *principles* of writing, of the requisite proportions as to height, slope, width, &c., and especially of the method of executing turns and joinings, as will enable him not only to distinguish good writing from bad, but also to say with certainty in what particular element it is good, and in what bad. For this purpose two specimens of writing, the one good, and the other bad, may be written on the black-board, and the class made to compare the one with the other, or they may be made to turn up the best written page in their copy-books, and from that page to select the best line, to say whether it has any defects, and what requisite of good writing they violate. In the inspection of schools I illustrate this method, as often as time permits, in examining the copy-books.

Section IV.—Arithmetic.

In the answers on the method of teaching arithmetic, sufficient importance is not attached to the early introduction of concrete quantities. Since children employ only applied numbers, they should be made the foundation of instruction. The methods given of teaching notation are generally unsatisfactory.

RELIGIOUS KNOWLEDGE.

Females, 1st and 2nd years.

The prevailing defect in the answers to this paper is want of exactness. To remedy this I would suggest a more accurate study of the chronology and history of the Old Testament. The contents of the books of the minor prophets seem to be not generally known; and the connexion between the Old and New Testaments has not been studied. In New Testament history, there seems to have been no comparison made of the four Gospels, nor has the book of the Acts of the Apostles had its due share of attention. It would be of great advantage to connect the geography and history of Scripture localities.

GEOGRAPHY.—Males, 2nd year.

There is this year a decided improvement in map-drawing. The study of physical geography seems to be yearly gaining importance and attention. There is a considerable acquaintance with the commercial relations of different countries. The answers to the sixth section, however, on popular astronomy are by no means satisfactory.

1. The doctrine of leap years is not understood. The calculation is carried beyond the fourth years by only one or two.

2. The cause of the second tide given is the ordinary one. The explanation afforded, however, does not remove weighty objections to that theory.

3. The apparently retrograde motions of the planets is only once accounted for. In this instance the common but good illustration of a circular race-course was given. Some stated that they resulted from the difference in the (apparent) velocities of the planets as compared with that of the earth and of the fixed stars. The illustration given is that of a person sitting in a railway car, who is erroneously stated to see everything apparently retrograding. Between the two things there is no analogy whatever.

GAELIC.

In reviewing the paper in Gaelic, due attention has been paid to your Lordships' instruction, that "*as very high marks are given for proficiency in Gaelic, my Lords trust that great care will be taken, in reviewing the papers on this subject, not to give good marks to any exercises that do not evince a thorough knowledge of the language.*" Thirty-three in all have worked this paper; of these *one* has gained the mark of *very good; three* of *very fair; five* of *fair*. The rest vary downwards to *pretty fair*, *moderate*, and *very moderate*. The great defects in Gaelic exercises arise from very general inattention to the nature of the idiomatic differences between English and Gaelic, and the extensive and easy applicability of the same general grammar to both. It is only a thorough knowledge of the principles of the language that can give a teacher any great advantage over one who does not know it at all, in teaching English to Gaelic-speaking children.

LATIN.

I am disappointed in the Latin exercises, both prose and verse. The candidates who took up these papers may be divided into two classes. Those of the one class evinced a fair general acquaintance with the construction of the language, but seem not to have exercised themselves in translating *ad aperturam*, and without any aid from the dictionary. Those of the other class, generally the younger men, made a paraphrastic dash at the meaning; but, not resting on any grammatical accuracy, they have generally missed it. Their parsing was sometimes fair, but the failures to discern the syntax were very great.

SPELLING.

In concluding this part of the report I may remark that errors in orthography have been much more frequent in the composition of the papers than might have been expected, or can possibly be referred to mere nervous anxiety even in the case of the female candidates. In the papers of the latter we have for example "*deciples, desiples, desciples*, and *diciples, resurection, ressurection, fortold*, and *Danial in the den of Lyons.*" The names of *Ananias* and *Sapphira* were not both right once in twenty times; while, not confined to the female candidates, we have *guttarals, begining, pronounciation, puting, ommits, occured, grevious*, and *angle* (for angel) &c. &c. There is also a perceptible difference in the proportion of such errors in the papers from the different training schools.

The following Table of results is confined to candidates from my own district:—

TABLE of Results of Examinations for Certificate of Merit, June 1856.

		Teachers.					Students.—1st Year.						Students.—2nd Year.				
		Examined.	Successful.	Class I.	Class II.	Class III.	Examined.	Successful.	Class I.	Class II.	Class III.	Schedule.	Examined.	Successful.	Class I.	Class II.	Class III.
Edinburgh	Males	19	12	2	2	8	41	40	7	18	8	7	7	5	1	2	2
	Females	7	4	[illegible]	[illegible]	4	34	31	8	6	10	7	3	3	3	[illegible]	[illegible]
Aberdeen	Males	8	4	–	1	3	–	–	–	–	–	–	–	–	–	–	–
	Females	3	2	–	–	2	–	–	–	–	–	–	–	–	–	–	–

V. Pupil-Teachers.

In a former report I had occasion to state that the solidity of the attainments of the pupil-teachers was generally very satisfactory, and had, in many cases, exceeded my expectations. This statement has been justified by the high place among their class-fellows usually taken by such of them as go to the university. Last year eight competitors for a valuable prize included two who had been pupil-teachers and Queen's scholars. The first trial cut off the other six, leaving these two to divide the prize after three further competitive trials. In teaching, it was to be expected that their imperfections should, in the first instance, be more especially the two which I have noticed in the beginning of this report. For a considerable time, when an error is committed, the only resource of many is the direct correction of it; and their failure to secure individual attention throughout the class continues for some time, and is always apparent in the attempts that are made, often without practice, to give a gallery lesson, as required at the close of the fifth year.

I have the honor to be, &c.

Ed. Woodford.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix.

Summaries of Tabulated Reports, for 1855–6, on Schools inspected by E. Woodford, Esq., L.L.D., and D. Middleton, Esq., A.M.

Summary *a*.

Attendance, &c.

Number of Schools *actually inspected* between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children						Number of *Certificated Teachers.*	Number of *Pupil-teachers.*
No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*				In *Average Attendance.*	For whom *accommodation* is provided at 8 square feet of superficial area per Child.		
	Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.				
307	13	43	15	251	1,083	2,837	1,316	23,145	26,183	31,970	180	428

Per-centage of Children on *School Registers*

Aged

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
2·21	6·32	8·87	10·89	11·86	11·58	11·7	11·02	9·1	7·38	4·77	4·3

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years. and over.
34·71	21·52	16·84	12·07	8·01	6·85

Summary *b*.

Character of Instruction.

This Summary is confined to Boys' and Girls' Schools, and does not *include Infants.*
Number of Schools, out of 307 inspected, in which

Subjects of Instruction.	Are reported to be taught			Are Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Holy Scriptures	196	1	–	197
Catechism	188	3	–	191
Reading	194	3	–	197
Writing	191	4	–	195
Arithmetic:				
Simple Rules	165	14	1	180
Compound Rules	161	12	–	173
Higher Rules	140	12	–	152
Geography	176	9	1	186
Grammar	168	14	–	182
History	41	1	–	42
Music from Notes	15	–	–	15
Drawing	13	–	–	13

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
302	18	1	308	11	1	288	22	6	253	8	5	260	46	6	301	15	1	208	2	1

Summary *d*.

Income and Expenditure.

Aggregate *Annual Income*, as stated by Managers, of 255* of Schools enumerated in Summary *a*.					Average Income per Scholar in attendance.†
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
8,025 4 8	7,308 16 3½	8,986 10 5	2,209 8 4½	26,529 19 9	1 0 9

Aggregate *Annual Expenditure*, as stated by Managers, of 255* of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary *d*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
20,124 4 6½	846 4 7½	6,125 19 11½	27,096 9 1½	1 1 2½	25,556

Summary *e*.

Salaries of Teachers.

	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
	Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.
Average pecuniary emoluments (including Government Grants and all professional sources of income) – – – –	£ s. d. 85 4 6	£ s. d. 88 2 0	£ s. d. 49 6 4	£ s. d. 42 4 4	£ s. d. 48 16 3	£ s. d. 49 6 3
Number on which average is taken –	134	82	36	34	4	
Number provided with house or rent-free	106	51	27	12	3	2

Summary *f*.

School Fees.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
207	21,291	25·07	34·95	25·34	7·41	7·23

* The number of Schools inspected during the year was 307; but from 52 of these no sufficient returns of income and expenditure have been received.
† Exclusive of Government grants.

GENERAL REPORT, *for the Year* 1856, *by Her Majesty's Inspector of Schools*, JOHN GORDON, Esq., *on the Schools in connexion with the* CHURCH OF SCOTLAND *inspected by him in the* WEST *of* SCOTLAND.

MY LORDS, Edinburgh, December 1856.

Fulfilment of conditions of aid from Parliamentary Grant.

THE great object of the yearly reports of inspection is to evince the effect of the public aid upon the schools that receive it; but it has not been your Lordships' wish that this should be their sole object. Before the public aid was granted, it had been seen that aid was needed to the school that sought it, and that aid was merited by fulfilment of the usual conditions. But, as neither the need nor the merit continue unchangeably, it is fit they should be, from time to time, the subject of attention as much as any other matter embraced in the reports. A very few words, however, will comprise all that it is necessary to say on these points at present. No aided school within the bounds assigned to my inspection has ceased, within the last year, to maintain its title to assistance upon the usual grounds, first, of a sufficiency in the amount of the attendance as well as in the proportion of the pupils drawn from the labouring population, and next of an insufficiency in the unaided resources of the school to secure its proper maintenance. The need of aid may not always be in the same degree in which it had existed at the first; but, in all cases, it continues in a degree which your Lordships have deemed sufficient. When the merit of the school is mentioned, the reference is made mainly to the matter and the style of the instruction; in which respects, there has been no such failure in any of the aided schools, during the last year, as to deprive them of the conditioned aid, whether in the form of augmentation or of apprenticeships. In a few instances, indeed, there has been cause for some dissatisfaction, the school having manifestly declined in efficiency, since the time of the last inspection. On the other hand, the great body of the schools profit by the aid which they receive, more or less apparently. Many are, distinctly by this means, maintained in the same commendable state in which they were, when aid was first granted,—while others have improved in a remarkable manner, within the last twelve months. Among the latter class, besides the general influence of the aid, there seem to have been some special occasions of improvement, such as the moral and intellectual progress which has, in the meantime, been taking place in the master himself, through the admonition, blame, or praise that chanced to have been expressed

to him before, or the removal of some obstacle to success in the circumstances of his situation, or, what is better, the continued pressure of that obstacle giving at length the energy to surmount it. Each of these occasions of improvement has been distinctly traceable in its influence upon one or other of the teachers during the last twelve months, so as very forcibly to suggest the remark, that, the state of schools aided and unaided is sufficiently variable, from time to time, to render annual inspection indispensable. It is not, however, the influence of circumstances affecting the teachers individually, but the direct and immediate effect of the public aid, that chiefly requires attention now.

Extent of aid.

I.—The last year's inspection extended to all the aided schools of the district and to some unaided; the whole of which are classed in the following table:—

	Receiving Augmentation only.	Augmentation and Apprentices.	Apprentices only.	Building Grants.	Book Grants.	Simple Inspection.
Parochial - -	5	18	19	1	16	20
Burgh - -	—	4	5	—	2	1
Subscription - -	12	37	16	1	15	20
Privately endowed -	1	1	1	—	4	5
Assembly and Society	6	10	2	—	2	8
Adventure - -	—	—	—	—	—	1
	24	70	43	2	39	55

The unaided schools were inspected either at the Managers' request or with their cordial concurrence; the occasion was generally some interval in the pressure of other duties; and the inducement was either the hope of benefiting the school, or the desire to obtain a view of the state of education generally in the district, from what might be regarded as specimens of its ordinary character. Your Lordships have approved, and, I think, have encouraged, the occasional inspection of unaided schools, for this, perhaps, among other reasons, that a knowledge of what the unaided school is, helps to a proper judgment of what the aided ought to be. The unaided schools that have thus been inspected are, with scarcely an exception, such as present strong claims to aid on the score of need. Of how many more that have not been inspected or aided may the same thing be said? The question does not admit of any very explicit answer,—for it suggests a reference to the total number of schools in the district,—a particular which has not been very well ascertained. But the following statement

approaches, perhaps, as near to accuracy as any that can be offered.

—	Total Number.	Number annually aided.	Proportion of the annually aided to the unaided.
Parochial Schools - -	414	42	10 per cent.
Non-parochial Schools -	1,400*	210	15 per cent.

The proportion of aided cases here exhibited is probably not less in this district than throughout the rest of Scotland. At the same time, there is reason to believe that the need of aid is so great, for a very large proportion of the unaided, that, if represented, it would at once receive your Lordships' acknowledgment. Of this in the sequel; in the meantime it is observed—

1. That in many instances, more especially of parish schools, application for aid from the Parliamentary grants has been delayed, until it should appear whether the late educational measures submitted to Parliament should issue in affording the desired assistance in another form.

2. The whole class of Adventure schools has, till lately, been inadmissible to the benefit of the Parliamentary grants, by reason of the impossibility, in their case, of fulfilling the pecuniary conditions of augmentation; and also by the want of a local school management, and the consequent want of an authorized local correspondent. These difficulties may now be overcome; for your Lordships have declared that, "if any presbytery of the bounds or other local body presents the case of a particular school (of that description) for a decision upon its admissibility," the merits of the application "will be considered in conformity with the Minutes;"† and again, the Adventure schools may be supposed to present a strong claim, oftener than usual, to be considered as self-supporting, that is, to be exempted from the common requirement of voluntary subscription towards salary. The knowledge of these arrangements is not yet very general among the schools of this class, but it seems likely, as it spreads, to give a considerably greater range to the application of the grants. It is certain there is no class of schools in the country to which the public aid is so much required.

3. The Grants appear to have been applied, during the last year, less in the *origination* of new schools than in providing for the better support and the greater efficiency of such as

* Education Census of 1851, &c.

† Letter from Mr. Lingen to Mr. Gordon, dated 31 January 1856.

have been already supplied from other sources; and the fact is remarkable as showing how well the administration of the grants accords with what is generally understood to be the particular form of the necessity throughout Scotland. What is wanted seems to be, not so much any great accession to the number of the schools, as a more real, vital, availing character in the instruction which many of the existing schools afford. This last being the great object of the annual grants, it is in that direction chiefly that the effect of them must be expected to appear.

Effects of aid:

II. One effect of the public aid appears to have been to improve in some degree the attendance at the schools that have received it. So very general, and so well known, is the habit of short and irregular attendance, that to exemplify the fact would be superfluous, if the evil were likely to be otherwise removed than by having it constantly in view. One or two instances may be now mentioned. In many parishes of the counties of Dumfries, Kirkcudbright, and Wigtown, it appears that one-half of the school-going children are not at school for more than six months in the year.* In Ayrshire the female school at Beith receives, in the course of twelve months, eighty new pupils, and parts with about as many. In the same county, "at the Eglinton Iron Work School twenty-five children, on an average, enter each month, who had never once been in school during the month preceding."† The Sessional School of St. John's, Glasgow, which enrolled 1,200 pupils in the course of the last six years, has never had, at one time, more than 170 present. At twelve of the schools, lately visited in Argyleshire, the attendance did not amount to twenty for each during the summer months. Other instances of much of the same sort might be produced from many parts of the district. Among the attempts that have been made locally to improve the school attendance, or to give a remedy, where it cannot be improved, some may be mentioned. *Evening* schools have been established, in a few instances, at some stations where the greatest desertion of the day schools has taken place; one of these at Paisley, in connexion with the Neilson Institution, attended "by forty-five pupils, male and female, all above sixteen years of age,—all employed in Public Works throughout the day—one thirty years of age, and several twenty, who are now getting lessons in the alphabet."‡ The Evening school for adults has its counterpart in the Infant school, of which there are six among the aided of this district. It was partly in the

Attendance at school.

* Appendix to Report General Assembly's Education Committee, 1853.
† Letter from Teacher of Eglinton Iron Works School.
‡ Minute dated 1 March 1855, in Minute of 1854–5, page 109.

view of those who set up schools of this class, that the instruction might be had there early, which was unlikely from the custom of short attendance to be had anywhere else, at a later date. The teacher of New St. Matthew's School, Glasgow, is assured that his pupils would be few, if he did not visit unnecessary absence with dismissal. "Were it not," says the teacher at Eglinton Iron Works, "that I spend from three to five hours weekly in visiting families, the attendance would be much more irregular." The Sessional school of St. John's, Glasgow, is attended by a very poor class of children; but the managers, to induce them to attend better, by a good example, have opened this school to other children from a class of people presumed to understand better, and to set more value upon the advantages of the school. In another way, the influence of example is tried at Pollockshaw's Poor School, where a portion of the pupils are pauper children, whose attendance is enforced,—not on their own account only, but in the view of inducing the same regularity in that other portion of the school which consists, not of pauper, but of very poor children. Each of these expedients has somewhat of the desired effect. How far, then, and in what manner does the same effect appear to be produced by the operation of the public aid? 1st. It sometimes happens that, in a district where schools are ill-attended, there is one that forms in that respect a striking exception. The local circumstances of that school are the same as those of all the rest; the sole, manifest cause of its superior success is, that it chances to be in the charge of a spirited and able teacher. Examples of this solitary excellence, and of the effect here ascribed to it, may be seen at Breakish, Tormore, and Cumlodden. The best teachers, indeed, are ever found to have the best attended schools; and, in this way, the public aid given to none but to teachers of some merit, has a certain good and visible influence on school attendance. 2nd. The same thing results from the employment of pupil-teachers under the Minutes, whose regular attendance acts as an example,—the more likely to be taken as they were themselves so lately in the rank of common pupils. Still more, the strictness of the rules under which they act as pupil-teachers tends to discountenance and to correct that spirit of remissness, from which the custom of unnecessary absence in a great degree proceeds. Except in these instances, the public aid has no very perceptible, at least no very direct, effect of the sort in question. The natural, and, on the whole, the best way of increasing the attractions of the school is to render the instruction, in matter and in manner, as interesting as possible to the pupil; for, in the simple

fact of that interest, even on the child's part, the parent, always cognizant of the fact, finds a sufficient recommendation of the school. Now, as every branch of instruction interests in the hands of an able master, it follows that the well taught school is ever well attended. But there is one kind of instruction, in itself, peculiarly fitted to interest the pupil—what is called industrial instruction. For this reason, the Female school of industry is commonly well attended; and the example is apt to be taken by the mixed school, with which it stands connected. With the increase then of female schools, now going on extensively, may not the general habit of school attendance be expected to improve. It is less easy to introduce into boys' schools any suitable instruction of the industrial kind,—that is, in the principles of knowledge applicable to the trades or handicrafts in which they may afterwards be engaged. But, supposing the instruction of this sort to be reserved for evening classes, its success could hardly fail to tell on the attendance at the day school, with which these evening classes might be but locally connected.

Education and Instruction;

III. The terms "education" and "instruction" are often placed together to mark the difference between them,—the one signifying the discipline, by habitual exercise, of the active and moral powers,—the other only assisting to promote that object by the communication of suitable knowledge. In practice they are inseparable; since, by educating we instruct, and by instructing we educate. But, in idea, they are distinguishable as they are distinguished now; and in each respect it seems proper to notice, here, what the merits of the aided schools are—more especially as, apart from the subjects of instruction, your Lordships have sought in the schedule of Inspectors' Report, if I mistake not, an account of what is strictly *education*, under the head of "discipline."

physical;

(1.) The same schedule points, in the first instance, to that description of education or instruction called physical; for it is seemingly in that relation that so much importance is attached to the "playground" which every aided school is expected to possess. Of physical education in the school-room there is none or little; and the playground is either insufficient or wanting to a considerable number; probably to a third part of all the aided schools. At the same time, in the absence of any rule or of much oversight, the exercises of the playground scarcely admit of being considered as of the nature of education. So that, on the whole, *education* of this kind scarcely goes to an appreciable extent. And *instruction* of this kind is so extremely rare and limited that it is difficult to recal an instance worthy of being mentioned.

Anything, indeed, like regular lessons on the laws of health, or on any select portions of human physiology does not occur. Might not more matter of that description find a place in some of the reading lesson-books,—though it should be at the expense of other parts of natural science which are there in great abundance, and certainly with no advantage in respect of their comparative importance? "Si causæ corporalium motionum noscendæ nobis essent, nullas magis nosse quam nostræ valetudinis deberemus." In the meantime, it is observed that these subjects are implicitly recommended to attention in the paper on "domestic economy," lately laid before the female candidates for certificate.

industrial; (2.) The *education* that takes this name is chiefly given in female schools, and chiefly consists of needlework, always plain, but for the most part also ornamental. The aided female schools are forty in number. Aided or not, they are far too few throughout the country; but, once set on foot, they are much frequented, and even sought with avidity,—as may be seen in one lately established among a hand-loom weaving population in Ayrshire. Among many pupils this school is attended, during the whole day, by about twenty upwards of fourteen years of age. A remarkable promise of the greater spread of such schools may be seen at present in the Normal seminaries of the Established Church at Edinburgh and Glasgow; while these are attended by no more than 7 unaided male students, the female students on that footing are no less than 107 in number. *Education* of the kind in question is very rarely given to male pupils, and only in the following instances:—At two schools in Skye, during the spring and summer months, a few boys are occupied in the simpler operations of tillage. Some share in garden cultivation occupies a few at Corpach and Inverary. Shoemaking is practised at the Reformatory school of Kilmarnock. Nothing more of this nature seems to have been anywhere attempted. *Instruction* bearing specially upon some branch of industry is rather more frequent. Johnstone's Agricultural Catechism is much used in the schools of Skye before mentioned. Lessons in geology and mineralogy are given at the mining stations of Leadhills and Dundyran. Mine surveying, engineer drawing, and the principles of mechanics are taught with great success at Jervistown to a class of young men regularly employed as common workmen in the mines. Drawing is much cultivated at Dumbarton and Dalmuir by pupils likely to be afterwards engaged in the manufactures of the neighbourhood. But, perhaps, nothing in this way is so full of promise as the instruction in drawing, chemistry, and botany given at the

Neilson Institution of Paisley, with a view to qualify for the trades of that place,—the managers having not failed to avail themselves of the suggestions on this subject which they had the honor to receive from your Lordships. It is proper to remark that the industrial instruction at Jervistown is given after the usual school hours, and in the evening. Everywhere, the advantage of evening hours for this purpose is very obvious; for it is then, that the instruction can be most available to the class of pupils for whom it is expressly intended, and who will chiefly desire to obtain it—to those who have already left school and entered upon the trade or occupation, into the principles of which a liberal insight is offered. Special instruction seems to take its place properly in schools central to a district, and designated to that purpose only; but not more properly than it may do in evening schools at any station where special instruction may be required; and, according as such instruction may be valued, it appears to me that evening schools of this kind merit your Lordships' special encouragement.

(3.) In every school *education* of a moral kind is given, if moral; not expressly, at least in some implicit manner; it is involved in the use of certain methods of tuition and certain forms of school management; and this so plainly that the moral import and intention of such forms and methods needs scarcely to be to be explained. Some of them, however, may be noticed.

(*a.*) In many instances the school registers have remained imperfect during the last year; but generally the necessary improvement in this respect appears to be in progress. Hitherto, their chief defect has been in the want of any record of the daily attendance; whereas, the daily notation of attendance tends materially to promote its regularity. With this matter then, of the school registers, the remark may be connected, that, the habit of daily punctual resort to the school is, not merely favourable or necessary to progress in the given task or study, but that it is, in itself, an excellent moral habit. Adverting to what was before said of irregular attendance, it is proper to observe here, on the other hand, that this fault does not appear, in a noticeable degree, at a considerable number of the aided schools,—not merely such as, in the large towns, are frequented by children who are not of a poor class, but in such places as Kilwinning and Kilmaurs. The Poor's School of Pollockshaws has been already mentioned as an instance of very regular attendance; to which circumstance, in a great measure, the managers ascribe the fact that "not above three instances of juvenile crime have occurred in the whole district since the school was established, the case having been pre-

viously very different." It is observed that, in some schools, the summer attendance falls much below the amount required to meet the condition of the annual aid which they are receiving. In such cases, perhaps, a certificate should be produced, by the managers, that the decline of attendance is from causes beyond the master's control.

(*b.*) Of the 201 schools inspected a very few have been reported as at fault on the score of good order, obedience, and industry; the effect of which, is not simply to hinder progress in the lessons, but to prevent the moral training, which is of still more consequence. "Many," says a teacher, "unfortunately never learn at school anything of the order or obedience which they learn nowhere else, and which would be so beneficial to them in after life." It is true that the habit of obeying the schoolmaster's rule prepares and forms the disposition to obey the rule that proceeds from any higher, even from the highest, source. It is remarkable how much the pupil-teachers, everywhere contribute to the better maintenance of discipline on the points referred to.

(*c.*) Sometimes this obedience is given under circumstances that impart to it not a little of the character of voluntary effort; this is where exercises are prepared at home, as well and in such manner as the pupil, unaided and uncompelled, may be willing and able to prepare them. The practice has the merit of throwing the pupil much upon his own will, his own thoughts, and his own invention. It is by no means uncommon, and nowhere better done than at Househill, Newton Ayr, St. Matthew's, St. Enoch's, Glasgow, and East Kilbride.

(*d.*) In the foregoing instance the moral training takes place, while another and different thing is intended. So it is in other instances, among which may be noticed that part of school organization which consists of the arrangement of pupils into classes. The object of this is to facilitate the process of instruction; but one effect of it is to operate upon the moral training of the pupil, for the government of a class is essentially a moral government, or it is no government at all. The class supplies in its own way occasions of duty, discipline, and struggle, which are the very type of those that shall turn up in the future progress of life. It is on this account that a very few particulars on the common modes of classification may be now mentioned. It happens seldom that the same pupils are classed together for various branches of instruction. Yet the effort of the teachers pretty generally is to bring this to pass, as far as circumstances will allow; and they are right, for it is obvious that the reunion of the same individuals in various studies enhances any advantage that fellowship gives to their training,

either moral or intellectual. The classes are sometimes too many, from the facility of division allowed by an excessive use of monitors. And the classes are sometimes too few. It is strange that, while a school exhibits seven or eight distinct groups for English reading, there should be but one, or at most two, for religious instruction. Yet it is not strange, considering how naturally this proceeds from the very frequent want of anything like a graduated series of lessons on this subject. There is no branch on which the classification is so often unsatisfactory as that of arithmetic, in which, indeed, it is sometimes entirely wanting. In one or two schools, it has been refused to mark the degrees of merit by the assignment of places in the class, or in any other manner, from a notion, mainly, that such distinctions supply wrong motives to exertion.

(*e.*) Commonly, however, merit is marked, not only by class places, but, by prizes of books, medals, or other tangible things; the intention being, not simply to reward, but, to encourage. It would seem that encouragement may also be produced, and exactly where encouragement is most wanted, by the opposite practice of withholding all rewards. The very intelligent master of the flourishing school of St. James', Glasgow, states:—

"By not giving material rewards I have no dolts in my classes, such as I used to have when rewards were given, and when some in every class would sink like lead to the bottom. To be sure, there are dull boys as before, but then they do not lose heart in the same way, and I can even bring them up by degrees with their brighter companions."

The description of the reward given at the Pollockshaws Poor's School is unusual:—

"At the end of the year, the boy who has been most distinguished by good conduct and proficiency is transferred to the parish school to receive gratis all the branches which are taught there; and when his time there is ended the managers make it their care to provide some reputable employment for him."*

In like manner, at the beginning of each session, the six boys who have been most distinguished at the Neilson Institution, among those who have the benefit of the charity, are rewarded by advancement to the highest division of the school, where they receive free instruction in all the superior branches. This is, in substance, the same plan which has been thus noticed and commended by Professor Dugald Stewart, as "a very beautiful idea suggested by the Committee of the first Virginian Assembly":—

"Every county was to be divided into small districts; in each of them a school was to be established for reading, writing, and arithmetic; every

* Report on Pollockshaws Poor's School.

person to be entitled to send his children to school for three years gratis; these schools to be under the superintendence of a visitor, who should annually choose a boy of the more promising genius, to whom it should be determined to give further education, and to send him forward to one of those higher schools, of which twenty were to be erected in different parts, for teaching, gratis, Latin and the higher branches of arithmetic. Out of the boys thus sent forward in a year, trial was to be made for one or two years, and one boy should be continued six years longer. By these means," says the Report, "twenty boys of the most promising talents will be raked annually from the rubbish."*

In other ways moral education is ever going on in every school; but, without dwelling longer on this point, it is proper now to observe how much aid education of this kind derives from the *instruction* which is peculiarly meant and fitted to promote it.

religious; No programme of subjects to be taught in any school announces anything under the name of *moral instruction*. Class-books in graduated series do not exist for that, as for other branches. It is unmentioned in the schedule on which the state of a school is reported to your Lordships. But the good and common reason for the omission in all such cases is that moral instruction is understood, from its very nature, to be included in religious; which last has its place in every school and in every school report, while everywhere it is taught from books the best adapted to the purpose. When the moral instruction is thus identified with the religious, the important result takes place that the moral truth, the moral sentiment, the moral obligation, are presented to the pupil's mind with the sanction and the sanctity of religion; and so it happens that, when a master finds occasion to adduce a moral lesson, he deems it incomplete without a reference to the law which is still more properly divine. Everywhere the school-visitor may find examples of that referring practice. The special report of a school describes the religious instruction as given from the Holy Scriptures and the Catechism; and often the same numbers and the same individuals are returned as instructed from both. It may be supposed, therefore, that they began to learn the catechism much about the same time when they began to read the Bible. This is the practice of a teacher second to none in experience and ability, and who speaks of it thus:—

"We commence both at the same time, because I find that when the catechism is put off to a later period, it cannot be acquired so easily nor so correctly, the mind of the pupil being then engaged otherwise; and at this time the matter being well committed to the memory, we have the remainder of the time when the boy is at school, for fixing and impressing it upon his mind as a complete digest of Christian principle and Christian practice."

* Dugald Stewart's "Political Economy."

Name and Denomination of School.	Annual Grants conditionally awarded: In Augmentation of Certificated Teachers' Salaries; and in Retiring Pensions.	Annual Grants conditionally awarded: In Stipends to Assistant Teachers.	Annual Grants conditionally awarded: In Stipends to Apprentices, and Gratuities to Teachers instructing them.	Name of Apprentice, and Year of Apprenticeship. Boys.		Name of Apprentice, and Year of Apprenticeship. Girls.		Month in which Annual Examination is due.
MIDDLESEX—*cont.*	£ s. d.	£	£ s. d.					
Westminster Wes. (Model).	94 10 0	25	438 0 0	T. Gibson -	5th	V. A. Edgeller	5th	Jan.
				W. Blatchley -	5th	J. Down -	5th	
				J. Davies -	3rd	S. White -	5th	
				J. Redhead -	3rd	S. R. Blatchley	4th	
				J. J. Hall -	3rd	M. A. Coles -	4th	
				J. Coles - -	2nd	M. H. Congdon.	4th	
				G. A. H. Bucknole.	2nd	M. A. Clayton	3rd	
				W. Jones	2nd	E. Schofield -	3rd	
				T. W. Huntley	1st	A. J. Grice -	3rd	
				R. Denbow -	1st	E. Day - -	3rd	
				E. H. Howell -	1st	M. A. P. Beech	2nd	
						M. Cox - -	2nd	
						E. Browton -	1st	
Westminster (Archbishop Tenison's). N.	16 10 0	- -	31 10 0	F. Chapman -	2nd	- - -	—	Oct.
				M. Hawkins -	1st			
Westminster, Burlington, St. James'. N.	- -	- -	31 10 0	- - -	—	M. J. Rew -	2nd	„
						E. Vincent -	1st	
Westminster, Ch. Ch. N.	25 0 0	- -	59 10 0	W. F. Saunders	1st	M. A. Carrall -	2nd	Feb.
						E. Bailey -	1st	
						M. Carrall -	1st	
Westminster, National Society's Central. N.	11 0 0	- -	112 10 0	R. W. Coldwell	3rd	M. A. Groves -	1st	May
				J. G. Bell -	3rd	J. Thompson -	1st	
				S. Hooke -	2nd	E. A. Rutley -	1st	
				J. Knight -	1st			
				E. R. Hayter -	1st			
Westminster, Curzon Street Chapel. N.	32 0 0	- -	72 0 0	J. C. Clough -	5th	E. Gunn -	2nd	Oct.
						I. Coleman -	2nd	
						M. A. Bennett	1st	
Westminster, St. George's (Hanover Square), United Day School. N.	26 0 0	- -	176 0 0	W. Hodgetts -	2nd	M. Heath -	4th	Sept.
				G. H. Pond -	2nd	E. Brookman -	4th	
				F. Eastwood -	2nd	M. A. Kilpatrick.	3rd	
				W. Starkings -	2nd			
				J. Hardy -	1st	E. Ensor -	3rd	
						E. Fowler -	3rd	
Westminster, St. George's (Hanover Square), District. N.	33 0 0	- -	119 0 0	G. H. Gifford -	4th	E. Marsh -	4th	„
				A. Jennings -	3rd	C. Burton -	4th	
				G. Harrod -	2nd	E. Robinson -	3rd	
Westminster (Knightsbridge), All Saints'. N.	18 0 0	- -	36 10 0	A. J. Gilbee -	4th	- - -	—	Jan.
				G. R. Lanb -	1st			
Westminster (Piccadilly), St. James'. N.	47 0 0	- -	271 0 0	R. Smith -	4th	J. W. Jessey -	4th	„
	*a*20 0 0			C. Despicht -	4th	J. E. Laramy -	4th	
				E. Jenkins -	3rd	S. Clarke -	3rd	
				W. F. Smith -	3rd	L. Oliver -	3rd	
				P. Rotherham	3rd	C. Keating -	2nd	
				E. Ditchett -	2nd	L. Witney -	2nd	
				J. Hanks -	2nd	J. Thompson -	2nd	
						E. Vincent -	2nd	
Westminster, St. James', Offertory S.	18 0 0	- -	41 10 0	W. H. Havord	4th	- - -	—	„
	*a*20 0 0			J. Hunt - -	3rd			
Westminster, St. Margaret's and St. John's. N.	30 0 0	25	93 10 0	E. Beeney -	3rd	S. Bailey -	4th	„
				J. Westbrook	3rd	M. A. Nash -	2nd	
						C. R. Smith	2nd	
Westminster, St. Mary's. R.C.	21 10 0	- -	- - -	- - -	—	- - -	—	Feb.
Westminster, St. Stephen's. N.	63 0 0	- -	265 0 0	A. D. Jones -	5th	P. Gould -	5th	Jan.
				W. Howe -	4th	L. Lowden -	5th	
				T. Hill - -	4th	E. Cobby -	5th	
				T. Cross - -	4th	R. Smith -	4th	
				W. A. Pywell -	2nd	F. Finnimore	4th	
						E. Tibbles -	3rd	
						K. Nichols -	3rd	
						A. C. Macartney.	1st	

a Retiring pension.

Name and Denomination of School.	Annual Grants conditionally awarded			Name of Apprentice, and Year of Apprenticeship.				Month in which Annual Examination is due.
	In Augmentation of Certificated Teachers' Salaries; and in Retiring Pensions.	In Stipends to Assistant Teachers.	In Stipends to Apprentices, and Gratuities to Teachers instructing them.	Boys.		Girls.		
MIDDLESEX—*cont.*	£ s. d.	£	£ s. d.					
Westminster, St. Mary's (Vincent-Square), N.	27 10 0	- -	209 0 0	F. A. Renshaw	5th	A. E. Smith -	5th	Jan.
				G. Ellis - -	4th	M. A. Jones -	4th	
				T. B. Fitch -	3rd	A. Brooker -	4th	
				J. Burgess -	3rd	S. Marshall -	3rd	
						M. A. Simpson	2nd	
						E. S. Withers -	1st	
						C. E. Simpson-	1st	
Whitechapel - P.U.	- -	- -	60 5 0	H. Tabernacle	4th	M. A. White -	1st	June
				J. Carstens -	3rd	E. Hales - -	1st	
				J. Smith - -	1st	J. Barnes -	1st	
Whitechapel, St. Mark's. N.	32 0 0	- -	65 10 0	H. I. Moss -	2nd	E. Nesbitt -	2nd	Nov.
				W. Chisam -	2nd	M. A. Mitchell	1st	
Whitechapel Society's). N.	32 0	- -	44 0 0	S. Hammond -	1st	E. M. Boulter -	1st	March
				J. J. T. Wilson	1st			
Whitelands, Lower N.	23 0	- -	55 0 0	- - -	—	A. Pearman -	1st	Jan.
						E. Stephenson	1st	
						M. A. Mizen -	1st	
						M. Gillingham	1st	
Whitelands, Upper N.	16 0 0	- -	- - -	- - -	—	- - -	—	„
Whitelands, Infant N.	10 0 0	- -	- - -	- - -		- - -		
					—		—	Feb.
Total - -	4,876 10 0	345	17,148 0 0					
MONMOUTHSHIRE.								
Abergavenny - - N.	25 0 0	- -	55 0 0	C. Powell -	1st	- - -	—	Oct.
				R. Brown -	1st			
				W. H. Powell	1st			
				A. Goodwin -	1st			
Abertilery - - B.	- -	- -	17 10 0	W. Williams -	2nd	- - -	—	Aug.
Blaina - - - B.	20 0 0	- -	202 0 0	J. Griffiths -	4th	H. Davies -	4th	„
				W. Rowlands -	4th	R. Brewer -	3rd	
				T. Jones -	3rd	E. Llewellyn -	2nd	
				J. Harris -	2nd	M. Morgan -	1st	
				L. Edwards -	2nd	J. Watkins -	1st	
						M. Jarvis -	1st	
						M. Ends - -	1st	
Chapel Hill and Tintern Parva. N.	10 0 0	- -	15 0 0	- - -	—	K. Tamplin -	1st	July
Chepstow - - N.	15 0 0	- -	36 10 0	L. Klamborowski.	3rd	- - -	—	Oct.
				G. Lane - -	2nd			
Court-y-Bella - N.	15 0 0	- -	136 10 0	J. Thomas -	5th	A. Meredith -	5th	„
				W. Thomas -	4th	M. Morgan -	5th	
				D. Jones -	4th	M. Richards -	4th	
Llanarth - - N.	18 0 0	- -	- - -	- - -	—	- - -	—	„
Newport-on-Usk - N.	32 0 0	- -	139 10 0	T. G. Hawkins	5th	J. Langstone -	4th	„
				A. Stevens -	5th	M. Jones -	3rd	
				H. Dibdon -	2nd	H. Thomas -	3rd	
				E. J. Bailey	2nd	S. May - -	1st	
						(*Honorary*).		
Newport-on-Usk - R.C.	18 0 0	- -	98 10 0	B. O. Sullivan	3rd	A. Rosser -	4th	May
				P. Mooney -	1st	E. Bordessa -	4th	
						J. Hudson -	4th	
Pontnewyndd - N.	18 0 0	- -	42 10 0	D. Davies -	4th	E. Davies -	3rd	Oct.
Pontypool, Charity N.	16 10 0	- -	137 10 0	D. Moseley -	5th	M. A. Dovey -	3rd	„
				W. Davies -	3rd	C. A. Noakes -	2nd	
				S. Cull - -	3rd	M. E. Manuel -	1st	
				E. J. B. Williams	1st	S. Evans - -	1st	
Rhymney (Iron Works). N.	31 10 0	- -	- - -	- - -	—	- - -	—	„
Rhymney (Iron Works). B.	18 0 0	- -	49 0 0	J. Williams -	2nd	A. Roberts -	2nd	Aug.
				D. Davies -	1st			
Total - -	237 0 0	- -	929 10 0					

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	In Augmentation of Certificated Teachers' Salaries; and in Retiring Pensions.	In Stipends to Assistant Teachers.	In Stipends to Apprentices, and Gratuities to Teachers instructing them.	Boys.		Girls.		
NORFOLK.	£ s. d.	£	£ s. d.					
Ashwicken and Leziate. N.	10 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Barnham Broom - N.	12 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Bradenham District N.	18 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Burgh Apton - N.	14 0 0	- -	20 0 0	- - -	—	C. Farrow -	3rd	Oct.
Burnham - - N.	20 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Castle Rising - N.	15 0 0	- -	20 0 0	R. Drew - -	3rd	- - -	—	Jan.
Ditchingham - N.	10 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Downham Market N.	25 0 0	25	88 0 0	C. Rowley -	5th	S. Weeks -	5th	Dec.
				J. S. Bush -	3rd	E. S. Newton -	3rd	
Fakenham - - N.	36 10 0	- -	74 10 0	E. Besfor -	1st	S. Grimes -	5th	Nov.
						S. J. Rowe -	3rd	
						L. Readwin -	2nd	
Forncett, St. Peter's N.	a15 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Gaywood - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	Feb.
Geldestone - - B.	16 10 0	- -	22 10 0	J. Billward -	4th	- - -	—	April
Halvergate - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	Oct.
Hockwold-cum-Wilton. N.	15 0 0	- -	40 0 0	H. Johnson -	5th	M. M. Rolfe -	1st	March
Holkham, Par. - N.	16 10 0	- -	17 10 0	T. Carrington	2nd	- - -	—	Nov.
Holt - - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Lakenham, St. Mark's. N.	32 10 0	- -	98 10 0	G. Lack - -	2nd	A. Rushmer -	5th	Nov.
				L. Brown -	1st	H. Livock -	5th	
						H. Field -	1st	
Lynn - - - B.	27 0 0	- -	106 10 0	T. Youn -	5th	B. A. Jackson	3rd	April
				D. Cooper -	2nd	M. Arnold -	2nd	
				S. Johnson -	2nd			
				W. Beeson -	1st			
Lynn, St. John's - N.	26 10 0	- -	69 10 0	W. Targett -	4th	S. Cracknall -	2nd	Dec.
				J. Eggett -	2nd			
				J. W. Chilvers	1st			
Lynn, St. Margaret's (Charity). N.	36 0 0	- -	122 0 0	J. Hipkin -	5th	A. Eggett -	3rd	Nov.
				W. Manhood -	3rd	R. Walker -	2nd	
				P. H. Hammond.	2nd	R. Fidderman	1st	
						K. E. Pitcher -	1st	
Lynn, South, All Saints'. N.	28 0 0	- -	108 0 0	G. Kent - -	5th	H. Halliday -	3rd	Dec.
				R. J. Ives -	3rd			
				E. Bond - -	2nd			
				W. H. Ward -	2nd			
				S. B. Flaxman	1st			
Norwich, Model (Boys). N.	23 0 0	- -	195 10 0	C. Searles -	5th	- - -	—	Nov.
				A. Plumstead	5th			
				A. Woods -	5th			
				F. Woods -	4th			
				W. Wilkinson	3rd			
				C. Taylor -	3rd			
				J. Drake -	3rd			
				A. Capon -	3rd			
				W. Emms -	2nd			
				E. Cannon -	2nd			
Norwich, Model (Girls). N.	14 0 0	- -	180 0 0	- - -	—	M. Groom -	5th	,,
						M. A. Norton -	5th	
						S. Bolton -	4th	
						J. Phillips -	4th	
						M. J. Alger -	3rd	
						S. Wills - -	3rd	
						R. Alger - -	3rd	
						M. A. Cooper -	3rd	
						M. A. Bunn -	3rd	
Norwich, Octagon Chapel. B.	14 0 0	- -	15 0 0	- - -	—	S. Loyd - -	1st	April
Norwich, St. Stephen's. N.	20 0 0	- -	41 10 0	B. Barber -	4th	- - -	—	Oct.
				R. E. Barnes -	3rd			
Redenhall - - N.	25 0 0	- -	15 0 0	- - -	—	A. Church -	1st	Dec.
Reedham - - N.	- -	- -	17 10 0	- - -	—	J. Goffen -	2nd	Oct.
Reepham, St. Mary's N.	10 0 0	- -	25 0 0	- - -	—	E. Fisher -	5th	Dec.

a Retiring pension.

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NORFOLK—*cont.*	£ s. d.	£	£ s. d.					
Ryburgh, Great N.	10 0 0	- -	17 10 0	- - -	—	S. H. Eggleton	2nd	Nov.
Sedgeford - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Syderstone - - N.	10 0 0	- -	20 0 0	- - -	—	L. L. M. Harper	3rd	Nov.
Terrington, St. Clement's. N.	- - -	- -	25 0 0	T. L. Markham	5th	- - -	—	,,
Thornham - N.	11 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Walsingham - - N.	29 0 0	- -	59 0 0	B. Wick -	5th	M. A. Belding	3rd	Nov.
				H. Hunt -	1st			
Winterton - - N.	20 0 0	- -	29 0 0	J. Empson -	1st	- - -	—	,,
				A. H. Sykes -	1st			
Worstead - - N.	15 0 0	- -	39 0 0	J. Ward -	3rd	- - -	—	,,
				R. Starling -	3rd			
Wortwell - - N.	10 0 0	- -	15 0 0	- - -	—	E. Rable -	1st	,,
Yarmouth, Great - B.	16 10 0	- -	110 10 0	H. W. Turrell	5th	- - -	—	April
				J. Bishop -	5th			
				B. Tomkins -	5th			
				W. T. Lummis	5th			
				F. Bishop -	2nd			
Yarmouth, Great, Charity.	- -	- -	22 10 0	W. Bunn -	4th	- - -	—	Dec.
Yarmouth, Great, N. St. Nicholas'.	35 0 0	25	178 10 0	W. C. Sangar -	5th	A. Kemp -	5th	,,
				R. M. Sinclair -	3rd	S. Fish -	4th	
				W. Dye -	2nd	C. Wooley -	3rd	
				J. J. Annetts -	1st	S. Mann -	4th	
						L. Everett -	3rd	
Yarmouth, Great, N. St. Peter's.	43 0 0	- -	163 10 0	E. T. Simmons	5th	E. Deacon -	1st	,,
				J. Green -	4th	A. Swann -	1st	
				T. J. Fill -	3rd	M. Hammond	4th	
				T. Sangar -	2nd	M. Last - -	3rd	
				J. W. Burrage	1st			
Total - -	742 0 0	50	1,956 0 0					
NORTHAMPTONSHIRE.								
Brafield-on-the-Green. N.	10 0 0	- -	15 0 0	- - -	—	E. A. Elkington	1st	Nov.
Brington, Great - N.	15 0 0	- -	22 10 0	J. Rigby -	4th	- - -	—	,,
Croughton - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	,,
Daventry - - B.	10 0 0	- -	- - -	- - -	—	- - -	—	,,
Eydon - - N.	- - -	- -	17 10 0	W. Bull -	2nd	- - -	—	Dec.
Finedon, Endowed -	15 0 0	- -	17 10 0	T. Billing -	2nd	- - -	—	,,
Harleston - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	,,
Kettering - - N.	16 10 0	- -	20 0 0	G. E. Watson	3rd	- - -	—	,,
Kilsby - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	,,
Middleton Cheney N.	20 0 0	- -	17 10 0	W. H. Harper	2nd	- - -	—	Nov.
Northampton, All Saints'. N.	56 10 0	- -	207 0 0	W. Shaw -	4th	C. E. Ward -	4th	,,
				W. H. Ward -	4th	L. Norton -	4th	,,
				A. Watts -	4th	A. Webber -	1st	
				H. Frith -	4th	E. Chambers -	1st	
				W. Baines -	3rd	A. Branston -	1st	
				T. Butcher -	3rd			
Northampton, All Saints', South Quarter. N.	16 0 0	- -	36 10 0	- - -	—	E. Burrows -	4th	,,
						S. Stoker -	1st	
Northampton, St. Giles'. N.	33 10 0	- -	51 10 0	H. Cross -	2nd	M. A. Pendred	2nd	,,
						E. Haddon -	2nd	
Northampton, St. Katherine's. N.	23 0 0	- -	34 0 0	- - -	—	A. Warwick -	3rd	,,
						C. Linnel -	1st	
Northampton, St. Sepulchre's. N.	12 0 0	- -	82 0 0	W. Nunn -	5th	E. Evers -	5th	,,
						E. Griffin -	2nd	
						C. Whiting -	2nd	
Oundle - - - N.	15 0 0	- -	17 10 0	W. Freeman -	2nd	- - -	—	Dec.
Oundle - - - B.	- - -	- -	36 10 0	T. Marriott -	3rd	- - -	—	July
				A. Ireland -	2nd			

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NORTHAMPTONSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Peterborough - N.	16 0 0	- -	51 10 0	- - -	—	S. A. Gosford -	3rd	Nov.
						E. Beisley -	2nd	
						C. Robinson -	1st	
Rockingham - - N.	16 10 0	- -	34 0 0	P. Worley -	3rd	- - -	—	Dec.
				J. Snow -	1st			
Silverstone - Wes.	16 10 0	- -	- - -	- - -	—	- - -	—	April
Thornhaugh - N.	24 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Towcester - - N.	20 0 0	- -	- - -	- - -	—	- - -	—	"
Total -	377 0 0	- -	660 10 0					
NORTHUMBERLAND.								
Acklington - - N.	20 0 0	- -	22 10 0	J. Lambert -	4th	- - -	—	Feb.
Alnwick - - N.	10 0 0	- -	83 10 0	G. Caseley -	4th	J. Huntley -	2nd	Dec.
				G. Harbottle -	1st	F. Arndry -	2nd	
						M. J. Huntley	1st	
Alnwick (Duke of Northumberland's). N.	25 0 0	- -	39 0 0	J. Hunter -	4th	- - -	—	"
				M. Purvis -	2nd			
Alnwick - - B.	21 10 0	- -	- - -	- - -	—	- - -	—	June
Alnwick - - R.C.	15 0 0	- -	36 10 0	E. Murray -	3rd	- - -	—	July
				J. M'Grath -	2nd			
Bellingham, Free N.	16 10 0	- -	- - -	- - -	—	- - -	—	March
Berwick-on-Tweed, Charity.	25 0 0	- -	72 10 0	J. Drummond	5th	- - -	—	April
				H. Renton -	2nd			
				J. Wallace -	2nd			
				R. Yelloby -	2nd			
Berwick-on-Tweed N. (Infant).	15 0 0	- -	39 0 0	- - -	—	A. Brown -	3rd	June
						J. Brown -	2nd	
Broomhaugh, Village. N.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Cambo - - - N.	21 10 0	- -	20 0 0	J. Bell - -	3rd	- - -	—	Feb.
Corbridge - - N.	20 0 0	- -	29 0 0	J. Kepple -	1st	- - -	—	"
				W. Hedley -	1st			
Crookham - Pres.	15 0 0	- -	- - -	- - -	—	- - -	—	July
Earsdon - - N.	15 0 0	- -	15 0 0	R. T. Bell -	1st	- - -	—	May
Heddon-on-the-Wall. N.	15 0 0	- -	44 0 0	W. Tulip -	5th	- - -	—	Feb.
				G. Nixon -	3rd			
Hexham, St. Mary's R.C.	- -	- -	35 0 0	J. Armstrong	1st	J. Armstrong -	3rd	July
Hexham, Subscription. N.	35 0 0	- -	129 10 0	T. Ritson -	5th	A. Oliver -	[illegible]	Oct.
				T. Rind - -	5th	E. Nichol -	[illegible]	
				H. H. Pearson	4th	M. A. Hedley -	[illegible]	
						A. Dodd -	1st	
Horncliffe - - B.	15 0 0	- -	17 10 0	G. Park - -	2nd	- - -	—	June
Houghton, Long N.	15 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Lowick - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Mickley - - N.	15 0 0	- -	34 0 0	J. Carr - -	2nd	- - -	—	Aug.
				M. Bates -	2nd			
Morpeth, Presbyterian	15 0 0	- -	15 0 0	W. Purdy -	1st	- - -	—	July
Morpeth, St. James' N.	26 0 0	- -	52 0 0	W. Watson -	5th	- - -	—	March
				J. W. Crake -	1st			
				P. Carse -	1st			
Newbrough - N.	20 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Newcastle-on-Tyne (Castle Garth). N.	18 0 0	- -	47 0 0	W. Porrett -	2nd	- - -	—	March
				G. Wilson -	2nd			
				J. E. Smith -	1st			
Newcastle-on-Tyne, Clergy Jubilee Trade.	15 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Newcastle-on-Tyne, Jubilee. B.	18 0 0	- -	93 10 0	J. K. Hay -	2nd	- - -	—	July
				J. Murray -	2nd			
				T. Bulman -	2nd			
				J. Meek - -	2nd			
				E. J. C. Chapman	2nd			
				W. Richardson	1st			

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NORTHUMBERLAND—*cont.*	£ s. d.	£	£ s. d.					
Newcastle-on-Tyne, N. St. Andrew's.	20 0 0	- -	145 0 0	J. Fleming -	4th	M. B. Gibbon -	3rd	March
				S. Storey -	4th	M. Willoughby	3rd	
				F. Woodmass -	4th	H. Atkinson -	1st	
				T. Cosser -	2nd	J. Atkinson -	1st	
Newcastle-on-Tyne, R.C. St. Andrew's.	38 0 0	- -	242 10 0	C. M'Key -	5th	M. A. Crudis	5th	July
				F. Young -	3rd	M. Kain - -	4th	
				J. M'Iver -	3rd	E. M. Grehan -	4th	
				W. Kelly -	3rd	E. Crudis -	3rd	
				D. Horricks -	1st	I. Wilson -	3rd	
						E. Murphy -	2nd	
						E. M'Kay -	2nd	
						E. Moore -	2nd	
Newcastle-on-Tyne, N. St. John's.	30 0 0	- -	106 10 0	W. Davidson -	5th	E. Charlton -	2nd	April
				J. Brown -	3rd	M. Ainsley -	2nd	
				J. Graham -	2nd			
				J. Cross - -	1st			
Newcastle, St. N. Thomas'.	20 0 0	- -	98 0 0	R. Willoughby	5th	- - -	—	„
				J. V. Jermez -	4th			
				W. Mackreth -	4th			
				W. Dickson -	3rd			
				W. Robson -	1st			
Norham - - N.	10 0 0	- -	22 10 0	- - -	—	H. Wall -	4th	„
Ovington - - N.	15 0 0	- -	39 0 0	J. R. Waugh -	3rd	- -	—	March
				J. Waugh -	3rd			May
Scremerston - - N.	21 10 0	- -	15 0 0	W. Balmer -	1st	- - -	—	„
Shields, North Pres.	11 0 0	- -	22 10 0	- - -	—	S.S. Williamson	4th	
Shields, North - R.C.	10 0 0	- -	76 0 0	P. Ford - -	1st	M. A. M'Cullagh	3rd	July
				J. Ilvenna -	1st	M. J. Graham	1st	
						E. Moore -	1st	
Shields, North, Union B.	11 0 0	- -	47 0 0	- - -	—	C. Hutchinson	3rd	June
						E. Lowrie -	1st	
						M. Gascoigne	1st	
Shoreswood - N.	15 0 0	- -	15 0 0	G. Young -	1st	- - -	—	April
Sugley - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Warrenford - - B.	15 0 0	- -	- - -	- - -	—	- - -	—	July
Whittonstall - N.	20 0 0	- -	15 0 0	W. Brown -	1st	- - -	—	Feb.
Wooler, Presbyterian	21 10 0	- -	31 10 0	J. Turnbull -	2nd	- - -	—	June
				J. Campbell -	1st			
Wylam, Village - B.	15 0 0	- -	- - -	- - -	—	- - -	—	July
Total -	744 10 0		1,700 0 0					
NOTTINGHAMSHIRE.								
Balderton - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Beckingham - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Beeston - - N.	15 0 0	- -	15 0 0	G. Howitt -	1st	- - -	—	April
Carrington - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Chirwell - - Par.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Collingham - - N.	- -	- -	36 10 0	R. Bradley -	4th	- - -	—	April
				H. G. Chapman	1st			
Collingham - Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Eastwood - - N.	27 0 0	- -	51 10 0	J. Sheldon -	3rd	F. Birkin -	1st	April
				W. Roe - -	2nd			
Epperstone - - N.	27 10 0	- -	- - -	- - -	—	- - -	—	March
Farnsfield - - Wes.	- -	- -	17 10 0	H. Tomlinson	2nd	- - -	—	Dec.
Hucknall Torkard N.	15 0 0	- -	29 0 0	H. Gration -	1st	- - -	—	April
				C. Paulson -	1st			
Ison Green - - N.	25 0 0	- -	32 10 0	G. Clifton -	2nd	E. Turney -	1st	March
Lenton - - - N.	44 0 0	- -	140 10 0	G. Burgoin -	5th	M. Tattersall	4th	„
				H. J. Smith -	3rd	E. Peach -	1st	
				T. Shaw - -	2nd	M. J. Pringle	1st	
				S. T. W. Grose	2nd	S. A. Wragg -	1st	
Lowdham - - N.	18 0 0	- -	31 10 0	W. T. Harrap	2nd	- - -	—	April
				D. Parr -	1st			
Mansfield - - Wes.	16 10 0	- -	15 0 0	R. Bailey -	1st	- - -	—	Dec.

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NOTTINGHAMSHIRE—*cont.*								
Newark - - Wes.	18 0 0	- -	70 10 0	J. Oldham -	3rd	A. E. Garnett	3rd	Dec.
				G. Haywood -	2nd	B. Ward -	1st	
Newark, Ch. Ch. - N.	25 0 0	- -	64 0 0	J. Cook -	5th	H. A. Camm -	5th	March
						E. Camm -	1st	
Nottingham, High B. Pavement.	10 0 0	- -	31 10 0	- - -	—	A. Aldam -	2nd	Dec.
						L. Kerry -	1st	
Nottingham, St. R.C. Barnabas',	21 10 0	- -	31 10 0	W. Taylor -	2nd	- - -	—	Sept.
				J. Beckett -	1st			
Nottingham, St. - N. James', (Rutland Street).	10 0 0	- -	29 0 0	- - -	—	E. Cross -	1st	March
						S. A. Winfield	1st	
Nottingham, St. - N. John's.	27 0 0	- -	72 0 0	J. Harris -	3rd	M. A. Gilbert -	3rd	,,
				J. G. Gilbert -	2nd			
				W. Whitaker -	2nd			
Nottinghom, St. - N. Mary's.	25 0 0	- -	30 0 0	W. Watson -	1st	S. A. Parr -	1st	,,
Nottingham, St. R.C. Mary's.	50 0 0	- -	183 10 0	- - -	—	E. Seymour -	5th	Sept.
						J. Skiffen -	5th	
						E. Cowlam -	4th	
						C. Morley -	3rd	
						M. J. Shearman	3rd	
						F. Barker -	3rd	
						E. Cole -	3rd	
						M. Clifton -	1st	
						A. Walton -	1st	
						H. Smith -	1st	
Nottingham, Trinity N.	33 10 0	- -	166 0 0	P. Greene -	5th	F. E. Williams	4th	March
				F. H. Spenser	2nd	L. Boyce -	2nd	
				J. Burgoyne -	2nd	M. A. Addicott	1st	
				J. Cooper -	2nd			
				H. Whitfield -	2nd			
				G. Wroughton	1st			
				T. Needham -	1st			
Ollerton - - N.	15 0 0	- -	112 10 0	J. N. Dufty -	5th	H. Eaton -	4th	April
				G. Woodhead	5th			
				C. Hufton -	4th			
				W. Hawes -	4th			
Radford, New - N.	23 0 0	- -	15 0 0	J. Stufford -	1st	- - -	—	March
Snenton - - N.	25 0 0	- -	31 10 0	A. Marshall -	2nd	- - -	—	,,
				J. Collishaw -	1st			
Southwell - - N.	33 0 0	- -	32 10 0	P. Donson -	2nd	E. Smith -	1st	,,
Stapleford, St. John's N.	21 10 0	- -	20 0 0	J. T. Roper -	3rd	- - -	—	April
Sturton - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Sutton-in-Ashfield N.	15 0 0	- -	15 0 0	- - -	—	E. Jennings -	1st	April
Worksop (Castle Hill), Infants.	10 0 0	- -	15 0 0	- - -	—	M. A. Law -	1st	March
Worksop, St. - R.C. Mary's.	10 0 0	- -	- - -	- - -	—	- - -	—	Sept.
Total - -	650 10 0	- -	1,288 10 0					
OXFORDSHIRE.								
Assendon - - R.C.	10 0 0	- -	22 10 0	- - -	—	M. Clewer -	4th	March
Banbury - - N.	49 0 0	- -	140 0 0	G. Charles -	5th	M. Weller -	5th	May
				R. Pitson -	1st	C. Gardner -	5th	
						M. Adams -	3rd	
						E. Johnson -	2nd	
						S. P. Barnes -	2nd	
Banbury - - B.	10 0 0	- -	132 0 0	C. J. Dawson	5th	S. Miles -	[illegible]	Oct.
				T. Riley -	2nd	H. Hearn -	3rd	
				F. Butler -	2nd	M. Davis -	3rd	
				W. Moffatt -	2nd			

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OXFORDSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Banbury, Central, B. Infant.	- -	- -	75 0 0	- - -	—	E. Glaze -	4th	Oct.
						C. Wills -	4th	
						F. Sparrow -	3rd	
						A. M. Hyde -	1st	
Banbury, St. - R.C. John's.	10 0 0	- -	44 0 0	- - -	—	H. Turner -	4th	March
						M. Briscoe -	4th	
Beckley - - N.	15 0 0	- -	20 0 0	G. Hawkins -	3rd	- - -	—	May
Benson - - N.	15 0 0	- -	64 10 0	- - -	—	E. Spyer -	4th	June
						E. Honey -	4th	
						E. A. Eccleston	4th	
Benson - - B.	15 0 0	- -	22 10 0	R. T. Vernon -	4th	- - -	—	April
Broughton-cum-Filkins. N.	20 0 0	- -	17 10 0	E. Robinson -	2nd	- - -	—	May
Burford and Full-brooke. N.	15 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Chadlington (Infant). N.	10 0 0	- -	15 0 0	- - -	—	A. Thackthwaite.	1st	June
Cherwell (Infants). B.	10 0 0	- -	59 10 0	- - -	—	E. Shaw -	5th	Oct.
						A. Humphries	4th	
						E. Humphries	1st	
Chinnor - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	June
Chipping Norton - N.	23 0 0	- -	22 10 0	C. Warren -	4th	- - -	—	March
Chipping Norton - B.	30 10 0	- -	49 0 0	E. Smith -	2nd	A. Morris -	2nd	April
						F. Parsons -	1st	
Churchill and Sarsden. N.	18 0 0	50	- - -	- - -	—	- - -	—	June
Cowley - - N.	15 0 0	- -	22 10 0	T. Parkinson -	4th	- - -	—	May
Cuddesdon - - N.	- -	- -	25 0 0	W. Gunn	5th	- - -	—	„
Culham (Oxford Diocesan) Practising.	20 0 0	- -	- - -	- - -	—	- - -	—	June
Ewelme - - Par.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Goring - - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	„
Henley-on-Thames N.	30 0 0	- -	81 0 0	E. Leaver -	2nd	E. White -	3rd	May
				J. W. Wix -	2nd	E. White -	1st	
				J. Cook -	1st		—	
Ibstone - - N.	12 0 0	- -	22 10 0	- - -	—	E. Child -	4th	„
Iffley - - - N.	10 0 0	- -	17 10 0	- - -	—	S. Burborough	2nd	June
Kingham - - N.	10 0 0	- -	- - -	- - -	—	- - -		„
Kirtlington - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Launton - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	„
Lewknor - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	May
Nuneham - - N.	20 0 0	- -	31 10 0	- - -	—	A. White -	2nd	June
						M. A. Pitson -	1st	
Oxford, Blue Coat -	15 0 0	- -	- - -	- - -	—	- - -	—	„
Oxford, City - P.U.	- -	- -	24 0 0	H. Wiggins -	4th	- - -	—	Aug.
				T. Browning -	2nd		—	
Oxford, St. Al-date's. Par.	10 0 0	- -	15 0 0	- - -	—	A. West - -	1st	June
Oxford, St. Mary's N.	15 0 0	- -	15 0 0	J. T. Bateman	1st	- - -	—	May
Oxford, St. Paul's N.	34 0 0	- -	101 10 0	A. H. Thomas	2nd	E. S. Michaux	5th	„
				J. Butler -	2nd	A. Binham -	2nd	
						S. Steptor -	1st	
						A. Martin -	1st	
Rollright, Great - N.	10 0 0	- -	- - -	- - -	—	- - -	—	June
Shipton-under-Wychwood. N.	15 0 0	- -	15 0 0	J. Barlow -	1st	- - -	—	„
Tew, Great, Endowed	25 0 0	- -	35 0 0	C. Perryman -	2nd	R. Hartley -	2nd	„
Witney - - - N.	- -	- -	25 0 0	J. L. Rowles -	5th	- - -	—	May
Witney - - Wes.	15 0 0	- -	39 0 0	- - -	—	M. H. Keys -	5th	Oct.
						W. Sheppard -	1st	
Woodstock - - N.	45 0 0	- -	44 0 0	H. Raggett -	1st	M. A. Danbury	1st	June
						L. Harness -	1st	
Total - -	621 10 0	50	1,197 10 0					

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RUTLANDSHIRE.	£ s. d.	£	£ s. d.					
Exton - - - N.	15 0 0	- -	29 0 0	- - -	—	E. Crowe -	1st	Dec.
						M. A. Hibbitt	1st	
Hambleton - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Oakham - - N.	35 0 0	- -	71 10 0	R. Mills - -	4th	M. A. Goucher	2nd	Dec.
						E. Mills - -	2nd	
						L. Lewin -	1st	
Uppingham - - N.	25 0 0	- -	22 10 0	W. O. Baines	4th	- - -	—	July
Total - -	90 0 0	- -	123 0 0					
SHROPSHIRE.								
Bishop's Castle - N.	15 0 0	- -	20 0 0	W. Richards -	3rd	- - -	—	June
Bridgenorth, St. Mary's and St. Leonard's. N.	18 0 0	- -	65 10 0	A. Jordan -	2nd	E. A. Dairs -	2nd	May
				E. Barker -	2nd	E. Pinkstone -	1st	
Bridgenorth, St. Mary's, Lowtown. N.	15 0 0	25	17 10 0	J. Woodhouse	2nd	- - -	—	,,
Broseley - - N.	26 10 0	- -	75 0 0	E. Blockley -	4th	R. F. Hughes -	2nd	,,
				J. Williams -	4th	B. Beddow -	1st	
Clun - - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Coalbrookdale - B. Company's (Boys).	10 0 0	- -	- - -	- - -	—	- - -	—	May
Coalbrookdale - N. (Girls).	10 0 0	- -	39 0 0	- - -	—	F. Briscoe -	3rd	,,
						S. Bailey -	3rd	
						S. E. Langford (*Honorary*).	1st	
Dawley, Pool Hill, N. Coalbrookdale Company's.	32 0 0	- -	91 10 0	D. Lambert -	2nd	H. Ellis - -	2nd	June
				A. Rider -	1st	H. Sandlands	2nd	
						J. Lambert -	1st	
						B. Roden -	1st	
Donnington Wood N.	35 0 0	- -	67 0 0	T. Williams -	4th	T. J. Jackson -	1st	,,
				G. Bott - -	2nd			
				J. Jervis - -	1st			
Drayton, Little - N.	- -	- -	15 0 0	J. H. Spence -	1st	- - -	—	,,
Ellesmere - N.	12 0 0	- -	- - -	- - -	—	- - -	—	,,
Ironbridge (Severn side).	13 0 0	- -	15 0 0	- - -	—	A. Thomason -	1st	May
Jackfield - - N.	- -	- -	34 0 0	H. D. Hughes	2nd	- - -	—	,,
				W. Hancock -	2nd			
Ketley - - N.	16 10 0	- -	31 10 0	J. V. Thomas -	2nd	- - -	—	,,
				W. H. Bailey -	1st			
Lilleshall - - N.	15 0 0	- -	34 0 0	T. Cartwright	3rd	- - -	—	June
				S. Dudley -	1st			
Ludlow - - N.	25 0 0	- -	29 0 0	H. Child -	1st	- - -	—	July
				C. Felton -	1st			
Madeley - - N.	30 0 0	- -	109 0 0	J. Lincoln -	4th	M. R. Randall	4th	June
				S. Goode -	3rd	P. A. Randall -	2nd	
						E. Hopwood -	2nd	
						G. M. Herring	1st	
Madeley Wood - Wes.	15 0 0	- -	36 10 0	W. York -	3rd	- - -	—	March
				L. Tranter -	2nd			
Market Drayton - N.	10 0 0	- -	35 0 0	J. Montford -	2nd	S. Laynton -	2nd	July
Martin's, St. (The Lodge). N.	25 0 0	- -	15 0 0	T. Lloyd - -	1st	- - -	—	June
Middle - - - N.	16 10 0	- -	17 10 0	E. Wainwright	2nd	- - -	—	May
Middleton in Chirbury. N.	13 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Much Wenlock - N.	15 0 0	- -	31 10 0	W. Birch -	2nd	- - -	—	May
				R. Corfield -	1st			
Oldbury - - N.	30 0 0	- -	78 0 0	C. Preston -	5th	A. Eaton -	1st	April
				J. Hill - -	5th	P. Robinson -	1st	
Oldbury Chance's) -	33 0 0	- -	32 10 0	W. P. Beach -	2nd	E. Thompson -	1st	,,
Oldbury - - Wes.	10 0 0	- -	73 0 0	J. T. Hardy -	3rd	E. Dyson -	3rd	Feb.
				J. Parkes -	3rd	S. Dyson -	1st	

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SHROPSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Oswestry - - N.	21 10 0	- -	61 10 0	J. Lewis -	5th	E. Evans -	3rd	Aug.
				R. E. Jones -	2nd			
Pontesbury - - N.	20 0 0	- -	42 0 0	T. Smout -	1st	- - -	—	June
				A. Carey -	1st			
				J. Pugh -	1st			
Prees - - - N.	- -	- -	17 10 0	J. Jenkins -	2nd	- - -	—	„
Rodington - - N.	15 0 0	- -	20 0 0	T. Reynolds -	3rd	- - -	—	„
Shiffnal - - N.	30 0 0	- -	15 0 0	- - -	—	E. Griffiths -	1st	May
Shrewsbury - - B.	16 10 0	- -	74 0 0	E. Edwards -	5th	A. H. Clinton -	5th	Aug.
						H. Briggs -	5th	
Shrewsbury, St. Mary's and St. Michael's. N.	25 0 0	- -	73 0 0	W. Ridgway -	4th	A. Probert -	1st	May
				W. Wynn -	4th	C. Peplow -	1st	
Stokesay - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	July
Wellington - - N.	15 0 0	- -	44 0 0	H. Corbett -	1st	T. Hughes -	1st	May
				J. Davies -	1st			
Wem - - - N.	16 10 0	- -	29 0 0	E. Astley -	1st	- - -	—	June
				E. Latham -	1st			
Westbury - - N.	18 0 0	- -	44 0 0	E. Nicholls -	5th	- - -	—	May
				C. Cadwallader	3rd			
Whitchurch (Boys) N.	18 0 0	- -	47 0 0	W. Johnson -	2nd	- - -	—	„
				W. Maddock -	2nd			
				C. Taylor -	1st			
Whitchurch (Girls) N.	- -	- -	44 0 0	- - -	—	E. Cox - -	4th	
						S. Jarvis -	4th	
Worthen - - N.	- -	- -	46 10 0	T. Evans -	5th	- - -	—	„
				T. Williams -	4th			
Wrockwardine - N.	18 0 0	- -	15 0 0	W. Oliver -	1st	- - -	—	„
Total - -	684 0 0	25	1,534 10 0					
SOMERSETSHIRE.								
Backwell - - N.	- -	- -	20 0 0	W. Sperrin -	3rd	- - -	—	Dec.
Bath - - - P.U.	- -	- -	51 15 0	H. Hobbs -	4th	M. A. Godfrey	5th	Aug.
				G. Porch -	2nd	M. A. Adams -	4th	
Bath - - - R.C.	30 0 0	- -	101 0 0	A. Barry -	5th	L. A. Barry -	4th	June
				J. Palmer -	4th	J. Lansdowne	2nd	
						M. Hoskins -	2nd	
Bath, Abbey Street, St. James' (Infants). N.	10 0 0	20	67 10 0	- - -	—	M. A. Frost -	5th	Dec.
						E. Slaughter -	2nd	
						E. Hares -	1st	
						E. Taylor -	1st	
Bath and Bath Forum. B.	- -	- -	41 10 0	W. Badcock -	5th	- - -	—	March
				W. Eagle -	2nd			
Bath, Beacon Hill N.	- -	- -	35 0 0	F. J. Noad -	3rd	J. A. Tucker -	1st	Nov.
Bath, Octagon Chapel. N.	10 0 0	- -	15 0 0	- - -	—	S. Roles - -	1st	Dec.
Bath, St. Saviour's N.	30 0 0	- -	70 10 0	T. Hill - -	2nd	E. Pinker -	5th	Nov.
				J. Ball - -	1st	H. Marks -	1st	
Bath, Walcot, St. Swithen's. N.	11 0 0	- -	173 0 0	J. P. Rogers -	3rd	S. Webber -	5th	„
				R. Brooke -	3rd	E. S. Masters -	5th	
				R. S. Woodland.	2nd	F. Mucklewin	4th	
						L. Gait - -	3rd	
				A. Carter -	2nd	C. Collins -	2nd	
Bath, Trinity - N.	18 0 0	- -	70 10 0	C. Blagdon -	3rd	E. M. Pike -	3rd	„
				W. Buckingham.	1st	H. I. Parsons -	2nd	
Bath, Weymouth House. N.	26 0 0	- -	140 0 0	J. Roberts -	3rd	C. C. Wilks -	4th	Dec.
				E. Taylor -	3rd	E. W. Wilks -	3rd	
				W. Collins -	2nd	H. Brown -	2nd	
				W. L. Wilks -	1st	M. Chappell -	2nd	
Beckington - - N.	13 0 0	- -	15 0 0	- - -	—	M. A. Todd -	1st	June

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	£	s.	d.	£	£	s. d.					
SOMERSETSHIRE—*cont.*											
Bedminster - - N.	12	0	0	- -	168	0 0	J. H. Williams	5th	M. J. Wilkins	3rd	Nov.
							J. Cox - -	4th	M. Poole -	3rd	
							E. G. Harden	3rd	A. Salter -	3rd	
							B. T. P. Tennear	2nd	A. M. Haskins	3rd	
							C. H. Tennear	1st			
Bedminster - - B.	25	0	0	- -	116	10 0	W. Bonberry -	3rd	J. Edbrooke -	5th	March
							J. N. Lovell -	3rd	M. E. Hammatt	3rd	
							J. Kingdon -	2nd	S. P. Carter -	3rd	
Bishop's Hull - N.	11	0	0	- -	17	10 0	- - -	—	S. Trott - -	2nd	Feb.
Bridgewater (Girls) N.	10	0	0	- -	17	10 0	- - -	—	S. A. Alexander	2nd	,,
Bridgewater (Dr. Morgan's). N.	15	0	0	- -	47	0 0	T. J. Foster -	2nd	- - -	—	,,
							W. Barker -	2nd			
							T. A. Manchip	1st			
Bridgewater, Provident Place (Infant).	10	0	0	- -	44	0 0	- - -	—	E. M. Burton -	5th	Oct.
									L. Burton -	3rd	
Bruton - - - N.	-	-	-	- -	36	10 0	- - -	—	E. Hull - -	3rd	Dec.
									M. S. Wheaton	2nd	
Butleigh - - Par.	21	10	0	- -	51	10 0	E. Watson -	3rd	G. Richards -	1st	Sept.
							T. Moore -	2nd			
Cannington - - N.	15	0	0	20	36	10 0	- - -	—	R. Rice - -	3rd	Feb.
									H. B. Onion -	2nd	
Castle Cary - - N.	15	0	0	- -	-	- -	- - -	—	- - -	—	Oct.
Charlton, West - N.	15	0	0	- -	-	- -	- - -	—	- - -	—	Feb.
Cleeve, Old - - N.	-	-	-	- -	20	0 0	T. Cridland -	3rd	- - -	—	Jan.
Coker, East - - B.	21	10	0	- -	103	10 0	G. Gill - -	5th	G. Wakefield -	5th	Oct.
							A. D. Lucas -	1st	S. Mullings -	5th	
									M. A. Giles -	2nd	
Combe Down - N.	21	10	0	- -	15	0 0	E. Bradfield -	1st	- - -	—	Nov.
Combe, St. Nicholas' N.	23	0	0	- -	17	10 0	E. R. Denning	2nd	- - -	—	Feb.
Crewkerne - - N.	31	10	0	- -	59	0 0	J. Light - -	3rd	C. Brake -	5th	,,
							A. Brake -	1st			
Curry, North - N.	15	0	0	- -	34	0 0	- - -	—	J. Salway -	3rd	,,
									M. J. Bellinger	1st	
Dunster - - Wes.	15	0	0	- -	20	0 0	E. Edbrooke -	3rd	- - -	—	Oct.
Evercreech, Ch. Ch. N.	32	0	0	25	56	10 0	J. Clavey -	3rd	E. C. Bentley -	3rd	Nov.
									E. J. Butler -	2nd	
									J. March -	1st	
									(*Honorary*).		
Failand - - N.	-	-	-	- -	15	0 0	J. Wedmore (S.M.)	4th	- - -	—	Dec.
Freshford - - Par.	13	0	0	- -	22	10 0	- - -	—	E. Holley -	4th	Nov.
Frome, Milk Street B.	10	0	0	- -	-	- -	- - -	—	- - -	—	March
Frome Selwood - N.	25	0	0	- -	-	- -	- - -	—	- - -	—	Nov.
Glastonbury - - N.	25	0	0	- -	34	0 0	H. J. Taylor -	2nd	- - -	—	Feb.
							T. Hewett -	2nd			
Keynsham - - N.	15	0	0	- -	-	- -	- - -	—	- - -	—	Nov.
Lyncombe, St. Mark's. N.	11	0	0	- -	151	0 0	A. Snelgrove -	1st	J. Wingrove -	4th	,,
							C. Taylor -	1st	C. Brice - -	1st	
									J. Greenslade -	5th	
									M. L. Hellier -	3rd	
									C. Smith -	2nd	
									E. Singer -	1st	
									C. G. Brain -	1st	
Lyncombe and Widcombe. N.	28	0	0	- -	70	10 0	H. Stephens -	3rd	S. Gibbs -	3rd	,,
							T. Holland -	2nd	F. Cowen -	1st	
Martock - - N.	15	0	0	- -	20	0 0	J. T. Wellington	3rd	- - -	1st	Feb.
Merriott - - N.	15	10	0	- -	-	- -	- - -	—	- - -	—	June
Midsomer Norton - N.	-	-	-	- -	46	10 0	J. Millward -	5th	- - -	—	Nov.
							F. Gulliford -	4th			
Milborne Port - N.	15	0	0	- -	-	- -	- - -	—	- - -	—	Feb.
Milborne Port - B.	-	-	-	- -	15	0 0	E. Lewis - -	1st	- - -	—	Oct.
Milverton - - N.	25	0	0	- -	116	0 0	J. R. Stook -	5th	E. Templar -	4th	Feb.
							T. Zeal - -	3rd	E. Thomas -	3rd	
							C. Williams -	2nd	H. Shears -	1st	
Montacute - - N.	18	0	0	- -	71	10 0	G. Hayes -	5th	J. Pridham -	4th	Jan.
							W. Brickell -	5th			

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SOMERSETSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Nailsea, Parochial N.	18 0 0	- -	- - -	- - -	—	- - -	—	June
Nailsea, Ch. Ch. - N.	- -	- -	15 0 0	W. Jenkins -	1st	- - -	—	„
Nether Stowey - N.	15 0 0	- -	34 0 0	J. Ware - -	3rd	- - -	—	March
				W. V. Williams	1st			
Nettlecombe Yard N.	15 0 0	- -	25 0 0	E. Davis - -	5th	- - -	—	Feb.
Paulton - - N.	28 0 0	- -	56 10 0	J. Churchill -	4th	E. Pyke - -	3rd	Nov.
						E. Dunkerton	1st	
Pennard, West - N.	33 0 0	- -	73 0 0	S. James -	3rd	D. Adams -	3rd	Jan.
				J. Humphreys	2nd	M.A.C.Cromwell	2nd	
Petherton, North - N.	16 10 0	20	17 10 0	W. Venn -	2nd	- - -	—	Feb.
Pill, Benevolent - -	29 0 0	- -	83 10 0	J. Fairbairn -	4th	I. Case - -	2nd	April
				M. Johnson -	1st	E. Parsons -	2nd	
						E. Bryant -	1st	
Portishead - - N.	10 0 0	- -	20 0 0	- - -	—	E. A. Summers	3rd	Nov.
Radstock - - N.	16 10 0	- -	15 0 0	H. Carter -	1st	- - -	—	„
Redcliffe, St. Mary's N.	10 0 0	- -	84 0 0	J. Perry - -	1st	S. Harden -	1st	Dec.
				J. Ewart -	1st	M. A. Larcomb	1st	
				J. Tucker -	1st			
				J. W. Helsdon	1st			
Rockwell Green - N.	16 10 0	- -	75 0 0	J. S. Janes -	5th	- - -	—	Feb.
				J. Salter -	4th			
				M. Hurley -	2nd			
				R. Clapp -	1st			
Street and Walton N.	- -	- -	39 0 0	J. Bartlett -	3rd	- - -	—	Oct.
				H. Hodges -	3rd			
Taunton - - B.	26 0 0	- -	147 10 0	C. Reakes -	3rd	E. Webber -	5th	„
				J. E. Flood -	1st	H. Stagg -	5th	
				J. French -	1st	L. Pope - -	3rd	
						E. Wood -	3rd	
						E. Mason -	2nd	
Taunton, Central - N.	25 0 0	- -	80 0 0	A. Copham -	3rd	H. E. Gill -	1st	Feb.
				G. Simmons -	3rd			
				J. C. Tucker -	1st			
				J. Beaton -	1st			
Taunton, Original B. (Infant).	13 0 0	- -	41 10 0	- - -	—	D. Witcombe -	4th	Oct.
						M. J. French -	3rd	
Taunton, Trinity - N.	- -	- -	41 10 0	H. Allen -	5th	- - -	—	Jan.
				H. Godfree -	2nd			
Thorn Falcon. Manor N.	12 0 0	- -	- - -	- - -	—	- - -	—	„
Twerton - Par.	18 0 0	- -	49 0 0	R. Davies -	3rd	C. Roberts -	1st	Nov.
				L. G. Derrick -	1st			
Wellington - - N.	16 10 0	- -	88 10 0	H. Coram -	4th	E.H.Blackmore	3rd	Feb.
				J. Ebdon -	2nd	M. Coram -	2nd	
						M. A. Janes -	1st	
Wellington - - B.	18 0 0	- -	31 10 0	F. Dyer - -	2nd	- - -	—	Oct
				W. T. Brooks -	1st			
Wellow - - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	July
Weston (near Bath) N.	25 0 0	- -	73 0 0	G. Symons -	2nd	H. Freeth -	4th	Nov.
				G. Taylor -	1st	A. Richards -	3rd	
Weston-super-Mare N.	- -	- -	74 10 0	H. Ashley -	3rd	C. Poynter -	3rd	„
				J. Harding -	3rd			
				J. Stride -	2nd			
Widcombe (Infant) Par.	10 0 0	- -	- - -	- - -	—	- - -	—	„
Wincanton - - N.	- -	- -	20 0 0	- - -	—	M. E. Read -	3rd	Jan.
Wookey - - N.	10 0 0	- -	15 0 0	- - -	—	E. Thomas -	1st	May
Wraxall, Trinity - N.	25 0 0	- -	42 10 0	E. Bryant -	4th	E. Price - -	3rd	Dec.
Wrington - - N.	10 0 0	- -	17 10 0	- - -	—	L. M. Padfield	2nd	June
Yeovil - - - N.	25 0 0	- -	31 10 0	W. Sugg - -	2nd	- - -	—	Jan.
				E. Hodges -	1st			
Total -	1,129 10 0	85	3,514 5 0					

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STAFFORDSHIRE.	£ s. d.	£	£ s. d.					
Alrewas - - N.	15 0 0	- -	31 10 0	M. Ward -	2nd	- - -	—	Dec.
				R. Wiggin -	1st			
Alton, St. John's - R.C.	21 10 0	- -	25 0 0	H. Walker -	5th	- - -	—	Oct.
Amblecote - - N.	20 0 0	- -	29 0 0	W. Scott -	1st	- - -	—	Jan.
				C. Broughton	1st			
Arley, Upper - N.	21 10 0	- -	- - -	- - -	—	- - -	—	May
Audley - - - N.	15 0 0	- -	44 0 0	J. F. Earp -	1st	E. Scott - -	1st	Oct.
						C. Rubotham -	1st	
Audley - - Wes.	16 10 0	- -	15 0 0	C. Weaver -	1st	- - -	—	Nov.
Betley - - - N.	25 0 0	- -	35 0 0	E. Arnold -	3rd	S. Phillips -	1st	Sept.
Biddulph Moor - N.	- -	- -	15 0 0	G. May - -	1st	- - -	—	,,
Bilston, St. Joseph's R.C.	10 0 0	- -	108 0 0	J. Green -	4th	J. Williams -	5th	,,
						M. A. Shale -	4th	
						H. Perkins -	1st	
						J. Callighan -	1st	
						E. Dee - -	1st	
Bilston, St. Leonard's N.	15 0 0	- -	46 10 0	H. Jackson -	5th	- - -	—	Oct.
				W. Breeze -	4th			
Bilston, St. Mary's - N.	18 0 0	- -	47 0 0	W. E. Russell	2nd	- - -	—	March
				I. Lloyd - -	2nd			
				H. Hammond	1st			
Blymhill - - Par.	10 0 0	- -	- - -	- - -	—	- - -	—	May
Brereton - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	March
Breewood, St. Mary's. R.C.	- -	- -	20 0 0	- - -	—	J. Price - -	3rd	Sept.
Brierley Hill - N.	- -	- -	20 0 0	T. E. Gibson -	3rd	- - -	—	March
Brierley Hill - Wes.	18 0 0	- -	49 10 0	J. Brazier -	3rd	- - -	—	,,
				W. A. Turner -	2nd			
				J. T. Milliner -	1st			
Bromwich, West, All Saints'. N.	37 0 0	- -	59 0 0	J. Tinsley -	3rd	E. A. Batchelor	4th	,,
						S. Goring -	2nd	
Bromwich, West, Ch. Ch. N.	10 0 0	- -	15 0 0	- - -	—	E. Parkes -	1st	,,
Bromwich, West, (Gold's Hill). N.	47 10 0	25	15 0 0	- - -	—	H. Matthews -	1st	Feb.
Bromwich, West, (Hill Top). Wes.	25 0 0	25	34 0 0	- - -	—	S. A. Stokes -	3rd	,,
						M. A. Richards	1st	
Bromwich, West, Wes.	26 10 0	- -	138 0 0	M. Bayliss -	3rd	S. Hall - -	1st	,,
				W. Leury -	3rd	E. Stocking -	1st	
				D. Hughes -	2nd			
				J. Turvey -	2nd			
				C. Perks - -	1st			
				J. Payne -	1st			
				G. Morris -	1st			
Bromwich, West, St. James'. N.	32 0 0	- -	113 0 0	C. Walters -	2nd	E. Marsh -	5th	April
						E. Marsh -	4th	
						E. Brazier -	3rd	
						E. Morris -	2nd	
						M. M'Gill -	2nd	
Bromwich, West, (Summit). B.	26 0 0	- -	64 0 0	S. Mason -	5th	A. Holloway -	1st	Feb.
				W. Holloway -	5th			
Bromwich, West, Trinity. N.	34 0 0	- -	59 0 0	J. Williams -	4th	E. Wright -	4th	March
				C. Williams -	1st			
Burslem, St. John's, Par.	27 0 0	- -	86 0 0	W. F. Wood -	5th	A. Johnson -	2nd	Nov.
				F. C. Walklet -	1st	S. Ford - -	2nd	
						J. Hare - -	1st	
Burslem - Wes.	25 0 0	- -	93 10 0	J. Hollinshead	1st	M. Holdcroft -	1st	Oct.
				G. Lowe - -	1st	C. Johnson -	3rd	
				G. Wedgwood	1st	E. Edge - -	2nd	
Burton-on-Trent, Ch. Ch. N.	39 0 0	- -	174 0 0	C. Linton -	5th	M. Fearn -	5th	Dec.
				S. Taylor -	2nd	S. Pimm - -	2nd	
				W. Eley - -	1st	S. Wilkins -	1st	
				J. Adkin -	1st	E. Wilson - -	3rd	
						J. Potts - -	3rd	
						S. Hunt - -	1st	
Burton-on-Trent - B.	- -	- -	22 10 0	E. Cotten -	4th	- - -	—	Sept.

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STAFFORDSHIRE—*cont.*	£ s. d.	£	£ s. d.				
Bushbury - - N.	16 10 0	- -	15 0 0	J. Turner -	1st	- - -	— April
Cannock - - N.	16 10 0	- -	41 10 0	J. Trevolla -	5th	- - -	— Oct.
				E. Bradbridge	2nd		
Capponfield, Iron N. Works.	20 0 0	- -	15 0 0	J. Millington -	1st	- - -	— Feb.
Cheadle - - N.	11 0 0	- -	105 0 0	I. Pyatt -	3rd	E. Plant -	4th Nov.
						E. Pyatt -	4th
						E. Smith -	4th
						L. A. Bettany	4th
Cheadle, St. Giles' R.C.	30 10 0	- -	22 10 0	- - -	—	E. Howlett -	4th Sept.
Cheadle, St. Wilfred's. R.C.	25 0 0	- -	- - -	- - -	—	- - -	— „
Chesterton - - N.	20 0 0	- -	79 10 0	R. Franklin -	4th	E. Rhodes -	4th Oct.
						P. Middleton -	3rd
						M. Rhodes -	2nd
Cobridge, St. Peter's. R.C.	28 10 0	- -	70 10 0	A. Simms -	5th	L. Robinson -	4th Sept.
				J. Hawley -	2nd	E. Skellon -	2nd
Coseley, Ch. Ch. - N.	29 0 0	- -	51 10 0	W. H. Padfield	1st	E. Armson -	4th April
						M. Wright -	1st
Cresswell, St. Mary's. R.C.	20 0 0	- -	42 10 0	J. Bagnall -	3rd	M. Bagnall -	4th Sept.
Darlaston, St. George's. N.	18 0 0	- -	39 0 0	W. Meakin -	4th	- - -	— March
				T. Holdcroft -	2nd		
Draycott-in-Hanbury. N.	- - -	- -	15 0 0	- - -	—	A. Whittaker	1st Oct.
Ellastone - - N.	15 0 0	- -	47 10 0	J. Finney -	5th	E. Such -	4th Dec.
Essington - - N.	15 0 0	- -	39 0 0	- - -	—	A. Burton -	5th April
						S. Perks -	1st
Etruria - - - B.	20 0 0	- -	15 0 0	E. Johnson -	1st	- - -	— Oct.
Ettingshall - - N.	35 0 0	- -	46 10 0	J. Padfield -	2nd	P. Roper -	1st March
						L. Baker -	1st
Ettingshall - Wes.	16 10 0	- -	31 10 0	G. Price -	2nd	- - -	— Feb.
				W. Edwards -	1st		
Forebridge - - N.	- - -	- -	15 0 0	G. Mapp -	1st	- - -	— Oct.
Freehay, St. Chad's N.	26 10 0	20	20 0 0	- - -	—	E. Whitehurst	3rd Dec.
Goldenhill - - N.	15 0 0	- -	39 0 0	G. Nixon -	5th	- - -	— Nov.
				T. Unwin -	1st		
Handsworth - - N.	10 0 0	- -	- - -	- - -	—	- - -	— April
Handford - - N.	25 0 0	- -	- - -	- - -	—	- - -	— Oct.
Harborne - - N.	15 0 0	- -	25 0 0	J. Freeman -	5th	- - -	— April
Hartshill - - N.	23 0 0	- -	17 10 0	H. Dawson -	2nd	- - -	— Nov.
Heywood, Great, St. John the Baptist's. R.C.	- - -	- -	17 10 0	- - -	—	M. Elsmore -	2nd Sept.
Ipstones, Agricultural. N.	21 10 0	- -	47 0 0	J. Weston -	2nd	- - -	— Oct.
				J. Shenton -	2nd		
				J. Eaton -	1st		
Kidsgrove - - N.	30 0 0	20	70 10 0	J. Stanier -	3rd	M. I. Morris -	3rd Nov.
				E. Eaton -	1st	M. H. Barlow -	2nd
Kingswinford, St. Mary's. N.	27 10 0	25	56 10 0	J. Phillips -	2nd	M. S. Fasey -	4th March
						J. Badger -	2nd
Knypersley - - N.	23 0 0	- -	- - -	- - -	—	- - -	— Oct.
Lapley and Wheaton Aston. N.	18 0 0	- -	17 10 0	B. Thomas -	2nd	- - -	— „
Leek, St. Luke's - N.	15 0 0	- -	- - -	- - -	—	- - -	— „
Leek - - Wes.	15 0 0	- -	15 0 0	J. Jackson -	1st	- - -	— Nov.
Lichfield, St. Mary's N.	- - -	- -	36 10 0	- - -	—	E. Henney -	4th Jan.
						E. Vale -	1st
Longton, St. Gregory's. R.C.	15 0 0	- -	31 10 0	A. Collingwood	2nd	- - -	— Sept.
				T. Fenton -	1st		
Madeley, Endowed N.	32 10 0	- -	20 0 0	W. Salmon -	3rd	- - -	— Oct
Mayfield - - N.	13 0 0	- -	54 10 0	- - -	—	M. Woodward	4th Dec.
						E. Sheppard -	2nd
						E. Todd -	2nd
Milwich - - N.	15 0 0	- -	- - -	- - -	—	- - -	— Oct.
Newcastle-under-Lyne. N.	15 0 0	- -	31 10 0	J. Hawkins -	2nd	- - -	—
				J. M. Willdigg	1st		Dec.

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STAFFORDSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Newcastle-under-Lyne, St. George's. N.	10 0 0	- -	64 10 0	- - -	—	E. Woodwiss	4th	Dec.
						M. A. Harrison	4th	
						E. Mason	4th	
Norton-on-the Moors N.	26 0 0	- -	61 10 0	T. Massey	3rd	H. Adams	4th	„
						C. Corden	3rd	
Oakamoor - - N.	14 0 0	- -	22 10 0	- - -	—	H. Bunting	4th	Oct.
Penkridge - - N.	31 0 0	- -	88 0 0	J. Shuker	4th	E. Capewell	5th	„
				A. Bassil	3rd	C. Core	4th	
Pensnett - - N.	15 0 0	- -	17 10 0	R. Cartwright	2nd	- - -	—	April
Pleck - - N.	21 10 0	- -	- - -	- - -	—	- - -	—	Feb.
Rocester - - N.	15 0 0	- -	41 10 0	- - -	—	P. Birt	4th	Nov.
						E. Leadbeater	3rd	
Rollestone - - N.	11 0 0	- -	20 0 0	- - -	—	C. Croxall	3rd	Oct.
Rugeley - - N.	15 0 0	- -	15 0 0	T. L. Simpson	1st	- - -	—	March
Shelton - - - N.	12 0 0	- -	108 0 0	D. Roberts	2nd	M. Wilson	4th	Nov.
						S. Steele	4th	
						C. Pitchford	2nd	
						M. Peake	2nd	
						S. Mills	2nd	
Shelton (Granville Schools).	52 0 0	- -	60 0 0	E. Walker	3rd	M. Turner	3rd	Oct.
						E. Halliwell	3rd	
Short Heath - Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Silverdale - - N.	25 0 0	- -	60 10 0	T. C. Skidmore	1st	M. S. Page	2nd	Oct.
				T. H. Brade	1st	E. A. Hancock	1st	
Smethwick - - N.	- -	- -	20 0 0	- - -	—	S. A. Lane	3rd	March
Smethwick - N. (Chance's).	34 0 0	- -	124 10 0	J. Neale	1st	J. E. Duff	2nd	„
				S. Hale	1st	M. A. Cox	3rd	
				W. Dugmore	1st	M. Martin	3rd	
				J. Squires	1st	G. S. M'Cully	1st	
Stafford - - N.	30 0 0	25	31 10 0	W. Buxton	2nd	- - -	—	Oct.
				J. Stonier	1st			
Stoke-upon-Trent - N.	25 0 0	45	63 0 0	- - -	—	A. Martin	1st	Nov.
						M. A. Hart	1st	
						H. Myatt	2nd	
						M. Leese	2nd	
Stone, Ch. Ch. - N.	27 0 0	- -	96 0 0	E. Rayner	4th	A. R. Williams	3rd	„
				J. Knight	3rd	C. Dutton	3rd	
				F. Durose	2nd			
Stowe - - - N.	- -	- -	56 10 0	- - -	—	M. Hitchins	3rd	Feb.
						E. Shaw	3rd	
						E. Lees	2nd	
Tamworth - - N.	18 0 0	- -	119 0 0	A. Martin	3rd	A. Hatton	5th	March
				W. Phillips	2nd	M. Pegg	4th	
						M. Driver	3rd	
						C. Bullock	3rd	
Tamworth, Sir R. Peel's N.	15 0 0	- -	15 0 0	E. Chetwynd	1st	- - -	—	Jan.
Tean - - - B.	25 0 0	- -	109 0 0	J. Cotton	4th	A. Shirley	4th	Oct.
				G. Neild	3rd	F. Cotton	2nd	
				W. Jarvis	1st	C. Faulkner	2nd	
Tipton - - - Wes.	16 10 0	- -	116 10 0	T. Wheale	5th	- - -	—	Feb.
				J. D. Hawkins	5th			
				M. Meauley	2nd			
				H. Dunn	1st			
				J. Lewis	1st			
				G. Austin	1st			
				J. Edwards	1st			
Trent Vale - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Tunstall - - N.	25 0 0	- -	111 10 0	E. Taylor	5th	S. A. Bloor	3rd	„
				T. Cooke	2nd	A. Chesswas	3rd	
						M. A. Adams	2nd	
						H. Lighwood	2nd	
Tunstall - - Wes.	15 0 0	- -	39 0 0	I. Ford -	3rd	- - -	—	Oct.
				H. Holdcroft	3rd			
Tutbury - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Uttoxeter - - N.	15 0 0	- -	54 0 0	G. Parrick	2nd	M. Davies	4th	„
				T. Kent	1st			

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STAFFORDSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Walsall, Blue Coat N.	25 0 0	- -	56 10 0	T. Russell -	4th	M. M. Wood -	3rd	
				J. Bradbury -	1st			March
Walsall, St. Mary's R.C.	10 0 0	- -	47 0 0	- - -	—	A. Morgan -	3rd	Sept.
						A. Gould -	1st	
						R. E. Guest -	1st	
Wednesbury - Wes.	20 0 0	- -	71 10 0	R. Taylor -	5th	E. Griffiths -	4th	Feb.
				H. Walker -	5th			
Wednesbury, St. Bartholomew's. N.	25 0 0	- -	78 0 0	A. Witton -	3rd	E. Mansfield -	5th	March
				J. Anderson -	3rd	H. M. Proverbs	1st	
Wednesbury, St. James'. N.	36 0 0	- -	51 10 0	R. Wall - -	3rd	C. Lander -	1st	April
				W. Anson -	2nd			
Wednesbury, St. John's. N.	28 0 0	- -	109 0 0	S. Griffiths -	5th	E. Smith -	3rd	,,
				J. Edgar - -	3rd	H. Brazier -	1st	
				T. Belcher -	2nd			
				E. Handley -	2nd			
Willenhall, St. Giles' N.	- -	- -	20 0 0	C. Rowley -	3rd	- - -	—	,,
Willenhall, Trinity N.	15 0 0	- -	34 0 0	L. Brooks -	3rd	- - -	—	,,
				W. Barker -	1st			
Willenhall - Wes.	15 0 0	- -	20 0 0	J. Wormington	3rd	- - -	—	Feb.
Wolstanton - - N.	15 0 0	- -	31 10 0	J. H. Maddock	2nd	- - -	—	Dec.
				W. P. Lowe -	1st			
Wolverhampton, St. George's. N.	28 0 0	- -	81 0 0	J. A. Box -	4th	H. G. Clayton	2nd	March
				A. Hudson -	1st	E. Dewson -	1st	
				W. Breakwell	1st			
Wolverhampton, St. Mary's. R.C.	10 0 0	- -	31 10 0	- - -	—	E. Mitchell -	2nd	Sept.
						M. Grainger -	1st	
Wolverhampton, St. Matthew's. N.	29 0 0	- -	49 0 0	J. Taylor -	1st	J. Roberts -	2nd	March
						E. Millington	2nd	
Wolverhampton, St. Patrick's and St. George's. R.C.	38 0 0	20	111 10 0	- - -	—	A. Grainger -	4th	Sept.
						J. Rigg - -	2nd	
						A. M'Cave -	2nd	
						M. A. Bianchi	2nd	
						S. A. Goulding	2nd	
						E. A. Daley -	1st	
						E. O'Dwyer -	1st	
Wolverhampton, St. Paul's. N.	36 0 0	- -	147 10 0	J. Scovell -	5th	M. Davis -	4th	April
				G. Bladen -	4th	J. Manttan -	3rd	
				E. Griffin -	1st	S. Williams -	3rd	
						E. M. Smith -	2nd	
						M. Evans -	1 t	
Wolverhampton, (Collegiate Ch.) St. Peter's. N.	25 0 0	- -	83 0 0	T. P. Johnstone	3rd	H. Hurford -	5th	March
				G. Whitehouse	3rd	A. Dalton -	3rd	
Wolverhampton, St. Peter's & St. Paul's. RC.	15 0 0	- -	46 10 0	J. Healey -	5th	- - -	—	Sept.
				J. Griffin -	4th			
Wolverhamp on, Snow Hill, Congregational.	21 10 0	- -	61 10 0	W. Derry -	3rd	R. Caddick -	4th	Feb.
				J. Hardy -	3rd			
Wordsley - - N.	25 0 0	25	57 0 0	S. Danks -	1st	E. Shepherd -	1st	March
						M. Lowe -	1st	
						E. Lowe -	1st	
Total - -	2,192 0 0	230	5,251 10 0					
SUFFOLK.								
Aldeburgh - - N.	15 0 0	- -	46 10 0	T. W. Knight	5th	- - -	—	Aug.
				G. Pheby -	4th			
Beccles - - N.	14 0 0	- -	17 10 0	- - -	—	E. Layton -	2nd	Oct.
Benhall - - N.	11 0 0	- -	15 0 0	- - -	—	E. Wood -	1st	Aug.
Bentley - - N.	20 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Bildeston - - N.	15 0 0	- -	20 0 0	T. O. Emmerson	3rd	- -	—	July
Boxford - - N.	- -	- -	17 10 0	J. Ardley -	2nd	- - -	—	Oct.
Bungay, St. Mary's and Trinity. N.	20 0 0	- -	34 0 0	W. Cornish -	2nd	- - -	—	Aug.
				M. Chaston -	2nd			
Bures, St Mary's N.	15 0 0	25	87 0 0	F. Smith -	5th	S. A. Cant -	4th	July
				J. Hunt -	5th			
				J. Steed - -	2nd			

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SUFFOLK—*cont.*								
Bury St. Edmunds', St. James'. N.	28 0 0	- -	54 0 0	W. Neal -	3rd	S. Townsend -	1st	Oct.
				R. Mayhew -	3rd			
Fressingfield - - N.	30 0 0	- -	- - -	- - -	—	- - -	—	„
Gorleston and Southtown. N.	10 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Hadleigh - - N.	23 0 0	- -	31 10 0	T. Palmer -	2nd	- - -	—	July
				J. May - -	1st			
Hadleigh - - B.	25 0 0	- -	41 10 0	F. H. Corder -	5th	- - -	—	April
				W. Spark -	2nd			
Halesworth - - N.	38 0 0	- -	140 0 0	R. C. Miller -	5th	C. Beamish -	4th	Aug.
				G. F. Chappell	3rd	E. Marshall -	3rd	
						C. Freeman -	3rd	
						L. Balls - -	3rd	
						E. Easy - -	2nd	
Helmingham - N.	20 0 0	- -	57 0 0	W. Groome -	4th	- - -	—	„
				A. Gooderham	3rd			
				H. Baxter -	2nd			
Hitcham - - N.	10 0 0	- -	15 0 0	- - -	—	H. Sewell -	1st	July
Horningsheath - N.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Ipswich - - P.U.	- - -	- -	15 0 0	- - -	—	A. Peeling -	5th	Jan.
Ipswich - - B.	31 10 0	- -	64 10 0	W. H. Farrow	2nd	H. T. Mauldon	2nd	April
				G. E. Singleton	2nd			
				J. J. Jervis -	1st			
Ipswich - - Wes.	20 0 0	- -	82 0 0	J. Dennant -	5th	E. Limmer -	2nd	„
				T. W. Burwood	5th			
				H. S. Rivers -	2nd			
Ipswich, District - N.	34 0 0	- -	234 10 0	T. C. Webb -	5th	S. A. Bevan -	5th	Aug.
				F. J. Baldry -	4th	E. S. Dallinger	5th	
				J. A. Phillips -	4th	S. Farthing -	5th	
				T. Bardwell -	4th	A. C. Mallett -	2nd	
				R. C. Maidwell	3rd	J. E. Evans -	2nd	
				D. Wilding -	1st	E. Norman -	1st	
Ipswich, Nottidge (Infant). N.	- -	- -	44 0 0	- - -	—	E. Baxter -	4th	July
						E. M. Buckingham.	4th	
Ipswich, St. Clement's. N.	37 0 0	- -	220 0 0	W. M. Fish -	5th	E. Jennings -	4th	Aug.
				G. Hunt - -	3rd	E. Parker -	4th	
				F. J. Croydon	1st	E. Simpson -	3rd	
				J. Meredith -	1st	L. Cadge -	5th	
						C. Croydon -	3rd	
						M. R. Rackham.	2nd	
						K. Mayhew -	2nd	
						E. Weightman	1st	
Ipswich, St. Margaret's. N.	28 0 0	- -	77 0 0	T. J. Chisnall -	4th	E. Oxborrow -	3rd	„
				H. C. Humfress	4th			
				T. Whitman -	1st			
Ipswich, St. Peter's N.	25 0 0	- -	242 10 0	H. A. Scott -	3rd	E. Miller -	5th	„
				E. Wall - -	3rd	L. C. Lee -	4th	
				J. Belcher -	3rd	H. Clarke -	4th	
				W. Goodchild -	3rd	S. A. Turner -	4th	
				W. Phillips -	2nd	T. T. Ramer -	3rd	
						E. Wood - -	3rd	
						M. J. Chaplin	2nd	
						S. Day - -	1st	
Ipswich, Trinity - N.	25 0 0	- -	80 10 0	A. A. Barr -	4th	L. Catchpole -	5th	„
				C. H. Hewlett	3rd	J. Gaul - -	1st	
Kesgrave - - N.	15 0 0	- -	116 0 0	J. Durrant -	5th	- - -	—	July
				T. Brown -	5th			
				W. Shephard -	4th			
				A. Folkard -	3rd			
				F. H. Wright	2nd			
				H. Kersey -	1st			
Lowestoft - - N.	13 0 0	- -	34 0 0	- - -	—	E. Cooper -	2nd	Aug.
						J. Butcher -	2nd	
Lowestoft (Annott's)	16 10 0	- -	36 10 0	G. B. Rix -	3rd	- - -	—	„
				C. Triggs -	2nd			

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SUFFOLK—*cont.*	£ s. d.	£	£ s. d.				
Lowestoft (Wylde's). N.	- -	- -	20 0 0	J. Moore -	3rd	- - -	— Aug.
Lowestoft, St. John's. N.	28 0 0	- -	49 0 0	E. H. Lane -	2nd	S. Watson -	2nd Oct.
						H. Leggett -	1st
Mildenhall (Sir H. Bunbury's).	18 0 0	- -	50 0 0	C. Laurence -	5th	V. Ford -	5th July
Mildenhall, West Row. N.	10 0 0	- -	- - -	- - -	—	- - -	— March
Nayland - - B.	15 0 0	- -	15 0 0	C. Branch -	1st	- - -	— April
Pakenham - - N.	15 0 0	- -	31 10 0	J. Stannard -	2nd	- - -	— July
				G. S. Cooper -	1st		
Rendlesham - N.	10 0 0	- -	34 0 0	- - -	—	S. Wright -	2nd Sept.
						A. Gray -	2nd
Saxmundham - N.	15 0 0	- -	15 0 0	A. H. Wright -	1st	- - -	— Oct.
Southwold - - N.	15 0 0	25	34 0 0	S. Smith -	2nd	- - -	— "
				N. Tink -	2nd		
Stoke by Nayland - N.	- -	- -	25 0 0	W. Snell -	5th	- - -	— Aug.
Stonham Aspal - N.	- -	- -	15 0 0	- - -	—	E. Youngman	1st July
Sudbury, All Saints' N.	15 0 0	- -	113 10 0	A. M. King -	5th	F. Tovell -	5th Aug.
				C. Mills -	5th	E. Murrells -	3rd
				H. Green -	4th		
Sudbury - - B.	10 0 0	- -	149 0 0	C. Wilson -	5th	H. Hayward -	3rd April
				A. Bareham -	4th	E. Dyson -	3rd
						M. Baker -	2nd
						E. Chalk -	2nd
						L. Outing -	1st
Thrandeston - N.	- -	- -	20 0 0	D. Filby -	3rd	- - -	— Dec.
Total - -	705 0 0	50	2,394 0 0				
SURREY.							
Barnes - - - N.	- -	- -	22 10 0	S. Clifford -	4th	- - -	— July
Battersea (Boys) Par.	- -	- -	134 16 0	C. Oliver -	3rd	- - -	— June
				T. E. King -	3rd		
				W. Cooper -	3rd		
				J. Larkin -	2nd		
				C. Winchester	2nd		
				T. Birchley -	2nd		
				R. Finch -	2nd		
				F. Heath -	2nd		
Battersea (Girls and Infants). Par.	10 0 0	- -	74 10 0	- - -	—	S. E. Ridley -	4th "
						E. Cane -	3rd
						E. Hockster -	3rd
						E. Tavenor -	1st
Battersea Grove - B.	15 0 0	- -	- - -	- - -	—	- - -	— Feb.
Battersea, St. George's. N.	12 0 0	- -	44 10 0	- - -	—	A. M. Goff -	2nd June
						J. Eacott -	1st
						M. Ward -	1st
Beddington and Wallington. N.	- -	- -	20 0 0	R. Streater -	3rd	- - -	— Dec.
Bermondsey - - B.	- -	- -	25 0 0	G. Jenks -	5th	- - -	— Jan.
Bermondsey, Ch. Ch. N.	15 0 0	- -	65 10 0	H. J. Day -	3rd	M. L. Green -	2nd June
				D. Fentum -	1st	M. Trigg -	1st
Bermondsey, St. James'. N.	36 0 0	- -	78 10 0	J. Noke -	3rd	M. A. J. White	1st March
				W. T. Bartle -	2nd	S. F. Davies -	1st
				H. Chapman -	1st		
Bermondsey, St. Paul's. N.	15 0 0	- -	44 10 0	J. Pratt - -	2nd	- - -	— July
				W. J. Overton	1st		
				F. J. Ryan -	1st		
Bermondsey, Star Corner. N.	20 0 0	25	- - -	- - -	—	- - -	— "

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SURREY—*cont.*		£ s. d.	£	£ s. d.					
Borough Road, Model.	B.	56 0 0	25	536 0 0	H. J. Croad	4th	R. Ings	5th	Jan.
					J. Grainger	3rd	A. Collins	5th	
					G. Collins	3rd	E. Parish	4th	
					W. T. Beattie	3rd	L. Walker	4th	
					W. Campbell	3rd	J. P. Edwards	4th	
					E. A. Cooper	3rd	J. Mitchell	3rd	
					E. T. Parker	3rd	S. J. Johnson	3rd	
					A. Nicholls	3rd	M. B. Dibley	3rd	
					W. Cook	3rd	E. Tucker	3rd	
					A. Rooklin	3rd	A. F. Dyke	3rd	
					G. A. Hobill	2nd	H. Cowtan	2nd	
					A. Lewis	2nd	H. M. Parker	2nd	
					H. Palmer	2nd	I. Small	2nd	
					R. H. Stevens	2nd	M. A. Gibson	1st	
					J. Turnbull	2nd	J. Free	1st	
Bramley	N.	25 0 0	- -	22 10 0	- - -	—	E. Lemon	4th	April
Brixton, North, St. John's.	N.	26 0 0	- -	15 0 0	- - -	—	E. Scott	1st	June
Camberwell, Camden Chapel.	N.	30 10 0	- -	150 0 0	C. Popplestone	4th	F. Trayt	5th	Dec.
					G. Clarke	4th	E. Deavin	4th	
					M. G. Waterhouse.	2nd	M. A. Butterfield	2nd	
							J. Mears	2nd	
							E. M. Fisher	1st	
Camberwell, Ch. Ch.	N.	39 0 0	- -	186 10 0	W. T. Kennett	4th	S. J. Fisher	4th	May
					W. H. Thomas	2nd	L. Wilkins	4th	
					E. Hathersich	1st	M. A. Griffiths	3rd	
					W. H. White	1st	E. Fisher	2nd	
					J. Brittain	1st	E. M. Barber	2nd	
							M. J. Armitage	2nd	
Camberwell, Crawford Street.	B.	31 10 0	- -	168 0 0	J. W. Judd	4th	M. Chiswell	4th	Jan.
					T. Smith	2nd	M. Cunnington	3rd	
					A. Carpenter	2nd	E. Price	3rd	
					G. E. Martin	2nd	S. Long	1st	
					T. H. Harding	1st			
					W. J. Williams	1st			
Camberwell, Green Coat.	N.	30 0 0	25	45 0 0	W. Abrams	5th	H. Stibbs	3rd	Dec.
Camberwell, Leipsic Road.	B.	16 10 0	- -	67 10 0	D. Hicks	4th	- - -	—	Feb.
					W. H. Cartwright	2nd			
					B. C. Wear	2nd			
					L. Kingston	1st			
Cheam and Cuddington.	N.	21 10 0	- -	17 10 0	- - -	—	S. A. Cleverley	2nd	Jan.
Clapham	N.	- -	- -	85 0 0	J. King	5th	- - -	—	June
					F. Atcheson	4th			
					C. Maxted	4th			
					H. E. Bone	3rd			
Clapham	B.	20 0 0	- -	132 10 0	F. Hudson	3rd	F. Cooper	3rd	Feb.
					W. Baker	2nd	M. E. Tilbury	3rd	
					J. F. Martin	2nd	E. Payne	2nd	
							E. Tilbury	1st	
							L. Ledaman	1st	
Clapham (Bowyer's).	N.	15 0 0	- -	56 10 0	W. Bird	3rd	S. Studdle	3rd	June
							J. Allen	2nd	
Clapham, St. James'	N.	10 0 0	- -	29 0 0	- - -	—	E. Loveland	1st	April
							H. Brooke	1st	
Clapham, Wandsworth Road, Commercial.	N.	10 0 0	- -	- - -	- - -	—	- - -	—	"
Coldharbour, Infant		8 0 0	- -	- - -	- - -	—	- - -	—	May
Cranley	N.	26 0 0	- -	15 0 0	- - -	—	A. Peters	1st	March
Croydon, (Archbishop Tenison's).	N.	10 0 0	- -	80 10 0	H. Harman	4th	H. Hemmings	3rd	Dec.
					J. W. Tullett	3rd	E. Morrant	3rd	
Croydon, St. George's (Boys).	N.	15 0 0	- -	67 10 0	W. Gibbins	4th	- - -	—	"
					J. Wilkins	3rd			
					J. T. Brown	1st			
					P. J. Shorefield	1st			

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		£	s.	d.	£	£	s.	d.						
SURREY—*cont.*														
Croydon (Girls)	N.	10	0	0	-	52	0	0		- - -	—	L. Sharpe M. Cheeseman J. Yeoell	4th 2nd 1st	Dec.
Croydon	B.	25	0	0	-	170	10	0		W. Browning C. Love J. Fulford A. Realff J. Baber	5th 4th 4th 3rd 1st	A. M. Windsor L. Block F. Alchin A. Symons	3rd 3rd 3rd 2nd	Jan.
Dulwich, East, and Peckham Rye.	N.	15	0	0	-	- - -				- - -	—	- - -	—	Nov.
Effingham	N.	15	0	0	-	44	0	0		T. King G. Sawyer	4th 4th	- - -	—	Dec.
Egham	N.	15	0	0	-	- - -				- - -	—	- - -	—	June
Epsom	N.	28	0	0	-	37	10	0		F. Wellings	3rd	S. Furniss	2nd	Nov.
Ewell	N.	13	0	0	-	17	10	0		- - -	—	E. Freeman	2nd	Dec.
Farnham	N.	25	0	0	-	64	0	0		W. Holt	3rd	S. Hole E. Dee	4th 4th	April
Fetcham	N.	20	0	0	-	- - -				- - -	—	- - -	—	Dec.
Godalming	N.	48	10	0	-	111	10	0		W. Mouland J. Pollard C.A.Marshallsay	2nd 2nd 1st	B. Adams E. S. Dennis E. Willsden E. Welland	2nd 2nd 2nd 1st	April
Godalming	B.	10	0	0	-	- - -				- - -	—	- - -	—	June
Godstone	N.	16	10	0	-	64	10	0		M. Longhurst	2nd	E. Fulbrook E. Walter E. Luxford	2nd 2nd 1st	Aug.
Guildford	B.	10	0	0	-	20	0	0		- - -	—	J. Fulk	3rd	May
Guildford, St. Nicholas'.	N.	-		-	-	25	0	0		J. E. Briant	5th	- - -	—	April
Guildford, Trinity and St. Mary's.	N.	15	0	0	-	49	0	0		W. Wallis J.W.Shepheard	5th 5th	- - -	—	„
Hatcham	N.	15	0	0	-	- - -				- - -	—	- - -	—	Dec.
Hersham	N.	10	0	0	-	- - -				- - -	—	- - -	—	April
Horsell	N.	-		-	-	15	0	0		- - -	—	H. Spooner	1st	„
Kennington Oval	N.	18	0	0	45	101	10	0		J. W. Trenery E. J. Gibbs R. Bramwell C. Sneesby	4th 4th 2nd 1st	E. Hoyle E. Caulton	1st 1st	Dec.
Kennington, East (Bolton Street).	N.	20	0	0	-	52	0	0		J. Gibbs W. James J. S. James	3rd 3rd 1st	- - -	—	June
Kew (Queen's School)		25	0	0	-	- - -				- - -	—	- - -	—	„
Kingston-on-Thames (Public).		-		-	-	116	10	0		J. Drewett S. T. Taylor N. M'Intyre W. Drewett	5th 4th 3rd 2nd	L. Gosling S. Chadwick	3rd 2nd	Dec. „
Kingswood	N.	15	0	0	-	15	0	0		R. Thear	1st	- - -	—	
Lambeth (Archbishop Tenison's).	N.	10	0	0	-	42	0	0		- - -	—	E. Wybrow M. Pullinger E. Cooke	1st 1st 1st	„
Lambeth Chapel	Wes.	29	0	0	-	160	10	0		A. Kennedy W. J. Baker W. Pearce T. N. Large T. G. Drewery	3rd 2nd 1st 1st 1st	E. Killinger M. A. Blyth E. Gardner E. Rose	5th 5th 4th 2nd	Feb.
Lambeth, George Street.	B.	-		-	-	72	10	0		F. T. Smith G. H. Holmes J. Vince J. R. Pindar	3rd 3rd 3rd 2nd	- - -	—	„
Lambeth, Norwood.	P.U.	-		-	-	43	0	0		G. Waterman J.Chamberlain	2nd 2nd	H. Ayers H. Phipps	2nd 2nd	April
Lambeth St. Mary's.	Parl.	15	0	0	25	55	0	0		H. M. Watling H. Carter R. R. Reynolds W. B. Baskerville.	1st 1st 1st 1st	- - -	—	Dec.

a Retiring pension.

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SURREY—*cont.*	£	*s.*	*d.*	£			£	*s.*	*d.*					
Lambeth, St. Mary's (Prince's Road) N.	28	0	0	-	-		35	0	0	W. Wright -	2nd	L. F. Tilley -	2nd	Feb.
Lambeth, St. Thomas' N.	25	0	0	-	-		-	-	-	- - -	—	- - -	—	Dec.
Lambeth, South, N. (Spring Grove).	12	0	0	-	-		34	0	0	- - -	—	E. B. Brightwell A. F. Kennett	3rd 1st	„
Lambeth, South, N. St. Barnabas'.	20	0	0	25			52	0	0	J. Williams - G. Smith - W. R. Bourke	4th 2nd 1st	- - -	—	March
Leatherhead - N.	15	0	0	-	-		22	10	0	- - -	—	F. Cole - -	4th	Dec.
Metropolitan, P.U. South District.	-		-	-	-		91	0	0	J. Sinclair - W. Ross - A. Winchester D. Moon - R. Fishenden	2nd 2nd 1st 1st 1st	A. Hall - - H. Cocklin - A. Wilson - M. A. Dowding M. E. Turner	2nd 2nd 1st 1st 1st	July
Mitcham - - N.	25	0	0	-	-		127	0	0	J. Johnson - J. Shepherd -	5th 4th	J. Mountier - J. Ellis - M. Green - E. Johnson -	3rd 2nd 4th 4th	„
Molesey, West - N.	10	0	0	-	-		-	-	-	- - -	—	- - -	—	March
Mortlake - - N.	25	0	0	-	-		91	0	0	W. E. Capron H. Hencher -	5th 1st	J. Cutler - E. M. Hencher M. A. Webb -	3rd 2nd 2nd	Jan.
Mortlake, St. R.C. Mary Magdalene's.	12	0	0	-	-		17	10	0	- - -	—	F. Hall - -	2nd	Aug.
Newington, St. N. Mary's.	41	0	0	25			160	10	0	C. J. Howard J. Quinby - R. Parker - E. Buckeridge	4th 4th 4th 2nd	T. M. Godwin E. Cooper - S. Heller - E. A. Taplin -	4th 4th 3rd 2nd	June
Newington, Trinity N.	27	0	0	-	-		122	0	0	E. Wilks - G. R. Robinson T. Holder - W. Mander (*Honorary*).	3rd 2nd 2nd 1st	A. Nash - F. H. Jackson M. Austin -	4th 3rd 2nd	July
Norbiton - - N.	13	0	0	-	-		31	10	0	- - -	—	E. A. Girling - E. M. Howes -	2nd 1st	Dec.
Norwood, Central London District, School of Industry.	-		-	-	-		111	10	0	W. Ball - T. Quin - W. Waite - B. Dexter - H. Lee - - H. Murphy - J. Wilson -	4th 4th 4th 3rd 2nd 1st 1st	F. Savary - M. Tuckey - C. Rossil - E. Davies -	2nd 2nd 1st 1st	Aug.
Norwood, St. Luke's N.	26	10	0	-	-		-	-	-	- - -	—	- - -		Dec.
Ockham, Industrial -	31	10	0	25			69	0	0	H. Roberts - E. Symonds - R. Scully (*Honorary*).	5th 4th 1st	M. Trussler -	4th	May
Peckham - - N.	-		-	-	-		22	10	0	C. Smith -	4th	- - -	—	Jan.
Petersham - - B.	16	10	0	-	-		15	0	0	A. Lovett -	1st	- - -	—	Feb.
Putney - - - N.	36	10	0	-	-		78	0	0	J. J. Aves -	3rd	H. E. Bird - A. Collens - M. L. Spratt - M. L. Butt -	1st 1st 1st 1st	Dec.
Redhill, St. John's N.	20	0	0	-	-		39	0	0	J. Trussler - A. Stevenson -	5th 1st	- - -	—	July
Reigate - - N.	35	0	0	-	-		52	10	0	W. Katterns -	3rd	J. Hewett - S. A. Morphy -	2nd 1st	Aug. Dec.
Richmond, Parochial. N.	12	0	0	-	-		70	0	0	G. Lacey - A. Stacey - C. Morris - J. Yeates -	1st 1st 1st 1st	M. A. Willis -	1st	
Richmond, St. Elizabeth's. R.C.	10	0	0	-	-		15	0	0	- - -	—	E. Page -	1st	Aug.
Richmond, St. John's. N.	-		-	-	-		20	0	0	- - -	—	M. Callandar -	3rd	Dec.
Ripley - - - N.	28	0	0	-	-		-	-	-	- - -	—	- - -	—	April

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SURREY—*cont.*	£ s. d.	£	£ s. d.					
Rotherhithe (Amicable Society's).	- - -	- -	36 10 0	J. Smith -	3rd	- - -	—	June
				P. Okell - -	2nd			
Rotherhithe, Dept- N. ford Road.	10 0 0	- -	191 10 0	H. Bird -	3rd	E. A. Grace -	4th	„
				C. G. Forrest	3rd	J. Carr -	4th	
				J. Brittain -	2nd	L. J. Bailey -	4th	
				J. G. Clarke -	2nd	J. Friar - -	3rd	
						M. J. Dobson -	1st	
						F. S. Johns -	1st	
						S. Grace - -	1st	
Rotherhithe, N. (Green Coat,) Clarence Street.	14 0 0	- -	67 0 0	- - -	—	E. J. Carr -	5th	July
						A. Robjant -	5th	
						M. A. Terry -	3rd	
Rotherhithe, St. N. Paul's.	- - -	- -	49 0 0	- - -	—	S. A. Bird -	5th	Dec.
						H. Lewis -	5th	
Rotherhithe, Tri- N. nity.	25 0 0	20	54 0 0	E. Catlin -	3rd	A. Smale -	1st	Oct.
				G.M.Hamilton	3rd			
Southwark, Bank- R.C. side (Boys)	- - -	- -	17 10 0	J. Connelly -	2nd	- - -	—	Feb.
Southwark, Bank- R.C. side, Great Guildford Street (Girls).	10 0 0	- -	47 0 0	- - -	—	H. Bryan -	3rd	„
						M. Bryan -	1st	
						M. M'Namara	1st	
Southwark, St. N. George's.	21 10 0	- -	83 0 0	G. Pinker -	5th	- - -	—	Jan.
				J. Chambers	3rd			
				W. J. Brown	1st			
				F. E. Brewer	1st			
				S. Sutton -	1st			
Southwark, St. N. Jude's.	25 0 0	- -	157 10 0	W. Norton -	4th	E. Looker -	4th	May
				J. J. Miller -	4th	E. L. Roberts	4th	
				T. Sutton -	4th	E. H. Ash -	3rd	
				E. Burgess -	3rd	M. Norgrove -	1st	
Southwark, St. N. Mary's.	31 10 0	- -	235 0 0	T. Griffin -	4th	S. Howell -	5th	Dec.
				C. Paterson -	4th	S. P. Willing -	4th	
				E. C. Gaines -	3rd	E. Scott -	3rd	
				T. Stevens -	3rd	E. Davies -	3rd	
				W. Day - -	2nd	E. A. Hill -	2nd	
						H. Evans -	4th	
						M. Trayte -	3rd	
Southwark, St. Paul's N.	15 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Southwark - Wes.	30 0 0	- -	68 0 0	W. Butler -	3rd	E. Moss - -	2nd	Feb.
				M. H. Jones -	2nd	J. Dowley -	1st	
Stockwell - - N.	16 10 0	- -	44 0 0	T. King -	1st	L. Loveless -	1st	Jan.
						A. Constable -	1st	
Stockwell, St. Mi- N. chael's.	31 0 0	25	160 0 0	J. Wohlmann	5th	E. Mitchell -	5th	July
				A. M'Dowall -	4th	M. Berryman	3rd	
				W. T. Pink -	3rd	E. Pitman -	3rd	
						P. Preston -	3rd	
						E. Byers - -	2nd	
						H. Griffith (*Honorary*).	1st	
Streatham - - N.	35 0 0	- -	- - -	- - -	—	- - -	—	June
Streatham, Ch.Ch. N.	15 0 0	- -	15 0 0	J. Stringer -	1st	- - -	—	April
Surbiton - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Surrey, North Dis- P.U. trict.	- - -	- -	96 15 0	J. Hill - -	5th	E. Darby -	4th	May
				J. Blyde - -	4th	S. Snoxell -	4th	
				W. Rix - -	2nd	E. Wicks -	2nd	
				R. Spriggs -	1st			
				W. Hammond	1st			
				H. Curtis -	1st			
Tandridge, Oxted, N. and Godstone.	- - -	- -	25 0 0	G. Finch -	5th	- - -	—	March
Thorpe - - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Tooting, Lower - N.	26 0 0	- -	75 10 0	A. T. Austen -	3rd	E. Coleman -	5th	May
				G. Odle - -	1st	M. Rollisson -	2nd	
Tooting (Infant) Par.	10 0 0	- -	17 10 0	- - -	—	H. Maslen -	2nd	June

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SURREY—*cont.*	£ s. d.	£	£ s. d.			
Vauxhall Walk - Wes.	12 0 0	- -	103 10 0	- - - —	E. Shelton - 5th E. Barnett - 3rd E. Corfield - 3rd S. Sterne - 2nd A. Ilott - - 1st E. Exall - - 1st	Feb.
Virginia Water. Ch. Ch N.	15 0 0	- -	- - -	- - - —	- - - —	Nov.
Walworth, Epis. Beresford Chapel.	23 0 0	- -	70 0 0	W. Arnold - 3rd R. Gabb - 3rd A. Simmonds - 3rd C. Revis - - 1st	- - - —	April
Walworth, St. Peter's. N.	12 0 0	- -	213 10 0	E. Rogers - 4th T. Knights - 4th C. M. Hyrons - 4th J. Wetheridge 4th	C. Bird - - 5th E. Whebell - 5th E. Miller - 5th E. Moss - - 4th S. Colquhoun - 3rd M. Patching - 3rd	July
Wandsworth, Point Pleasant. B.	27 0 0	- -	- - -	- - - —	- - - —	Feb.
Wandsworth, Trades	20 0 0	- -	29 0 0	G. J. Webb - 1st G. Eves - - 1st	- - - —	Nov.
Westcott - - N.	21 10 0	- -	36 10 0	W. W. Mitchell 3rd J. W. Gatehouse 2nd	- - - —	June
Weybridge - - N.	15 0 0	- -	- - -	- - - —	- - - —	Dec.
Wimbledon - - N.	28 10 0	- -	96 0 0	P. Appleby - 4th J. Johnson - 2nd	M. Furmage - 5th A. Smith - 3rd M. A. Murray 1st	,,
Woking, St. John's N.	10 0 0	- -	- - -	- - - —	- - - —	April
Total - -	1,954 10 0	265	6,777 5 0			
SUSSEX.						
Arundel, Free - B.	28 10 0	- -	72 0 0	C. Cooper - 3rd	F. Kimpton - 5th F. Mayne - 1st F. Stroud - 1st	Aug.
Brighton, Central N.	21 10 0	- -	221 10 0	E. Parrish - 5th C. Kelley - 5th R. Rutherford 5th W. M. Arthur 4th H. Kent - 4th W. Heasman - 3rd G. Ames - 1st	A. Mitchell - 4th J. Arthur - 4th M. A. Kenderdine. 4th H. Morris - 1st	July
Brighton, Ch. Ch. N.	35 0 0	- -	77 0 0	T. Rooke - 4th E. Holloway - 3rd J. Vinall - 1st	H. H. Haynes 4th	Aug.
Brighton (Chichester Diocesan) Model. N.	23 0 0	- -	65 10 0	- - - —	J. Andrew - 2nd A. Bennett - 3nd M. J. Knight - 2nd E. Lyon - - 1st	July
Brighton, St. John's. N.	24 0 0	- -	230 10 0	C. W. Austin - 2nd G. Langrish - 2nd	A. E. Callan - 5th M. Coates - 5th C. Saxby - 4th E. Jones - 4th J. S. Woodhams 2nd M. E. Allsop - 1st E. Bennett - 4th M. Mardinor - 2nd F. Goldsmith - 1st A. Sawyer - 1st E. Goldsmith - 1st	,,
Brighton (Kemp Town), St. Mark's. N.	33 0 0	- -	- - -	- - - —	- - -	Nov.

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SUSSEX—*cont.*		£ s. d.	£	£ s. d.					
Brighton, St. Mary's	R.C.	33 0 0	- -	56 10 0	A. Groves	2nd	C. Cuddy A. Hall	3rd 3rd	May
Brighton, St. Nicholas'.	N.	10 0 0	- -	54 10 0	- - -	—	E. Vaughan M. Smith H. E. Haynes	3rd 3rd 2nd	Aug.
Brighton, St. Paul's	N.	21 10 0	- -	- - -	- - -	—	- - -	—	
Brighton, St. Stephen's.	N.	12 0 0	- -	- - -	- - -	—	- - -	—	" Dec.
Brighton, Spa Street and Egremont Street, Ragged.		21 0 0	- -	115 10 0	J. Moore -	4th	M. Lish E. Evershed C. Weller M. Funnell A. Chilman	4th 4th 3rd 2nd 2nd	July
Brighton, Warwick Street.	N.	16 10 0	- -	122 0 0	D. Sturgess - G. Holmes -	4th 3rd	M. Howard L. Herbert F. Tarrant E. Humphrey B. Hodges	3rd 3rd 2nd 1st 1st	"
Burwash - -	N.	15 0 0	- -	64 0 0	B. Carman -	4th	S. Weston M. A. Maynard	4th 3rd	March
Catsfield - -	N.	15 0 0	- -	15 0 0	G. H. Sands -	1st	- - -	—	Aug.
Chichester, Central.	N.	37 0 0	- -	178 0 0	T. Attfield - J. Bulbeck - J. J. Penny - J. J. W. Knowles	4th 4th 2nd 2nd	E. Lambert - M. J. Standen - H. Fowler - E. Harber M. A. F. Sivyer	5th 4th 4th 3rd 3rd	July
Chichester (Tower Street).	B.	33 0 0	- -	183 0 0	G. H. Matthews J. Adkins - J. Inkpen - T. Carey - H. Ayling - J. Wade -	5th 5th 5th 4th 4th 2nd	C. Stroud - E. Aylward - E. Mates -	4th 3rd 1st	Aug.
Cuckfield - -	N.	10 0 0	- -	- - -	- - -	—	- - -	—	April
Dallington - -	N.	18 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Eastbourne - -	N.	28 0 0	- -	61 10 0	W. Rollison - G. Weston -	5th 3rd	E. Miller -	2nd	July
Fletching - -	N.	10 0 0	- -	15 0 0	- - -	—	L. Leeming -	1st	April
Forest Row - -	N.	33 0 0	- -	78 0 0	C. Morris - J. Magrath -	4th 2nd	J. Waters - A. Grover -	4th 2nd	March
Frant - - -	N.	15 0 0	- -	34 0 0	G. Card - A. Knight -	2nd 2nd	- - -	—	April
Glynde - -	N.	14 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Hadlow Down -	N.	15 0 0	- -	39 0 0	W. Burgess - S. Peters -	5th 1st	- - -	—	April
Hailsham - -	N.	15 0 0	- -	15 0 0	C. Bourne -	1st	- - -	—	Aug.
Hadfield - -	N.	15 0 0	- -	22 10 0	T. Kember -	4th	- - -	—	April
Hastings, All Saints' and St. Clement's.	N.	31 0 0	20	98 10 0	W. H. Sutton S. Kent -	4th 3rd	F. Tindall - M. Reilly - C. E. Page	5th 2nd 2nd	July
Hastings, St. Mary's.	N.	11 0 0	- -	98 10 0	E. Morfee - F. C. Spray -	4th 3rd	E. Bumstead - M. Putman - S. Spray -	4th 3rd 2nd	"
Hawkenbury - -	N.	10 0 0	- -	- - -	- - -	—	- - -	—	April
Hellingley - -	N.	- - -	- -	29 0 0	F.C.L. Wratten O. Knight -	1st 1st	- - -	—	July
Henfield - -	N.	15 0 0	- -	17 10 0	- - -	—	M. S. Gratwick	2nd	Aug.
Hurst Pierrepoint	N.	34 0 0	- -	37 10 0	A. Gosney -	4th	I. J. Marsh -	1st	"
Iping - - -	B.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Leonard's, St., on Sea.	N.	18 0 0	- -	116 10 0	J. A. Moon - J. E. Chandler A. Morris -	4th 4th 2nd	P. Hall - S. Beaney - E. Beaney -	5th 2nd 2nd	July
Leonard's, St., on Sea, All Souls'.	R.C.	11 0 0	- -	54 10 0	- - -	—	E. M'Vicar - T. Kay - C. Drury -	3rd 3rd 2nd	May
Lewes - - -	N.	34 0 0	- -	129 0 0	W. Weller - W. Pelling - H. H. Hughes	5th 3rd 1st	H. Tasker - L. Hemsley - H. Kenward -	5th 5th 5th	July

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SUSSEX—*cont.*	£ s. d.	£	£ s. d.					
Lewes - - - B.	15 0 0	- -	15 0 0	- - -	—	E. Turner -	1st	Aug.
Lodsworth - - N.	15 0 0	- -	15 0 0	C. Terry - -	1st	- - -	—	April
Mayfield (Girls) - N.	10 0 0	- -	20 0 0	- - -	—	M. A. Pennells.	3rd	March
Mayfield - - Par.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Newhaven - - N.	10 0 0	- -	39 0 0	- - -	—	E. Welsh -	4th	July
						C. Stevens -	2nd	
Ninfield - - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Rye - - Wes.	- -	- -	22 10 0	O. Gibson -	4th	- - -	—	„
Selmeston - - N.	10 0 0	- -	22 10 0	- - -	—	M. Payne -	4th	„
Slinfold - - N.	10 0 0	- -	22 10 0	- - -	—	E. Richardson	4th	April
Southbourne and Seaside. N.	34 0 0	- -	56 10 0	J. B. Roberts -	4th	E. Green -	1st	Aug.
				J. Waymark -	3rd			
Staple Cross Wes.	18 0 0	- -	45 0 0	J. Benge -	4th	J. H. Sinden -	4th	„
Steyning - - N.	15 0 0	- -	15 0 0	W. Mannings	1st	- - -	—	„
Ticehurst - - N.	18 0 0	- -	54 0 0	J. T. Baker -	5th	A. Blake -	1st	„
				W. Cooper -	1st	- - -	—	
Tillington - - N.	30 0 0	- -	30 0 0	T. Stirling -	1st	M. Miles -	1st	„
Twyford - - N.	- -	- -	22 10 0	H. Bates -	4th	- - -	—	„
Uckfield - - Par.	10 0 0	- -	78 0 0	W. Burton -	4th	E. Mathew -	3rd	„
				A. Irving -	3rd	M. A. Bonds -	2nd	
Wadhurst (Best Beech Hill District). N.	11 0 0	- -	- - -	- - -	—	- - -	—	„
Waltham, Cold, St. James'. N.	- -	- -	22 10 0	W. J. Roberts	4th	- - -	—	July
Warnham - - N.	12 0 0	- -	17 10 0	- - -	—	M. Holland -	2nd	April
Wartling - - N.	10 0 0	- -	17 10 0	- - -	—	E. Morley -	2nd	„
Westbourne - N.	16 10 0	- -	22 10 0	J. Covington -	4th	- - -	—	July
Westmeston - N.	12 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Withyham, St. Michael's. N.	15 0 0	- -	17 10 0	W. Coomber -	2nd	- - -	—	March
Total - -	1,032 10 0	20	2,856 0 0					
WARWICKSHIRE.								
Alcester - - N.	- -	- -	78 0 0	J. E. Waring	5th	L. Walsingham	2nd	July
				A. Edwards -	4th	F. Hunt -	1st	
Atherstone (Grammar School).	- -	- -	25 0 0	J. Hincks -	5th	- - -	—	Aug.
Attleborough - N.	15 0 0	- -	17 10 0	J. Copson -	2nd	- - -	—	July
Bentley - - N.	21 10 0	- -	80 0 0	T. Wallis -	4th	- - -	—	„
				J. Atkins -	4th			
				T. Collins -	3rd			
				T. Sanders -	3rd			
Bidford - - N.	- -	- -	39 0 0	H. S. Hatton -	4th	- - -	—	Aug.
				J. H. Timms -	2nd			
Birmingham, All Saints'. N.	21 10 0	- -	17 10 0	W. Nightingale	2nd	- - -	—	Oct.
Birmingham, Church of the Saviour.	12 0 0	- -	71 10 0	S. Reeves -	5th	P. Priestley -	5th	Feb.
						H. Jones -	4th	
Birmingham (Industrial). B.	10 0 0	- -	39 0 0	- - -	—	A. E. Harrison	3rd	„
						F. R. Giles -	3rd	
Birmingham (Free Industrial.	15 0 0	25	15 0 0	E. H. Rooke -	1st			July
Birmingham, New Jerusalem.	15 0 0	- -	59 10 0	E. Wood -	5th	- - -	—	Feb.
				E. Reynolds -	3rd			
				W. T. Moore -	2nd			
Birmingham, R.C. Oratory.	25 0 0	- -	- - -	- - -	—	- - -	—	April
Birmingham, St. Anne's (Alcester Street). R.C.	15 0 0	- -	54 10 0	- - -	—	H. Parker -	3rd	„
						A. Kearns -	3rd	
						H. Alexander -	2nd	

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WARWICKSHIRE—*cont.*	£ s. d.	£	£ s. d.						
Birmingham, St. R.C. Chad's.	20 0 0	25	142 10 0	M. Hanson W. Holland	2nd 2nd	E. Law A. Hadley A. R. Windsor E. Grimshaw T. Fletcher T. M'Carten	4th 4th 3rd 2nd 2nd 2nd	April
Birmingham, St. N. George's.	40 0 0	- -	248 10 0	F. Moore T. R. Barton J. Clarke	5th 1st 1st	F. Price E. Cooper E. Brown E. Edge A. L. Mayfield H. L. Hill M. C. Hill E. M. Williams S. A. Broadhurst S. A. Masters M. Hopton	5th 4th 3rd 1st 1st 1st 1st 4th 4th 3rd 3rd	Aug.
Birmingham, St. R.C. John's.	10 0 0	- -	46 10 0	- - -	—	M. Cafferty M. A. Corroll	5th 4th	April
Birmingham, St. N. Luke's.	16 10 0	25	83 0 0	J. Smith R. Bartlett	4th 2nd	E. Lloyd E. Gibbs	4th 4th	Aug.
Birmingham, St. N. Luke's, Macdonald Street, (Infants).	- -	- -	20 0 0	- - -	—	M. A. Morton	3rd	,,
Birmingham, St. N. Mark's.	27 0 0	- -	124 10 0	J. H. Jackman J. Bird J. Shepherd E. M. Griffiths	3rd 3rd 1st 1st	M. Wheeler L. Silvester M. A. Kent	5th 4th 1st	,,
Birmingham, St. N. Mary's.	40 0 0	- -	93 0 0	R. Marle W. T. Bulpitt	4th 3rd	C. A. Wainwright. E. Hibell S. Wilkinson	2nd 2nd 2nd	July
Birmingham, St. R.C. Mary's.	29 0 0	- -	67 0 0	- - -	—	M. Bolster S. A. Rice J. Silvester	5th 5th 3rd	April
Birmingham, St. N. Matthew's.	15 0 0	- -	15 0 0	W. Matthews	1st	- - -	—	Aug.
Birmingham, St. N. Matthias' (Infants).	8 0 0	- -	62 0 0	- - -	—	L. Brown M. A. Smith F. Free	4th 4th 3rd	,,
Birmingham, St. R.C. Nicholas'.	20 0 0	- -	36 10 0	- - -	—	M. M'Carten S. Sears	4th 1st	April
Birmingham, St. R.C. Patrick's.	18 0 0	- -	- - -	- - -	—	- - -	—	March
Birmingham, St. N. Paul's.	28 0 0	- -	122 0 0	J. Bough H. Fellows F. H. Capner F. Round	4th 3rd 1st 1st	E. Cox E. Martin L. Ward	5th 2nd 1st	Aug.
Birmingham, St. R.C. Peter's.	16 10 0	- -	88 10 0	J. Watson B. Lee	3rd 1st	T. Overs V. Monton E. Betts	3rd 3rd 2nd	April
Birmingham, St. N. Philip's.	35 0 0	- -	89 10 0	R. Perry	4th	S. A. Pargeter A. Santy M. Briden E. Briden	3rd 2nd 2nd 1st	July
Birmingham, St. N. Stephen's.	- -	- -	72 10 0	G. Vale W. Taylor H. Marle S. Browning	5th 3rd 2nd 1st	- - -	—	,,
Birmingham, St. N. Thomas'.	38 0 0	- -	119 10 0	F. Free J. Graves E. G. Price	5th 3rd 1st	M. Mackintosh M. Evans A. Martin A. Hopkins	4th 1st 1st 1st	Aug.
Birmingham, Unitarian Domestic Mission Society's.	27 0 0	25	67 0 0	J. Jennings	1st	E. Walton S. Birch M. A. Figures	4th 2nd 1st	Feb.
Brinklow N.	15 0 0	- -	15 0 0	C. Wright	1st	- - -	—	Aug.

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WARWICKSHIRE—*cont.*								
Coventry, St. Michael's. N.	28 0 0	45	81 0 0	F. Dowell F. Rose W. Shirley (*Honorary*).	3rd 2nd 1st	E. Jeays J. Pratt E. A. Steane S. Turner (*Honorary*).	2nd 1st 1st 1st	Aug.
Coventry, St. Peter's. N.	15 0 0	- -	46 10 0	J. Archer T. G. Tustin	5th 4th	- - -	—	„
Coventry, Upper, Trinity. N.	32 10 0	- -	44 0 0	W. J. Hassall H. Knight	1st 1st	S. A. Rose	1st	Oct.
Cubington - N.	25 0 0	- -	59 0 0	T. Walton	5th	A. Askew E. Penn	2nd 2nd	Aug.
Deritend, St. John's N.	16 10 0	- -	36 10 0	B. Roberts A. Tovey	4th 1st	- - -	—	„
Eatington - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	Oct.
Edgbaston - - N.	25 0 0	- -	64 10 0	Z. Tonks W. Berisford H. Oxford	2nd 2nd 1st	J. Ashfield	2nd	Aug.
Edgbaston, St. George's. N.	10 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Erdington - R.C.	10 0 0	- -	- - -	- - -	—	- - -	—	April
Hampton-on-the-Hill. R.C.	- - -	- -	17 10 0	- - -	—	T. Collins	2nd	Jan.
Itchington, Long, (Endowed).	25 0 0	- -	22 10 0	J. Flowers	4th	- - -	—	July
Kenilworth, St. John's. N.	11 0 0	- -	15 0 0	- - -	—	C. Jackson	1st	„
Keresley and Coundon. N.	15 0 0	- -	39 0 0	T. Holloway T. Horton	5th 1st	- - -	—	„
Kingsbury (Endowed). N.	16 10 0	- -	20 0 0	R. Wright	3rd	- - -	—	„
Kinwarton and Great Alne. N.	- - -	- -	17 10 0	- - -	—	H. Harman	2nd	„
Nuneaton (Church Lane). N.	33 10 0	45	86 0 0	T. Passand C. Taberer M. Furborrow	2nd 1st 1st	R. Allton J. H. Denman	4th 3rd	Aug.
Offchurch (Lady Guernsey's). N.	10 0 0	- -	25 0 0	- - -	—	M. A. Fiander	5th	„
Rugby - - - Par.	16 10 0	- -	68 0 0	H. Whiteman H. G. Truelove	3rd 1st	R. Horne S. Abbott	3rd 1st	„
Rugby - - - Wes.	15 0 0	- -	34 0 0	J. Parker J. Denney	3rd 1st	- - -	—	Oct.
Rugby (Elborrow's) N.	18 0 0	- -	70 10 0	G. Olorenshaw G. Beasley	5th 1st	L. Kenny S. Andrews	5th 2nd	Aug.
Rugby, St. Matthew's. N.	28 0 0	- -	88 10 0	J. Harris J. W. Kenning	3rd 2nd	S. Satchell A. J. Bennett E. Wright	4th 2nd 1st	„
Shirley - - N.	26 10 0	- -	56 10 0	W. Newey	5th	E. Guest E. Matthews	5th 1st	„
Stockingford (Infants). N.	10 0 0	- -	34 0 0	- - -	—	A.M. Reynolds S. J. Allsop	3rd 1st	„
Sutton Coldfield - R.C.	- - -	- -	17 10 0	- - -	—	M. Stanley	2nd	April
Tysoe - - - N.	20 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Walton - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Warwick, High Street Chapel. B.	15 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Warwick, St. Mary's (Borough). N.	26 10 0	- -	114 10 0	J. T. Margoschis H. Mottram T. Davis H. Webb	3rd 2nd 1st 1st	J. Perkins E. Bayliss	4th 2nd	Aug.
Worcester (Model) Diocesan.	25 0 0	25	44 0 0	J. S. Steane J. G. Kimpton	4th 4th	- - -	—	„
Total - -	1,058 0 0	215	3,110 10 0					

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WESTMORELAND.								
Appleby, St. Laurence. B.	15 0 0	- -	15 0 0	J. Grosart -	1st	- - -	—	June
Firbank - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Kendal - - N.	16 10 0	- -	80 10 0	J. Brown -	2nd	- - -	—	Sep.
				J. Scott -	2nd			
				J. Tomlinson -	2nd			
				R. Harrison -	2nd			
				W. Machell -	2nd			
Kendal, St. George's (Girls) N.	10 0 0	- -	20 0 0	- - -	—	M. E. Washington.	3rd	,,
Kendal - - B.	21 10 0	- -	80 10 0	D. Stables -	4th	- - -	—	June
				T. W. Holmes-	4th			
				J. Jackson -	3rd			
				W. Watson -	1st			
				J. G. Stables -	1st			
				E. Gott -	1st			
Kendal - - Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	,,
Kendal - - P.U.	- - -	- -	11 5 0	J. Shepherd -	2nd	- - -	—	July
Strickland, Great N.	16 10 0	- -	25 0 0	W. Brocklebank.	5th	- - -	—	Sept.
Windermere, St. Mary's. N.	15 0 0	- -	20 0 0	W. Vincent -	3rd	- - -	—	,,
Total - -	124 10 0	- -	252 5 0					
WILTSHIRE.								
Alderbury - - Par.	18 0 0	- -	44 0 0	E. Thomas -	5th	- - -	—	Dec.
				W. Osman -	3rd			
Amesbury - - N.	15 0 0	- -	42 10 0	W. Bangham -	3rd	S. Smith -	4th	Jan.
Ashton - - N.	11 0 0	- -	29 0 0	- - -	—	E. Bray -	1st	Feb.
						M. A. Twine -	1st	
Ashton, West - N.	28 0 0	25	102 10 0	J. Newman -	3rd	E. Reese -	4th	Dec.
						E. Marks -	4th	
						M. Long -	4th	
						F. Bailey -	3rd	
Barford, St. Martin's. N.	- -	- -	34 0 0	- - -	—	E. Pomroy -	2nd	—
						A. S. Andrews	2nd	
Bemerton - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Bishopstone (Faringdon). N.	15 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Bishopstone (Salisbury). N.	- -	- -	20 0 0	- - -	—	S. Francis -	3rd	Feb.
Bowood, or Buckhill	15 0 0	- -	45 0 0	J. Bartlett -	3rd	A. Simpkins -	5th	Dec.
Bradford - Par.	11 0 0	- -	113 10 0	A. Bale - -	4th	E. Gibbs -	5th	,,
				C. Mansfield -	4th	J. E. Blackler	5th	
						M. J. Moore -	4th	
Bradford, Ch. Ch. N.	- -	- -	78 0 0	H. Morle -	4th	L. E. Mager -	4th	,,
				S. Stevens -	2nd	S. Davis -	2nd	
Bramshaw (Boys) N.	16 10 0	- -	- - -	- - -	—	- - -	—	March
Bramshaw (Girls) N.	10 0 0	- -	15 0 0	- - -	—	A. Hurdle -	1st	,,
Bratton - - B.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Calne (Boys) - N.	21 10 0	- -	59 0 0	E. Thomas -	4th	- - -	—	Dec.
				S. Weston -	4th			
				T. Green -	2nd			
Calne (Girls) - N.	13 0 0	- -	80 0 0	- - -	—	C. Blackford -	5th	,,
						A. Salman -	5th	
						C. Gough -	3rd	
						E. Perkins -	1st	
Calne (Middle) - N.	15 0 0	- -	41 10 0	E. Maundrell -	5th	- - -	—	,,
				W. Holley -	2nd			
Castle Combe - N.	28 0 0	- -	85 10 0	W. Brayler -	5th	H. Wallop -	5th	,,
				J. Deare -	2nd	S. Garlick -	3rd	
Charlton Park - N.	- -	- -	20 0 0	J. Keates -	3rd	- - -	—	March
Chilton - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Chippenham - P.U.	- -	- -	10 0 0	J. Fry - -	1st	- - -	—	Sept.

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WILTSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Cholderton - - Par.	- - -	- -	22 10 0	- - -	—	S. Yeats - -	4th	Jan.
Christian Malford N.	- - -	- -	40 0 0	J. Morris -	3rd	J. Bishop -	2nd	„
						M. A. Morris (*Honorary*).	1st	
Coombe Bissett - N.	- - -	- -	20 0 0	- - -	—	E. Lucas -	3rd	Dec.
Corsham - - B.	15 0 0	- -	44 0 0	J. E. Stinchcombe.	5th	- - -	—	April
				J. Hulbert -	3rd			
Deverill Longbridge N.	15 0 0	- -	20 0 0	P. Smith -	3rd	- - -	—	March
Devizes (Girls and Infants). N.	15 0 0	- -	36 10 0	- - -	—	E. Henty -	3rd	Dec
						J. Gale -	2nd	
Devizes, Town School (Boys). N.	18 0 0	- -	39 0 0	H. J. Gale -	3rd	- - -	—	„
				R. Penton -	3rd			
Dilton's Marsh - N.	- - -	- -	20 0 0	W. Weston -	3rd	- - -	—	„
Downton (Girls) - N.	11 0 0	- -	39 0 0	- - -	—	E. M. Bell -	3rd	„
						M. Maidment	3rd	
Downton - - B.	18 0 0	- -	64 10 0	A. Bailey -	4th	J. Musselwhite	1st	May
				W. Goodridge	1st			
				G. Eastman -	1st			
Durrington - N.	11 0 0	- -	41 10 0	- - -	—	E. Smith -	5th	Dec.
						L. Smith -	2nd	
Erchfont - - N.	- - -	- -	75 10 0	R. Wootten -	3rd	H. Snook -	3rd	„
				C. Tyler -	2nd	L. Church -	3rd	
Fisherton-Anger N.	16 10 0	- -	35 0 0	R. R. Baker -	3rd	E. Lloyd -	1st	Feb.
Grafton, East - N.	15 0 0	- -	20 0 0	E. Webber -	3rd	- - -	—	Jan.
Hankerton - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Hilperton - - N.	- - -	- -	42 10 0	N. Walters -	5th	E. Rogers -	2nd	Dec.
Hindon - - N.	16 10 0	- -	20 0 0	E. Maidment -	3rd	- - -	—	March
Knoyle, East - N.	- - -	- -	41 10 0	J. Fletcher -	4th	- - -	—	Jan.
				S. Horlock -	3rd			
Lacock - - - N.	15 0 0	- -	54 0 0	W. Oaksford -	3rd	M. Hull -	2nd	Dec.
				W. Ind -	2nd			
Latton - - - Par.	18 0 0	- -	- - -	- - -	—	- - -	—	March
Laverstock - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Malmesbury - N.	12 0 0	- -	36 10 0	- - -	—	M. Ponting -	3rd	Jan.
					—	M. Ponting -	2nd	
Marlborough, St. Mary's. N.	29 10 0	- -	81 0 0	W. Palmer -	3rd	E. Palmer -	2nd	Dec.
				A. C. Harding	2nd	M. Tait - -	1st	
						C. Bryen -	1st	
Marlborough, St. Peter's. N.	33 0 0	- -	63 0 0	J. Mildenhall	2nd	J. Cane - -	2nd	„
				C. J. Cane -	1st	C. Timms -	1st	
Melksham - - N.	25 0 0	- -	50 0 0	J. M. Price -	5th	F. J. Selman -	5th	„
Melksham - - B.	15 0 0	- -	39 0 0	J. Harding -	5th	- - -	—	April
				C. Newman -	1st			
Mere - - - N.	- - -	- -	25 0 0	- - -	—	S. Moors -	5th	Dec.
Nettleton & Burton N.	- - -	- -	44 0 0	- - -	—	E. Cole -	5th	„
						S. Stephens -	3rd	
Newton, South - N.	10 0 0	- -	17 10 0	- - -	—	M. Burbage -	2nd	„
Road Hill - - N.	11 0 0	- -	15 0 0	- - -	—	S. A. Merrett -	1st	Feb.
Salisbury - - N.	36 0 0	- -	124 10 0	G. J. Coombs -	4th	C. J. Gray -	3rd	Dec.
				J. N. Massey -	4th	C. E. Jenkins	3rd	
				H. T. Mursell -	2nd			
				C. Adams -	1st			
				A. Goddard -	1st			
Salisbury, Model N.	14 0 0	- -	44 0 0	- - -	—	E. Barrett -	4th	Jan.
						S. Furmage -	4th	
Salisbury - Wes.	18 0 0	- -	41 10 0	J. Saunders -	4th	- - -	—	June
				W. Walter -	3rd			
Sherston - - B.	25 0 0	- -	83 10 0	G. Neal - -	2nd	S. Neal - -	3rd	March
				J. S. Woolnough	2nd	E. Dickson -	2nd	
						E. Pugh - -	1st	
Stapleford - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	„
Staverton - - N.	- - -	- -	34 0 0	- - -	—	E. Barratt -	3rd	Dec.
						R. Price - -	1st	
Steeple Ashton - N.	13 0 0	- -	- - -	- - -	—	- - -	—	„

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WILTSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Swindon (Great Western Railway's). N.	20 0 0	- -	70 0 0	G. R. Braid -	5th	- - -	—	Dec.
				R. Huggins -	3rd			
				F. J. Thresher	1st			
				R. Baker -	1st			
Swindon - N.	16 10 0	- -	25 0 0	G. Ricks -	5th	- - -	—	March
	*a*35 0 0							
Swindon, Old (Infants). N.	10 0 0	- -	20 0 0	- - -	—	S. Bizley -	3rd	„
Tisbury - - N.	10 0 0	- -	15 0 0	W. Turner -	1st	- - -	—	„
Tollard, Royal - N.	- -	- -	17 10 0	- - -	—	E. Hiscock -	2nd	Nov.
Trowbridge - - Par.	21 10 0	- -	232 10 0	S. Lakin -	5th	M. A. Stokes -	5th	Dec.
				G. Marks -	5th	S. Oborn -	3rd	
				F. T. Shepherd	4th	M. J. Hiscocks	2nd	
				G. Green -	3rd	A. Lanham -	1st	
				M. J. Drinkwater.	3rd	J. Norris -	1st	
						S. Chapman -	1st	
				E. Shackell -	2nd			
				J. Wilkins -	1st			
Trowbridge, Studley, St. John's. N.	10 0 0	- -	15 0 0	- - -	—	S. Jones -	1st	„
Trowbridge, Trinity N.	10 0 0	- -	70 0 0	- - -	—	E. Barnes -	5th	„
						H. Frame -	2nd	
						M. Crabbe -	2nd	
						E. H. Newton	1st	
Trowbridge - - B.	15 0 0	- -	72 10 0	H. Phillips -	3rd	- - -	—	April
				S. Dunn -	3rd			
				W. Haines -	3rd			
				T. Ruddle -	2nd			
Warminster - N.	47 10 0	- -	186 0 0	W. W. Exten -	5th	E. Ponton -	4th	Dec.
				C. Carter -	4th	M. Andrews -	3rd	
				W. Curtis -	4th	L. Curtis -	5th	
				J. Tucker -	2nd	E. Greatwood	4th	
				J. Garsford -	2nd			
Warminster - B.	15 0 0	- -	29 0 0	R. Strong -	1st	- - -	—	April
				A. Ford - -	1st			
Westbury - - N.	29 0 0	- -	108 10 0	I. J. H. Wilkins	5th	E. Dyer -	4th	Dec.
				J. Vine -	4th	F. Smith -	4th	
						E. Eadby -	3rd	
Westbury (Heywood House). N.	- -	- -	59 0 0	- - -	—	M. F. Watts -	5th	„
						A. Jackson -	3rd	
						M. Webb -	1st	
Wilton - - N.	36 0 0	- -	83 0 0	T. Hemmings	3rd	J. Burrough -	1st	„
				A. Arkell -	1st	A. Moody -	2nd	
						H. Musselwhite	2nd	
Total - -	993 0 0	25	3,197 0 0					
WORCESTERSHIRE.								
Alvechurch - - N.	21 10 0	- -	- - -	- - -	—	- - -	—	Nov.
Bengeworth - N.	15 0 0	- -	42 10 0	T. Sprague -	3rd	C. D. Wadams	4th	Jan.
						A. Green (*Honorary*).	2nd	
Broadway, St. Mary's. R.C.	11 0 0	- -	17 10 0	- - -	—	E. Shorey -	2nd	March
Bromsgrove - N.	18 0 0	- -	82 10 0	J. Lee - -	4th	E. Roberts -	2nd	Nov.
				W. H. Matthews	2nd			
				G. H. Perks -	1st			
				G. Sealey -	1st			
				H. W. Owen (*Honorary.*)	1st			
				H. Seymour (*Honorary.*)	1st			
Bromsgrove (The Lickey). N.	18 0 0	- -	15 0 0	G. Cole - -	1st	- - -	—	„

a Retiring pension.

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WORCESTERSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Cradley - - N.	15 0 0	25	- - -	- - -	—	- - -	—	Nov.
Droitwich, St. Peter's. N.	27 0 0	- -	79 10 0	D. Bridge -	2nd	M. Humphries	4th	Oct.
						E. Dixon	4th	
						S. Dixon	3rd	
Dudley, St. Edmund's. N.	15 0 0	- -	59 10 0	M. Bailey -	4th	- - -	—	April
				G. Underhill -	4th			
				W. Corcutt -	2nd			
Dudley, St. Thomas' N.	10 0 0	- -	51 10 0	J. Edwards -	4th	L. White -	1st	„
						A. M. Hipkiss	1st	
Evesham - - N.	16 0 0	- -	51 10 0	J. Cox - -	1st	E. Taylor -	4th	Jan.
				F. Farr - -	1st			
Evesham - - B.	25 0 0	- -	31 10 0	T. J. Woolwin	2nd	- - -	—	April
				J. Salmon -	1st			
Hagley (Lord Lyttelton's). N.	18 0 0	- -	49 10 0	F. Lane - -	3rd	- - -	—	Nov.
				C. Tandy -	2nd			
				T. Wyatt -	1st			
Halesowen - N.	18 0 0	25	25 0 0	E. H. Smith -	5th	- - -	—	Dec.
Headless Cross - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Kidderminster, St. George's. N.	18 0 0	- -	88 10 0	G. Bennett -	3rd	S. Carradine -	4th	„
				T. Farmer -	2nd	M. Simpson -	2nd	
				W. Hinett -	1st			
Kidderminster, St. Mary's. N.	40 10 0	25	47 0 0	A. Taylor -	2nd	- - -	—	„
				H. H. Potter -	2nd			
				J. Tillman -	1st			
Malvern Link - B.	10 0 0	- -	- - -	- - -	—	- - -	—	April
Malvern Morris (Girls). N.	13 0 0	- -	31 10 0	- - -	—	E. Dalley -	2nd	Oct.
						E. Davis -	1st	
Martley - - - N.	20 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Moseley - - N.	20 0 0	- -	39 0 0	- - -	—	S. Hunt - -	3rd	Oct.
						M. A. Bladon -	3rd	
Newbold-on-Stour N.	11 0 0	- -	25 0 0	- - -	—	A. Rose -	5th	July
Offenham - - N.	- - -	- -	25 0 0	- - -	—	A. Canning -	5th	Nov.
Pershore - - N.	26 0 0	- -	96 10 0	C. Beavan -	4th	D. Mayo - -	2nd	Dec.
				F. Workman -	1st	I. Lever - -	2nd	
						M. A. Nutting	1st	
						M. Edwin -	1st	
Powick - - - N.	15 0 0	- -	52 0 0	- - -	—	E. Stevens -	4th	Nov.
						H. Rowe -	2nd	
						E. Allchin -	1st	
Redditch - - N.	29 10 0	- -	97 10 0	C. Edmond -	5th	R. G. Holyoak	1st	Dec.
				W. Wilkes -	4th			
				J. Turner -	3rd			
				R. Yoxall -	3rd			
Stourbridge, New Wes. Road.	15 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Stourport - - N.	20 0 0	- -	73 0 0	H. Payne -	4th	C. Barrett -	2nd	„
				T. Bury - -	3rd	A. Massey -	1st	
Tenbury - - N.	15 0 0	- -	47 0 0	H. Brunt -	2nd	- - -	—	Oct.
				H. S. Raby -	2nd			
				R. Parker -	1st			
Upton-on-Severn - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Worcester, St. John's. N.	28 0 0	- -	75 10 0	H. Griffiths -	3rd	S. A. Martin -	4th	Dec.
				G. J. Westbury	3rd	S. J. Merrell -	1st	
Worcester, St. Martin's. N.	23 0 0	- -	67 10 0	C. Millage -	3rd	- - -	—	„
				R. H. Haycox	3rd			
				J. Barnes -	2nd			
				J. Newman -	1st			
Worcester, St. Paul's (Infant). N.	10 0 0	- -	39 0 0	- - -	—	F. Arnold -	5th	Nov.
						J. Griffiths -	1st	
Worcester, St. Peter's. N.	25 0 0	- -	106 10 0	N. Bushell -	2nd	L. Edmonds -	4th	Dec.
				W. Heney -	2nd	E. Price - -	4th	
						E. M. Croft -	2nd	
						E. Young -	1st	
Total - -	596 10 0	75	1,416 0 0					

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YORKSHIRE.	£ s. d.	£	£ s. d.					
Ackworth (Girls) N.	10 0 0	- -	25 0 0	- - -	—	E. Dyson -	5th	July
Ackworth (Lowther's Hospital). N.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Addingham - - N.	15 0 0	- -	39 0 0	J. Holmes -	4th	- - -	—	March
				J. W. Brigg -	2nd			
Aldborough and Boroughbridge. N.	16 10 0	- -	49 10 0	R. Horner -	2nd	- - -	—	June
				G. Daglish -	2nd			
				T. Woodward	2nd			
Aldborough - N.	10 0 0	- -	- - -	- - -	—	- - -	—	„
Allerton - - B.	- -	- -	20 0 0	J. Mercer -	3rd	- - -	—	April
Allerton Mauleverer. R.C.	16 10 0	- -	- - -	- - -	—	- - -	—	July
Almondbury, Central. N.	31 10 0	- -	85 10 0	J. Matthewman.	5th	A. Sykes -	5th	Dec.
				J. Crowther -	4th	M. E. Dodson	1st	
Alverthorpe - N.	15 0 0	- -	15 0 0	- - -	—	J. Hartley -	1st	Aug.
Appleton, Roebuck. N.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Ardsley - - N.	15 0 0	- -	39 0 0	J. Noxon -	5th	- - -	—	July
				J. Parkin -	1st			
Armitage Bridge - N.	16 10 0	- -	75 10 0	G. Baldwin -	2nd	H. Crowther -	5th	Dec.
				A. Smith -	1st	P. Davison -	3rd	
Attercliffe (Boys) N.	15 0 0	25	59 10 0	G. Jeff -	5th	- - -	—	Aug.
				J. Kennedy -	4th			
				J. Frecknall -	1st			
Attercliffe (Girls) N.	10 0 0	20	72 10 0	- - -	—	M. Broomhead	4th	„
						C. Peech -	3rd	
						A. M. Owen -	2nd	
						A. Dunstan -	2nd	
Ayton, Great - B.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Balby - - - N.	14 0 0	- -	34 0 0	- - -	—	A. Firth -	2nd	Aug.
						H. A. Ward -	2nd	
Bankfoot - - N.	16 10 0	- -	34 0 0	R. Naylor -	2nd	- - -	—	Feb.
				H. Wilkinson	2nd			
Barnby Moor - N.	15 0 0	- -	17 10 0	T. Smith -	2nd	- - -	—	May
Barnsley - - N.	15 0 0	- -	77 10 0	G. Hemingway	5th	- - -	—	Aug.
				A. Chappell -	4th			
				T. Dyson -	3rd			
				T. Worthington.	1st			
Barnsley, Holy Rood. R.C.	15 0 0	- -	77 10 0	D. Walters -	5th	- - -	—	July
				T. Carr -	5th			
				C. Regan -	2nd			
				P. Cleary -	1st			
Barnsley, St. George's. N.	10 0 0	- -	83 0 0	- - -	—	E. Harrison -	4th	Aug.
						E. Rix - -	4th	
						C. Hall - -	1st	
						M. A. Ferguson	1st	
						E. Myers -	1st	
Barnsley, St. Mary's N.	14 0 0	- -	- - -	- - -	—	- - -	—	July
Barrow - - N.	23 0 0	- -	34 0 0	F. Frost -	3rd	- - -	—	„
				F. Stone -	1st			
Barwick-in-Elmet N.	15 0 0		36 10 0	W. B. Foster -	3rd	- - -	—	April
				T. Todd -	2nd			
Batley - - Wes.	38 0 0	- -	68 0 0	D. S. Brearley	3rd	E. Brain -	2nd	Sept.
				S. Hanson -	1st	L. A. Teale -	2nd	
Battyeford (Boys) N.	21 10 0	- -	- - -	- - -	—	- - -	—	Nov.
Battyeford, Ch. Ch. (Girls). N.	- -	- -	20 0 0	- - -	—	E. L. Kay -	3rd	„
Bedale - - - N.	30 0 0	- -	59 0 0	W. A. Williamson.	5th	S. Askey -	3rd	March
						A. Stephenson	1st	
Beverley Minster N.	15 0 0	- -	78 10 0	T. Tomlinson -	4th	E. Metcalfe -	1st	June
				B. H. Holmes	1st	F. Elwell -	1st	
				W. J. Plummer	1st			
Beverley - - Wes.	20 0 0	- -	82 0 0	G. W. Welch -	3rd	E. Ward -	1st	July
				G. Scaum -	3rd			
				G. J. Jenkinson	3rd			

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YORKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Beverley, St. Mary's and St. Nicholas'. N.	20 0 0	- -	67 10 0	F. Greensides - R. Pearson - D. Newton - R. Whattam -	3rd 3rd 2nd 1st	- - -	—	May
Brierley - - N.	15 0 0	- -	40 0 0	T. Beetham -	4th	R. Firth -	2nd	Jan.
Birstal - - - N.	15 0 0	- -	72 10 0	T. Harker - J. Spawforth - T. Yates - J. Hustler -	5th 3rd 2nd 1st	- - -	—	„
Birstwith - - N.	29 0 0	- -	15 0 0	J. Umpleby -	1st	- - -	—	Oct.
Bishopthorpe - N.	15 0 0	- -	20 0 0	T. Carbert -	3rd	- - -	—	June
Bolstertone - N.	15 0 0	- -	20 0 0	J. Sanderson -	3rd	- - -	—	July
Boston, Clifford, and Bramham. Wes.	18 0 0	- -	22 10 0	T. Simpson -	4th	- - -	—	May
Boston Spa - N.	16 10 0	- -	- - -	- - -	—	- - -	—	April
Bowling, St. John's N.	16 10 0	- -	30 0 0	E. C. Spurr -	1st	A. Binns - -	1st	Jan.
Bradford, Borough, West. B.	31 10 0	- -	96 0 0	J. Knowles - J. Child - - R. Jennings -	4th 4th 3rd	L. H. Green - S. A. Metcalfe	2nd 2nd	March
Bradford, Ch. Ch. N.	25 0 0	- -	49 0 0	T. H. Ramsden	3rd	S. J. Fisher - S. J. Dove -	1st 1st	Jan.
Bradford, Low Moor N.	- -	- -	91 0 0	H. Walton - J. Clarkson - C. Lightowlers	4th 3rd 2nd	M. E. Scott - M. Harrison -	2nd 2nd	Feb.
Bradford, Manchester Road, Factory. N.	39 0 0	- -	196 0 0	G. Gill - R. H. Williamson. W. W. Crossley H. Pawson - E. Handforth	5th 5th 4th 3rd 2nd	R. A. Wright - F. A. Sellers - H. Edge - - M. Handforth S. Sykes -	5th 3rd 3rd 2nd 2nd	Jan.
Bradford (Messrs. Walker's). N.	28 0 0	50	160 10 0	W. Bolton - J. Walmsley - W. Abel - J. Lawson - C. Turner -	4th 3rd 2nd 2nd 1st	E. Kaberry - S. A. Wilkinson M. A. Kaberry E. J. Bannister	5th 5th 1st 1st	„
Bradford, New Leeds. N.	12 0 0	- -	20 0 0	- - -	—	E. Pybus -	3rd	„
Bradford, Richmond Terrace. Wes.	15 0 0	- -	47 0 0	R. S. Shepherd F. Townsley - A. T. Greenwood	2nd 2nd 1st	- - -	—	April
Bradford, St. James' N.	25 0 0	- -	104 0 0	E. Fryer - E. Batty - R. Verity -	3rd 3rd 1st	S. A. Wilcock - M. M. T. Boyes E. Batty -	3rd 2nd 2nd	Jan.
Bradford, St. Jude's N.	15 0 0	- -	59 0 0	J. Hardman - J. Davy - -	3rd 3rd	E. Davy -	3rd	„
Bradford, St. Marie's. R.C.	15 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Bradford, Stott Hill N.	31 10 0	- -	212 0 0	H. Shutt - J. Wiseman - J. Kettlewell - E. Stephenson A. Bebbington J. D. Smithies J. Barker -	5th 4th 3rd 3rd 2nd 2nd 2nd	J. Gibson - M. J. Shutt - S. Williams - M. H. Higgins U. S. Lawson -	4th 3rd 2nd 1st 1st	Jan.
Bramley - - N.	16 10 0	- -	61 10 0	E. W. Dixon - G. Fox - -	4th 3rd	H. Barker -	3rd	Sept.
Bramley - Wes.	15 0 0	- -	36 10 0	F. A. Turner - T. Heaton -	3rd 2nd	- - -	—	April
Brampton Bierlow N.	16 10 0	- -	75 0 0	W. W. Pearson G. T. V. Robinson. O. D. Pearson S. Carr - -	5th 4th 2nd 1st	- - -	—	Aug.
Bridlington - - N.	15 0 0	- -	60 10 0	T. Macdonald J. Dobson -	2nd 1st	A. E. Glenton L. A. Spetch -	1st 1st	June
Bridlington (Infants) N.	12 0 0	- -	15 0 0	- - -	—	T. Eggleston -	1st	May

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YORKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Bridlington Quay Wes.	15 0 0	- -	63 0 0	J. Watson -	2nd	E. Rowntree -	2nd	Aug.
				J. H. Cross -	1st	M. Lee - -	1st	
Brighouse - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	July
Broughton - -R.C.	20 0 0	- -	22 10 0	M. Riley -	4th	- - -	—	Aug.
Burley (Leeds) - N.	15 0 0	- -	44 0 0	B. Marshall -	4th	- - -	—	Sept.
				W. Fox -	4th			
Burley (Otley) - N.	15 0 0	- -	25 0 0	S. Speight -	5th	- - -	—	Oct.
Buslingthorpe - N.	20 0 0	- -	42 10 0	J. M'Gowan -	2nd	M. Chambers -	5th	Sept.
Calverley - - N.	- -	- -	34 0 0	A. Walton -	3rd	- - -	—	Oct.
				J. Lister -	1st			
Carleton - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Carlton-in-Snaith N.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Cave, North - Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Cave, North (Boys) N.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Cave, North (Girls) N.	10 0 0	- -	15 0 0	- - -	—	M. Garland -	1st	„
Clayton - - N.	25 0 0	- -	31 10 0	E. Holdsworth	2nd	- - -	—	Feb.
				E. Wilman -	1st			
Cleckheaton - - N.	- -	- -	64 10 0	H. Brook -	3rd	E. Sparke -	1st	Jan.
				J. Rusling -	2nd			
				J. Halmshaw -	1st			
Coley - - - N.	20 0 0	- -	41 10 0	J. Mallinson -	4th	- - -	—	Dec.
				D. Northend -	3rd			
Coley, Northowram N.	10 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Cononley - - N.	15 0 0	- -	20 0 0	W. Pickles -	3rd	- - -	—	Jan.
Cottingham - - N.	15 0 0	- -	62 0 0	W. Green -	5th	- - -	—	June
				E. Bushby -	4th			
				J. Herron -	2nd			
Cowcliffe and Netheroyd Hill. N.	15 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Crayke - - - N.	21 10 0	- -	- - -	- - -	—	- - -	—	April
Croft - - - N.	16 10 0	- -	42 10 0	J. H. Coates -	5th	E. Hobson -	2nd	March
Cullingworth Wes.	- -	- -	17 10 0	I. Waddington	2nd	- - -	—	June
Dallowgill - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Danby - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Denby Grange - N.	20 0 0	- -	70 0 0	- - -	—	M. J. Mountain.	4th	July
						M. Cooper -	2nd	
						M. Dyson -	2nd	
						H. Hoyle -	2nd	
Denholme Gate - N.	15 0 0	- -	47 0 0	E. Dobson -	2nd	- - -	—	Feb.
				Q. Charnock -	2nd			
				G. Ackroyd -	1st			
Dewsbury - - N.	23 0 0	- -	111 0 0	H. Kilburn -	5th	- - -	—	Aug.
				W. Senior -	4th			
				G. Owens -	4th			
				J. H. Atkinson	2nd			
				R. Sykes -	2nd			
				R. Brown -	1st			
Dodworth (Town chool). N.	- -	- -	31 10 0	R. Clough -	2nd	- - -	—	July
				E. Billington -	1st			
Dodworth (Girls) N.	10 0 0	- -	36 10 0	- - -	—	P. Harrison -	4th	„
						S. Hutchinson	1st	
Doncaster - - N.	39 0 0	- -	167 10 0	H. Birley -	4th	T. Goodwin -	5th	Aug.
				T. Goodwin -	4th	E. Deighton -	4th	
				J. Gothard -	2nd	E. Machin -	4th	
						E. Wheater -	4th	
						M. Myers -	4th	
Doncaster - B.	16 10 0	- -	134 10 0	S. Jackson -	4th	M. E. Pearson -	5th	April
	*a*30 0 0			J. Laister -	3rd	E. Mitchell -	3rd	
				H. Snowden -	1st	P. Sadler -	3rd	
						D. Gleadall -	3rd	
Doncaster, Ch. Ch. N.	31 10 0	25	149 10 0	H. T. Woodward.	5th	A. E. Bark -	5th	July
				G. Mason -	3rd	J. Hardgrave -	5th	
						M. E. Leach -	4th	
						M. A. Coates -	4th	
						S. H. Cheethem	2nd	

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				Boys.		Girls.		
YORKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Doncaster (Great Northern Railway's). N.	27 0 0	- -	101 10 0	E. S. Suttill -	2nd	E. Blatchley -	4th	June
				J. Train -	2nd	S. Shaw -	3rd	
						A. Sims (*Honorary*).	2nd	
						R. J. Lamplough	1st	
						N. Greathead	1st	
Driffield - N.	20 0 0	25	32 10 0	J. Greenlaw -	2nd	J. Holder -	1st	„
Dringhouses, St. Edward's. N.	18 0 0	- -	17 10 0	D. Preston -	2nd	- - -	—	„
Earl's Heaton - N.	16 10 0	- -	41 10 0	W. Sykes -	3rd	- - -	—	Feb.
				S. Atack -	2nd			
Ecclesall N.	20 0 0	- -	30 0 0	W. Lomas -	1st	M. Pigram -	1st	July
Ecclesfield, High Green. B.	15 0 0	- -	35 0 0	T. Batty -	2nd	H. E. York -	2nd	June
Elland - - N.	30 0 0	- -	106 10 0	S. Thornton -	4th	M. A. Walker	5th	Dec.
				J. Harper -	3rd	H. Fox -	1st	
						D. Garsed -	1st	
						M. L. Hawkyard.	1st	
Elmsall, South Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Elsecar - - - N.	43 10 0	25	83 0 0	A. Walker -	1st	M. J. Turner -	1st	Aug.
				W. H. Pannell	1st	C. Poles - -	3rd	
						E. Wilkinson -	3rd	
Embsay - - N.	18 0 0	- -	17 10 0	J. Phillip -	2nd	- - -	—	Jan.
Escrick - - N.	16 10 0	- -	41 10 0	J. Jackson -	4th	- - -	—	May
				M. Farrah -	3rd			
Etton - - - N.	15 0 0	- -	15 0 0	H. C. Roy -	1st	- - -	—	June
Farsley - - - N.	- - -	- -	65 10 0	W. Popplewell	2nd	F. Tetley -	2nd	Oct.
				J. V. Roberts -	2nd	E. Barraclough	1st	
Filey - - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Flamborough - N.	25 0 0	- -	- - -	- - -	—	- - -	—	„
Frodingham, North N.	- -	- -	22 10 0	W. H. Landon	4th	- - -	—	„
Garforth - Wes.	21 10 0	- -	31 10 0	R. Wilkinson	2nd	- - -	—	March
				J. Wright -	1st			
Gargrave - - N.	25 0 0	- -	61 10 0	T. Ditchfield -	2nd	M. Gittins -	5th	Feb.
						C. Wade -	3rd	
Garton-on-the-Wolds N.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Giggleswick - - N.	15 0 0	- -	29 0 0	W. Atkins -	1st	- - -	—	Feb.
				J. H. Clark -	1st			
Gilling - - - N.	18 0 0	- -	62 0 0	J. Brown -	5th	- - -	—	April
				M. Sunter -	4th			
				J. Dove -	2nd			
Goldsborough - N.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Gomersall, Little - N.	15 0 0	- -	39 0 0	W. Clough -	5th	- - -	—	Jan.
				M. Knowles -	1st			
Goole - - Wes.	15 0 0	- -	65 10 0	W. Goodridge	2nd	E. Ruddings -	2nd	Dec.
				J. Walker -	2nd	E. Saville -	1st	
Goole, St. John's - N.	15 0 0	- -	22 10 0	E. Deyes -	4th	- - -	—	May
Grassington - N.	10 0 0	- -	25 0 0	- - -	—	M. A. Harker -	5th	Jan.
Greetland - Wes.	18 0 0	- -	134 0 0	J. F. Johnstone.	5th	- - -	—	Sept.
				W. Kitchen -	5th			
				J. Sugden -	4th			
				H. A. Johnstone.	3rd			
				A. Kitchen -	3rd			
				J. Stephenson	2nd			
				J. Bancroft -	1st			
Guisborough (Providence). N.	18 0 0	- -	17 10 0	R. F. Earl -	2nd	- - -	—	April
Guiseley - - N.	16 10 0	- -	36 10 0	E. Dixon -	3rd	- - -	—	Jan.
				T. Jackson -	2nd			
Halifax, Copley Factory. N.	37 10 0	- -	185 10 0	J. Stansfield -	5th	S. A. Broadhead	5th	Nov.
				W. H. Wilson	5th	A. Foster -	5th	
				J. Kavanagh -	5th	E. Lomas -	3rd	
				J. Thwaite -	3rd	S. A. Maude -	1st	
				H. Wright -	2nd			

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YORKSHIRE—*cont.*	£ s. d.	£	£ s. d.							
Halifax, Haley Hill, N. Shed School	36 0 0	- -	206 0 0	W. Naylor -	5th		M. A. Seed -	4th		Nov.
				J. Bedford -	5th		E. Beetham -	5th		
				F. Nuttall -	5th		H. Ellis - -	5th		
				E. Fearnley -	4th		C. Miller -	2nd		
							E. A. Townsend	1st		
							M. A. Hinkley	1st		
Halifax (Queen's N. Head).	15 0 0	25	191 0 0	E. Crossland -	5th		H. Richardson	4th		Dec.
				J. E. Dewick -	5th		H. Patchett -	1st		
				S. Snowden -	4th					
				B. Sharp -	4th					
				F. Battersby -	3rd					
				E. Coates -	3rd					
				J. Drake -	2nd					
				J. Halliday -	1st					
Halifax, South-east, N. Parish Church.	32 0 0	- -	101 10 0	J. Best - -	3rd		J. E. Stocks	3rd		„
				J. Fletcher -	2nd		C. Baildon -	2nd		
							M. A. Farrar -	2nd		
							M. A. Jenkinson.	1st		
Halifax (Cross Hills) N. St. James'.	25 0 0	- -	157 10 0	J. Fielden -	5th		L. Collingwood	3rd		Oct.
				J. Mitchell -	5th		E. Best - -	1st		
				W. Hadfield -	4th		E. Collingwood	1st		
				J. Pincott -	4th					
				J. Naylor -	3rd					
Halifax, (Victoria N. Street), St. James'	26 0 0	- -	155 0 0	- - -	—		S. Holmes -	5th		„
							H. Ingham -	5th		
							H. Baxendale -	4th		
							R. Hitchen -	5th		
							H. Ellis - -	3rd		
							S. E. Platts -	3rd		
							A. Haigh -	1st		
							A. Ibberson -	1st		
Halifax, Trinity - N.	11 0 0	- -	20 0 0	- - -	—		M. A. Taylor -	3rd		Nov.
Harewood - - N.	20 0 0	25	17 10 0	W. Thackray -	2nd		- - -	—		Oct.
Harrogate, High - N.	- -	- -	47 10 0	G. H. Pullan -	5th		M. Tomlinson	4th		March
Harrogate, Low, N. St. Mary's.	15 0 0	- -	20 0 0	- - -	—		M. C. Boggett	3rd		April
Hawes - - - N.	15 0 0	- -	22 10 0	J. M. Lister -	4th		- - -	—		„
Haworth - - N.	28 0 0	- -	119 0 0	J. Redman -	5th		R. R. Ratcliffe	5th		Jan.
				G. Feather -	4th		M. Brown -	4th		
				R. Bunney -	1st		E. Hudson -	1st		
Haworth - Wes.	16 10 0	- -	111 0 0	W. Sugden -	5th		- - -	—		May
				J. Shackleton	4th					
				R. Thornton -	4th					
				F. Smith -	2nd					
				L. Greenwood	2nd					
				J. Heaton -	1st					
Headingley, Town N.	15 0 0	- -	40 0 0	C. W. Atkinson	3rd		C. A. Haresceugh	3rd		Oct.
Hedon - - - N.	15 0 0	- -	15 0 0	W. Todd -	1st		- - -	—		June
Heeley - - - N.	- -	- -	17 10 0	- - -	—		E. Bradbury -	2nd		Aug.
Helmsley - Wes.	15 0 0	- -	20 0 0	B. King -	3rd		- - -	—		May
Hessle - - - N.	15 0 0	- -	- - -	- - -	—		- - -	—		June
Holme - - Wes.	- -	- -	17 10 0	C. Tollitt -	2nd		- - -	—		April
Holmfirth - Wes.	16 10 0	- -	34 0 0	J. Marsden -	3rd		- - -	—		„
				J. Dyson -	1st					
Horbury - - N.	25 0 0	- -	91 0 0	C. White -	5th		M. Gill - -	5th		Aug.
				W. Jackson -	1st		E. Richardson	1st		
							J. Sykes - -	1st		
Hornsea - - N.	15 0 0	- -	20 0 0	W. T. Hornsby	3rd		- - -	—		July
Horseforth, Town N.	18 0 0	- -	29 0 0	T. Hogg -	1st		- - -	—		Oct.
				G. Naylor -	1st					
Horton, Great - Wes.	15 0 0	- -	52 0 0	T. Thornton -	3rd		- - -	—		April
				A. Wilson -	3rd					
				J. Knowles -	1st					
Howden - Wes.	15 0 0	25	44 10 0	- - -	—		E. B. Laverack	2nd		Dec.
							A. Hill - -	1st		
							E. White -	1st		

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YORKSHIRE—*cont.*	£ d.	£	£ s. d					
Hoyland - - B.	- -	- -	44 0 0	H. Hart - -	5th	- - -	—	Aug.
				W. Steeple -	3rd			
Hoyland Swaine - N.	15 0 0	- -	20 0 0	J. Ibbotson -	3rd	- - -	—	,,
Huddersfield N. (Longroyd Bridge).	26 0 0	- -	109 0 0	W. Taylor -	5th	A. Sykes - -	3rd	Dec.
				J. Brook - -	3rd	B. A. Leech -	1st	
				T. Wilkinson -	3rd	M. A. Baildon	1st	
Huddersfield, St. N. Paul's.	27 10 0	- -	140 0 0	J. Blackburn -	5th	A. Walker -	3rd	Nov.
				J. W. Haigh -	3rd	M.P. Hutchinson	2nd	
				G. W. Firth -	3rd	H. E. Bairstow	2nd	
						M. A. Schofield	1st	
						E. Collier -	1st	
Huddersfield, (St. N. Peter's) .Seed Hill,	31 10 0	- -	209 0 0	E. Berry -	5th	H. Brown -	5th	,,
				J. Hepworth -	4th	E. A. King -	4th	
				B. Bentley -	2nd	M. Crossland -	4th	
				J. Driver -	2nd	A. E. Brierley	3rd	
						J. Brook - -	2nd	
						L. Lucas - -	2nd	
						E. Haigh -	2nd	
Huddersfield, Tri- N. nity.	30 0 0	- -	116 10 0	J. W. Hirst -	3rd	S. B. Standage	4th	,,
				J. Pagdin -	3rd	J. Schofield -	4th	
				D. Thewlis -	2nd	A. Thornton -	3rd	
Hull, Canning R.C. Street.	15 0 0	- -	94 0 0	M. Durkin -	2nd	E. Redding -	2nd	Aug.
				J. Manley -	2nd	B. Conolley -	2nd	
				J. Duffey -	1st	A. Cahalin -	1st	
Hull, Ch. Ch. N. (Sculcoats).	26 10 0	- -	153 0 0	D. H. Meeson	4th	E. Hall - -	3rd	May
				R. Coverdale -	3rd	M. Beilby -	3rd	
				W. Chaffer -	2nd	M. M. Sawyer	2nd	
				H. T. Landon -	2nd			
				E. Epton -	1st			
				T. J. Somerscales.	1st			
Hull, Holderness B. Ward.	31 0 0	- -	157 10 0	A. Sharpe -	5th	M. J. Potts -	5th	Dec.
				J. Newham -	5th	E. Dove - -	3rd	
				G. Mumby -	4th	M. J. Harrison	1st	
				J. Dodsworth	2nd			
				H. Boyd - -	2nd			
Hull, Nautical - -	20 0 0	- -	17 10 0	J. Kay - -	2nd	- - -	—	May
Hull - - - P.U.	- -	- -	10 0 0	W. Leak - -	1st	- - -	—	,,
Hull, Salthouse N. Lane.	36 10 0	- -	135 0 0	W. Linfoot -	2nd	M. Cockburn -	5th	,,
				J. Dixon - -	2nd	A. E. Westoby	3rd	
				J. Wright -	2nd	E. Denton -	2nd	
				R. S. Davies -	1st			
				W. S. Charlesworth.	1st			
Hull, St. James' - N.	27 0 0	- -	192 0 0	W. Lobley -	4th	M. F. Harper	4th	June
				C. Lawson -	1st	M. Sanderson	3rd	
				C. Petty - -	1st	F. Topham -	3rd	
				W. H. Watkinson.	1st	I. V. Sharp -	2nd	
						E M Lewenden	2nd	
						E. Stainforth -	1st	
						E. Willoughby	1st	
						S. A. Cheslott -	1st	
Hull, St John's - N.	30 0 0	25	129 10 0	M. Bollinbroke	3rd	A. M. Brown -	4th	May
				R. S. Bradley	2nd	M. Newsom -	3rd	
				W. J. Hardwick	2nd	M. Beeforth -	3rd	
						J. Escreet -	3rd	
Hull, St. Mark's - N.	27 10 0	- -	95 10 0	W. Winterburn	5th	- - -	—	June
				V. B. Harrison	4th			
				W. Bee - -	3rd			
				J. White -	2nd			
				J. P. Nelson -	2nd			
Hull, St. Stephen's N.	43 0 0	- -	171 0 0	J. Kilham -	5th	E. Spencer -	4th	
				J. Hutchinson	5th	A. Thompson -	4th	
				H. Sanderson	1st	A. Somerscales	1st	
						M. E. Biggins -	3rd	
						M. A. Ellis -	3rd	
						R. J. Nelson -	1st	

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YORKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Hull, South Wes. Myton.	35 10 0	25	103 10 0	W. Clarke T. C. Rusling W. C. Larder W. Lee T. K. Houldsworth.	4th 4th 2nd 4th 4th	- - -	—	Jan.
Hull, Trinity - N.	15 0 0	- -	29 0 0	W. H. Doughty J. Cunningham	1st 1st	- - -	—	May
Hunmanby - Par.	15 0 0	- -	15 0 0	J. Daglish	1st	- - -	—	June
Ingrow - - - N.	25 0 0	- -	73 0 0	R. Towers M. W. Illingworth.	3rd 3rd	M. A. Whiteoak M. A. Whiteoak	3rd 1st	Jan.
Keighley - - N.	28 0 0	- -	227 10 0	G. E. Dixon D. Keighley A. Kershaw W. Ambler W. Smith J. Fryer W. U. Moore I. Heap	4th 4th 3rd 3rd 2nd 2nd 1st 1st	S. A. Overend J. Robinson S. Green E. Lord M. A. Foulds	4th 3rd 3rd 3rd 1st	,,
Keighley - Wes.	27 0 0	- -	80 10 0	W. Duxbury J. Smith E. Myers J. Baston J. Bradley	4th 3rd 1st 1st 1st	- - -	—	May
Kirby Misperton - N.	15 0 0	- -	15 0 0	J. Duck	1st	- - -	—	June
Kildwick - - N.	15 0 0	- -	34 0 0	G. E. Dodson J. W. Leathley	2nd 2nd	- - -	—	Jan.
Kilnhurst - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	March
Kingcross, St. Paul's N.	46 0 0	- -	150 0 0	J. Heron J. Swarbrick C. Norminton	5th 4th 2nd	M. A. Braithwaite. E. H. Haigh M. Dugdale E. Storkey	5th 2nd 5th 4th	Dec.
Kirkburton (Boys) N.	- -	- -	57 0 0	C. Hargreaves F. Field S. Broadbent	4th 3rd 2nd	- - -	—	Oct.
Kirkburton (Girls) N.	10 0 0	- -	44 0 0	- - -	—	M. Hayes J. Redfearn	4th 4th	,,
Kirkby Fleetham - N.	15 0 0	- -	15 0 0	J. Denison	1st	- - -	—	March
Kirkby Malzeard - N.	15 0 0	- -	15 0 0	J. Metcalf	1st	- - -	—	Oct.
Kirklington - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	,,
Kirkstall (Infants) N.	10 0 0	- -	49 10 0	- - -	—	H. Reyner C. L. Glover A. Rhodes	3rd 2nd 1st	Sept.
Kirkstall, St. Stephen's. N.	28 0 0	- -	116 10 0	F. A. Glover H. Goodyear H. Lowe J. R. Lydes	5th 4th 2nd 1st	B. Walton F. Barrett	5th 2nd	,,
Langbaurgh, West N. Parish.	16 10 0	- -	31 10 0	J. T. Thompson J. Barthram	2nd 1st	- - -	—	April
Leathley - - N.	18 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Leeds, All Saints' - N.	16 10 0	- -	20 0 0	T. Waldron	3rd	- - -	—	Sept.
Leeds, Basinghall B. Street.	10 0 0	- -	31 10 0	- - -	—	M. Laverack J. Whittaker	2nd 1st	March
Leeds, Ch. Ch. - N.	30 0 0	- -	162 10 0	J. Burton A. G. Bleasdale W. R. Oldroyd I. Wilkinson H. Perkins	5th 5th 4th 3rd 3rd	S. Lupton R. Nicholson E. North	4th 3rd 2nd	Sept.
Leeds, Darley Wes. Street.	29 0 0	- -	170 10 0	D. Schofield T. England R. Wray J. R. Lawson M. H. Young	5th 2nd 2nd 1st 1st	J. Renwick M. J. Young P. Dawson M. Walton	5th 5th 4th 3rd	March

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YORKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Leeds, Little Holbeck (Marshall's Factory).	35 0 0 *a*25 0 0	70	217 10 0	H. Knibbs J. S. Law J. C. White M. Taylor W. H. Appleyard. B. S. Beecroft J. Sugden	2nd 2nd 2nd 2nd 2nd 1st 1st	E. Fordyce E. Walker A. Boyle A. Conyers E. Scott M.E.Thompson	4th 4th 3rd 3rd 2nd 2nd	Sept.
Leeds, Hunslet - N.	15 0 0	- -	44 0 0	I. C. Bamforth W. A. Stirk	5th 3rd	- - -	—	Oct.
Leeds, Little London, St. Matthew'. N.	30 0 0	- -	103 10 0	F. G. Gowen E. Kay I. Brook	4th 3rd 1st	S. Waite E. Pearson	5th 5th	,,
Leeds, Newtown, St. Mary's. N.	30 0 0	- -	137 0 0	F. Peel C. Rider J. Brown	4th 4th 1st	M. Paul M. V. Reynard I. Scott H. Broadbent	5th 5th 2nd 2nd	Sept.
Leeds, Quarry Hill, St. Mary's. N.	25 0 0	- -	140 0 0	R. Dickson T. Brown W. Gavins W. H. Roberts	3rd 3rd 1st 1st	S. Lord E. Rider M. Rushworth M. Nicholson	4th 4th 3rd 1st	,,
Leeds, St. Andrew's N.	48 0 0	- -	117 0 0	I. Haresceugh J. Rawson	4th 2nd	S. A. Rogers M. Craven A. E. Burrell E. V. Lambert	5th 2nd 3rd 2nd	,,
Leeds, St. George's N.	40 10 0	- -	179 0 0	J. Masterson W. Dawson S. Jefferson W. Cook	4th 3rd 3rd 2nd	M. Charnock H. Broadbent A. M. Simpson E. Ford C. M. Godson A. E. Farnell	3rd 3rd 1st 4th 2nd 1st	,,
Leeds, St. James' N.	28 10 0	- -	106 10 0	J. Spink W. Callum J. Howgate	5th 2nd 1st	M. Hinchcliffe S. Stawman M. Campbell	3rd 3rd 1st	Oct.
Leeds, St. Patrick's R.C.	- -	- -	111 10 0	J. Costigan J. Routh	4th 2nd	L. Ryan M. A. Grubb M. Wall M. Gilston	5th 2nd 2nd 2nd	July
Leeds, St. Paul's N.	15 0 0	- -	57 0 0	G. D. Scorah S. Thackrah T. Willey	5th 3rd 1st	- - -	—	Sept.
Leeds, St. Peter's N.	33 0 0	- -	116 10 0	W. West G. Overton H. Oxburgh	5th 5th 1st	S. A. Stirk E. Spencer C. Ryan	3rd 3rd 2nd	Oct.
Leeds, St. Philip's N.	27 10 0	- -	91 0 0	J. F. Dean J. C. Schofield J. Flockton	3rd 2nd 1st	H. E. Witts A. Nettleton	5th 2nd	Nov.
Leeds, St. Saviour's N.	27 0 0	- -	20 0 0	- - -	—	M. J. Jowitt	3rd	,,
Leeds, St. Thomas' N.	15 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Leeds, Woodhouse, St. Mark's (Featherhill). N.	10 0 0	- -	129 10 0	W. Lees J. W. Greenwood. W. Child R. Lister	5th 2nd 2nd 1st	M. Spence J. Wood A. Derham	5th 4th 1st	Sept.
Lees - - Wes.	- -	- -	29 0 0	R. Shaw J. Barwick	1st 1st	- - -	—	May
Lockwood - - N.	29 0 0	- -	168 0 0	S. Hanson G. H. Milnes W. Lodge G. A. Beevers	5th 4th 4th 2nd	E. Crowther E. Johnstone A. Crowther E. Naylor E. Beaumont	4th 3rd 3rd 1st 1st	Nov.
Londesborough - N.	18 0 0	- -	- - -	- - -	—	- - -	—	June
Lound - - N.	- -	- -	15 0 0	- - -	—	J. Dronfield	1st	Aug.
Malton, New - B.	- -	- -	22 10 0	J. Wallis	3rd	- - -	—	June
Malton, Old - N.	15 0 0	- -	17 10 0	W. Humphreys	2nd	- - -	—	May
Manningham - N.	15 0 0	- -	61 10 0	R. Coates E. Eyecroft	4th 2nd	I. Rushworth	3rd	Jan.

a Retiring pension.

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YORKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Market Weighton - N.	18 0 0	- -	80 0 0	H. Robinson -	5th	- - -	—	June
				H. Gardam -	5th			
				H. Mirfin -	3rd			
				E. Hird - -	1st			
Marsden - - N.	15 0 0	- -	70 10 0	J. M. Bamford	3rd	E. Lawton -	3rd	Nov.
				W. Shaw -	1st	M. Lawton -	2nd	
Masham, Charity -	15 0 0	- -	44 0 0	H. Hammond	5th	- - -	—	Oct.
				J. Plews - -	3rd			
Meanwood - - N.	15 0 0	- -	35 0 0	A. Moss - -	2nd	M. Houlding -	2nd	Sept.
Melbecks - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Melsonby - - Wes.	10 0 0	- -	- - -	- - -	—	- - -	—	July
Meltham Church N.	20 0 0	25	- - -	- - -	—	- - -	—	Dec.
Meltham Mills - N.	15 0 0	25	65 10 0	T. Dyson -	1st	M.A.Woodhead	3rd	„
				T.P.Moorhouse	1st	M.A.Woodhead	2nd	
Middlesboro'-on-Tees. B.	15 0 0	25	57 0 0	F. Jackson -	4th	- - -	—	May
				T. Bargate -	3rd			
				W. Patterson -	2nd			
Middlesboro'-on-Tees (Infants). B.	25 0 0	- -	- - -	- - -	—	- - -	—	„
Millbridge - - N.	20 0 0	25	31 10 0	J. E. Shires -	2nd	- - -	—	Feb.
				J. Sowden -	1st			
Milne Bridge - N.	18 0 0	- -	29 0 0	H. Whiteley -	1st	- - -	—	Dec.
				J. Morley -	1st			
Mirfield - - Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Morley - - - Wes.	15 0 0	- -	80 0 0	J.T.Hemsworth	5th	- - -	—	Sept.
				J.A.Hemsworth	4th			
				I. Richardson	4th			
				R. Oliver -	1st			
Nafferton - - Wes.	15 0 0	- -	17 10 0	G. S. Harper -	2nd	- - -	—	July
Neswick, Bainton N.	12 0 0	- -	17 10 0	- - -	—	H. Fairburn -	2nd	June
Newton-on-Ouse - N.	- -	- -	15 0 0	- - -	—	M. Webster -	1st	„
Northallerton - N.	15 0 0	- -	34 0 0	- - -	—	J. Douthwaite	2nd	March
						M. Tinkler -	2nd	
Oakworth - - N.	30 0 0	- -	22 10 0	H. Cousin -	4th	- - -	—	Feb.
Oakworth, Sykes Head. Wes.	18 0 0	- -	72 10 0	J. Baldwin -	4th	- - -	—	June
				D. Crabtree -	4th			
				J. Bland -	2nd			
				J. Bancroft -	1st			
Otley - - - N.	15 0 0	- -	29 0 0	J. Higgins -	1st	- - -	—	Oct.
				J. B. Sutcliffe	1st			
Oughtibridge - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Sept.
Oulton, St. John's N.	12 0 0	- -	17 10 0	- - -	—	S. J. Harrand	2nd	„
Owlerton - - N.	10 0 0	- -	15 0 0	- - -	—	S. D. Clifton -	1st	Oct.
Pitsmoor - - N.	15 0 0	- -	173 10 0	J. Woodhouse	5th	S. Marsden -	5th	Aug.
				S. Alvey -	5th	E. Best - -	4th	
				T. W. Dibb -	1st	L. Walker -	1st	
				J. Green -	1st	H. Walker -	1st	
				W. Clark -	1st			
				W. Greaves -	1st			
Pocklington - - N.	25 0 0	- -	29 0 0	W. Newsom -	1st	- - -	—	June
				J. Smith - -	1st			
Pocklington - Wes.	15 0 0	- -	39 0 0	W. Jackson -	3rd	- - -	—	April
				J. H. Kemp -	3rd			
Pollington - - N.	21 10 0	- -	17 10 0	E. Darley -	2nd	- - -	—	May
Pontefract - - N.	10 0 0	- -	39 0 0	- - -	—	E. Martin -	4th	Aug.
						S. E. Haigh -	2nd	
Pontefract, St. Joseph's. R.C.	- -	- -	29 0 0	R. Brady -	1st	- - -	—	Sept.
				T. A. Hill -	1st			
Pontefract, St. Mary's, the Grange. R.C.	15 0 0	- -	- - -	- - -	—	- - -	—	July
Pontefract - Wes.	30 0 0	- -	81 0 0	J. Inman -	3rd	E. A. Turner -	3rd	April
				G. C. Sykes -	1st	S. Gelder -	1st	
				W. Gooderidge	1st			
Pudsey, Low Town N.	15 0 0	- -	34 0 0	M. Broughton	3rd	- - -	—	Oct.
				J. Broughton	1st			
Rawmarsh, Free Grammar School.	15 0 0	- -	34 0 0	J. E. Ross -	3rd	- - -	—	July
				C. Bennett -	1st			

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YORKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Redcar - - - B.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Redhill (Sheffield) Wes.	29 0 0	- -	171 0 0	J. Hepworth -	3rd	M. Brookfield	5th	Dec.
				G. F. Gregory	3rd	S.A.Broomhead	5th	
				J. B. Haywood	2nd	C. E. Brookfield	1st	
				G. Mower -	2nd			
				J. H. Cox -	1st			
				J. Naylor -	1st			
				S. Cuttell -	1st			
Richmond - - N.	21 10 0	- -	36 10 0	G. S. Barker -	3rd	- - -	—	March
				G. Dunn - -	2nd			
Richmond, Corporation.	18 0 0	- -	49 0 0	A. Buckle -	5th	- - -	—	„
				W. Adamthwaite	5th			
Richmond - - Wes.	16 10 0	- -	22 10 0	G. B. Humble	4th	- - -	—	May
Ripon (Boys) - N.	21 10 0	- -	116 0 0	R. Skelton -	5th	- - -	—	Sept.
				R. Ingram -	5th			
				H. Parker -	4th			
				W. R. Elwood	4th			
				G. King -	1st			
				R. Nicholson	1st			
Ripon (Girls) - N.	14 0 0	20	57 0 0	- - -	—	J. Abbott -	4th	„
						E. Womersley	3rd	
						E. Mawson -	2nd	
Ripon, Trinity - N.	15 0 0	- -	123 0 0	H. Pickersgill	5th	A. Richardson	3rd	„
				J. Brown -	5th			
				T. Clarke -	4th			
				H. Myers -	3rd			
				H. Groves -	2nd			
Ripon - - - Wes.	- -	- -	25 0 0	G. Severs -	5th	- - -	—	May
Ripponden - - N.	15 0 0	- -	15 0 0	L. Lumb -	1st	- - -	—	Dec.
Rise - - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	June
Roecliffe - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	„
Roos - - - N.	30 0 0	- -	15 0 0	- - -	—	E. A. Mason -	1st	„
Rotherham - - N.	28 0 0	25	150 0 0	G. Parkes -	5th	M.A.Braithwaite	5th	Aug.
				H. Evans -	5th	M. Bilbrough	3rd	
				W. Shillito -	1st	A. Davies -	2nd	
				E. Leonard -	1st	L. Bennett -	2nd	
Rotherham and Masboro'. B.	15 0 0	- -	36 10 0	J. S. Ward -	3rd	- - -	—	Feb.
				J. Webb - -	2nd			
Rotherham, Park Gate. N.	- -	- -	29 0 0	C. Rodgers -	1st	- - -	—	Aug.
				C.W.Bottomley	1st			
Salterhebbie, All Saints'. N.	15 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Scarborough - N.	25 0 0	- -	17 10 0	- - -	—	A. Walker -	2nd	June
Scarborough - Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Scissett - - N.	15 0 0	- -	29 0 0	C. Brownhill -	1st	- - -	—	Aug.
				C. Haigh -	1st			
Seacroft - - N.	- -	- -	17 10 0	A. Burton -	2nd	- - -	—	Sept.
Sedbergh - - B.	15 0 0	- -	41 10 0	- - -	—	J. Ridding -	4th	May
						H. M. Sykes -	3rd	
Selby - - - Wes.	16 10 0	- -	102 10 0	W. Boulter -	4th	E. Barker -	2nd	June
				T. Whitfield -	4th			
				W. Whitehead	4th			
				J. Killingbeck	4th			
Selby, Grey Coat -	10 0 0	- -	- - -	- - -	—	- - -	—	April
Settle - - - N.	15 0 0	- -	17 10 0	J. Jackman -	2nd	- - -	—	Feb.
Settrington - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	June
Sheffield, Brunswick. Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Sheffield, Central - N.	30 10 0	- -	268 10 0	J. Marshall -	5th	H. Gilsthorp -	4th	Aug.
				J. Turner -	5th	E. A. Wigglesworth.	3rd	
				W. Hague -	3rd			
				W. Smith -	3rd	S. A. Woodhouse.	3rd	
				G. B. Harrop -	3rd			
				E. Parkes -	2nd	E. A. S. Harrison	3rd	
				T. G. Shuttleworth	2nd	M. A. Bamford	2nd	
						M.Wigglesworth	2nd	
				J. H. Brownson	1st	H. S. Harrison	1st	

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YORKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Sheffield, Parish Church. N.	13 0 0	- -	77 0 0	J. Moore -	4th	A. E. Ellison -	3rd	Aug.
						E. Hyde - -	3rd	
						J. Ironside -	2nd	
Sheffield Park - Wes.	31 10 0	- -	140 0 0	J. C. Mayor -	4th	H. Taylor -	3rd	Dec.
				A. Fairest -	4th	H. Shearstone	3rd	
				W. Bennett -	2nd	E. Lister -	1st	
				T. Allen - -	2nd			
				H. Mottram -	1st			
Sheffield, St. George's. - N.	41 0 0	- -	319 10 0	F. Groves -	4th	A. E. Stowe -	4th	Aug.
				F. Needham -	4th	M.A.Dickenson	4th	
				J. Epworth -	4th	E. Simpson -	4th	
				G. H. Appleby	3rd	S. E. Dyson -	4th	
				J. Lyden -	1st	M. H. Hard -	3rd	
						L. J. Turner -	3rd	
						E. Bottom -	2nd	
						A. E. Whitehead	5th	
						J. E. Shaw -	5th	
						E. Brown -	3rd	
						F. Butterell -	2nd	
Sheffield, St. Mary's N.	27 0 0	45	374 10 0	C. Wright -	5th	C. Atkin -	5th	"
				W. Hutchinson	5th	L. Guest -	5th	
				E. Francis -	2nd	E. Cooke -	5th	
				A. F. Reddeclift	2nd	J. Marshall -	4th	
				E. Creswick -	2nd	E. H. Batchelor	4th	
				L. Ogden -	1st	M. A. Dickenson.	3rd	
				H. Whitehead	1st			
				J. W. Shipman	1st	E. G. Wilson -	2nd	
						E. Hickman -	2nd	
						E. Winterbottam.	1st	
						E. Stubbs -	1st	
						M. Lyden -	1st	
						A. Bennett -	1st	
						E. Hague -	1st	
						E. Atherton -	1st	
Sheffield, St. Mary's. - R.C.	20 0 0	- -	- - -	- -	—	- - -	—	July
Sheffield, St. Paul's N.	14 0 0	- -	59 0 0	W. Redfern -	3rd	C. Murlin -	5th	Aug.
						M. A. Flower -	1st	
Sheffield, St. Vincent de Paul's. R.C.	35 0 0	25	137 10 0	M. Delaney -	3rd	C. M'Carrick -	4th	"
				E. Biggin -	2nd	P. Hughes -	3rd	
				T. Kelly -	1st	A. Lee - -	3rd	
						M. Waters -	2nd	
						E. Murphy -	1st	
Sheffield, Surrey Street. R.C.	30 0 0	- -	150 0 0	J. M. Dempsey	5th	M. Dignam -	5th	July
				F. Quin - -	1st	A. Rooney -	5th	
						A. Gilfoy -	5th	
						M. Fitzgerald	1st	
						M. Carpenter -	1st	
						M. A. Bosworth	1st	
Sherriff Hutton - Wes.	15 0 0	- -	20 0 0	J. Mattson -	3rd	- - -	—	May
Shipton - - N.	15 0 0	- -	17 10 0	R. Baker -	2nd	- - -	—	April
Silkstone (Girls) - N.	12 0 0	- -	29 0 0	- - -	—	A. A. Stuart -	1st	Aug.
						M. Turner -	1st	
Silkstone (Boys) - N.	- -	- -	17 10 0	N. Haigh -	2nd	- - -	—	"
Silsden - - - N.	15 0 0	- -	15 0 0	L. Feather -	1st	- - -	—	Feb.
Silsden - - - Wes.	15 0 0	- -	47 0 0	W. Lee - -	2nd	- - -	—	April
				J. Lee - -	2nd			
				P. Horn -	1st			
Skipton - - B.	15 0 0	- -	98 0 0	E. Calvert -	5th	- - -	—	May
				T. Holmes -	4th			
				M. Ackernley -	4th			
				A. Barnes -	3rd			
				T. Cousins -	1st			
Skipton - - N.	15 0 0	- -	44 0 0	J. Grandige -	4th	- - -	—	Jan.
				J. Smith -	4th			

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YORKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Skipton - - Wes.	15 0 0	- -	40 0 0	T. Emmott -	3rd	E. Crump -	3rd	June
Slaithwaite, Lower N.	- -	- -	85 0 0	W. E. Carter -	5th	- - -	—	Nov.
				D. Bamforth -	4th			
				E. Cotton -	4th			
				W. V. Quarmby	3rd			
Sledmere - - N.	18 0 0	- -	- - -	- - -	—	- - -	—	June
Snaith - - Wes.	20 0 0	- -	44 0 0	J. Beevor -	5th	- - -	—	Dec.
				W. L. Roberts	3rd			
Sowerby - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Sowerby Bridge Wes.	15 0 0	- -	95 10 0	S. Haigh -	4th	- - -	—	Sept.
				J. Holmes -	3rd			
				J. Stillings -	3rd			
				I. Mackrell -	3rd			
				W. H. Radcliffe	3rd			
Sowerby, St. George's. - N.	15 0 0	- -	59 10 0	J. Clay -	5th	- - -	—	Dec.
				J. Bamford -	3rd			
				A. Ainley -	2nd			
Spofforth - - N.	- -	- -	22 10 0	G. Linfoot -	4th	- - -	—	April
Staithes - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Stanley, St. Peter's N.	15 0 0	- -	64 0 0	S. Audsley -	5th	C. Pape - -	5th	Aug.
				G. Moxon -	1st			
Staveley - - N.	- -	- -	20 0 0	A. Ford - -	3rd	- - -	—	Sept.
Stillington - - Wes.	15 0 0	- -	17 10 0	J. Wright -	2nd	- - -	—	May
Sutton - - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Sutton - - - B.	16 10 0	- -	- - -	- - -	—	- - -	—	Dec.
Swinton - - N.	15 0 0	25	15 0 0	T. Walton -	1st	- - -	—	April
Tanfield, West - N.	20 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Tankersley - - N.	15 0 0	- -	35 0 0	C.T.Townshend	1st	E. Hoyland -	3rd	July
Thirsk - - - B.	28 0 0	- -	72 10 0	J. Hall -	4th	- - -	—	June
				J. Skilbeck -	4th			
				W. Jackson -	2nd			
				T. Richardson	1st			
Thorganby with Cottingwith. - N.	15 0 0	- -	15 0 0	P. Cundell -	1st	- - -	—	May
Thorner - - N.	11 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Thornes - - N.	- -	- -	17 10 0	H. Nobles -	2nd	- - -	—	"
Thorpe Hesley - Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Thurstonland N.	20 0 0	- -	20 0 0	W. Priest -	3rd	- - -	—	Nov.
	a20 0 0							
Tickton - - - N.	15 0 0	- -	15 0 0	W. Cooper -	1st	- - -	—	June
Topcliffe - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Wadsley - - N.	15 0 0	- -	83 0 0	A. Bell -	5th	C. Chapman -	4th	Aug.
				W. G. Ward -	1st	M. Smith -	4th	
Wadworth - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Wakefield, All Saints'. - N.	25 0 0	- -	68 0 0	E. B. Roberts	2nd	M. Parkinson	4th	Aug.
				E. Sidebottom	1st	H. Robinson -	1st	
Wakefield, Lancasterian.	20 0 0	- -	- - -	- - -	—	- - -	—	March
Wakefield, Trinity N.	30 0 0	- -	56 10 0	E. S. Johnson	3rd	M. Richards -	2nd	Aug.
				C. Taylor -	3rd			
Wakefield - - Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Walton - - - N.	15 0 0	- -	20 0 0	J. Powell -	3rd	- - -	—	"
Wansford, Great - N.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Welburn - - N.	16 10 0	- -	20 0 0	G. Stabler -	3rd	- - -	—	May
Welton - - N.	16 10 0	- -	15 0 0	J. Graves -	1st	- - -	—	June
Wentworth - - N.	26 0 0	- -	56 10 0	- - -	—	L. Jackson -	4th	Aug.
						E. Crawshaw -	3rd	
						S. A. Eyre -	1st	
Westgate Common - N.	15 0 0	- -	25 0 0	W. Cookson -	5th	- - -	—	"
Weston - - N.	10 0 0	- -	70 0 0	- - -	—	E. Grayson -	4th	"
						E. Marshall -	2nd	
						E. Dale - -	2nd	
						E. Kenworthy	2nd	
Wetherby - - Wes.	15 0 0	- -	15 0 0	W. Wright -	1st	- - -	—	June
Whitby - - N.	15 0 0	- -	106 0 0	J. H. Kingston	4th	M. A. Cornforth	4th	"
				H. Chambers -	4th	S. A. Law -	4th	
				J. W. Ellison -	3rd			

a Retiring pension.

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YORKSHIRE—*cont.*	£ s. d.		£ s. d.					
Whitby - - B.	16 10 0	- -	82 10 0	W. Jefferson -	5th	- - -	—	May
				G. Kidd - -	4th			
				W. Robinson -	4th			
				W. Barff -	2nd			
Whitby - - Wes.	27 10 0	- -	73 0 0	R. Horne -	3rd	A. Brain -	3rd	„
				R. Pennock -	2nd	C. Kinnersley	2nd	
Whixley - - N.	25 0 0	- -	17 10 0	W. Potter -	2nd	- - -	—	April
Wicker, Trinity - N.	30 0 0	- -	182 0 0	G. Bee - -	3rd	E. Grayson -	3rd	Aug.
				W. Hill - -	3rd	S. A. Warburton.	3rd	
				H. Cooper -	2nd			
				J. Ellis - -	1st	S. A. Hibberd	2nd	
						C. Stevenson	2nd	
						S. A. Brown -	2nd	
						S. A. Blumm -	1st	
						J. Potter -	1st	
Wighill - - N.	10 0 0	- -	15 0 0	- - -	—	R. Mason -	1st	April
Wombwell - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Woodhouse, Ch. Ch. N.	25 0 0	- -	61 10 0	J. Firth - -	3rd	M.E.Blackburn	4th	Nov.
				J. Hudson -	3rd			
Woodmansey and Thearne. N.	15 0 0	- -	15 0 0	H. Key - -	1st	- - -	—	June
Woodside (Horsforth). N.	15 0 0	- -	36 10 0	J. H.Thompson	3rd	- - -	—	Oct.
				C. Witham -	2nd			
Wortley, New - N.	15 0 0	- -	59 0 0	J. Burras -	4th	A. Pollard -	1st	„
				J. Taylor -	4th			
Wortley (Sheffield) N.	15 0 0	- -	34 0 0	J. W. Marsh -	3rd	- - -	—	July
				J. R. W. Matthewman.	1st			
Wortley, New (Zion) B.	25 0 0	- -	95 0 0	T. Gaines -	4th	S. A. Snowden	3rd	Feb.
				D. Sykes -	4th			
				J. C. Schoon -	3rd			
				G. M. Sharpe -	1st			
Wyke - - - N.	15 0 0	- -	59 10 0	J. Briggs -	5th	- - -	—	„
				J. Briggs -	3rd			
				S. Kershaw -	2nd			
Wykeham - - N.	18 0 0	- -	17 10 0	J. Jones - -	2nd	- - -	—	June
Yeadon - - N.	- -	- -	15 0 0	J. Bedford -	1st	- - -	—	Sept.
Yeadon, Upper - N.	10 0 0	- -	17 10 0	- - -	—	H. Farrar -	2nd	„
York, Aldwark N. Street.	15 0 0	20	52 0 0	- - -	—	S. Tomlinson -	3rd	—
						E. Wentworth	2nd	
						E. J. Kidd -	2nd	
York, Albion Wes. Street.	15 0 0	-	52 0 0	H. Coupland -	4th	- - -	—	May
				J. Rusby -	2nd			
				J. B. Williams	1st			
York, Bishopgate N. Street	21 0 0	- -	82 10 0	- - -	—	E. J. Hornshaw.	5th	June
						E. Bellerby -	4th	
						E. Todd - -	4th	
						A. Beaumont-	2nd	
						S. J. Kidd (*Honorary*).	2nd	
York, Bishophill B.	10 0 0	- -	36 10 0	- -	—	E. Noble -	3rd	May
						M. Fawcett -	2nd	
York, Groves - N.	10 0 0	- -	42 0 0	- -	—	S. Buckin -	1st	„
						A. Temple -	1st	
						E. Bowman -	1st	
York, Hope Street B.	20 0 0	- -	93 0 0	T. L. Pearson -	4th	- - -	—	„
				F. F. Nicholson.	4th			
				W. Bowser -	3rd			
				T. Lawson -	3rd			
				J. Frost - -	1st			
York and Ripon, Diocesan Practising.	20 0 0	- -	49 10 0	R. P. Benson -	3rd	- - -	—	March
				D. Bratt -	2nd			
				E. H. Howard	1st			
York and Ripon, N. Female Practising.	13 0 0	- -	- - -	- - -	—	- -	—	„

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YORKSHIRE—*cont.*	£ s. d.	£	£ s. d.			
York, Manor - N.	20 0 0	25	85 0 0	G. Ridsdale - 5th C. Pullon - 5th A. Bullivant - 4th T. Mawson - 2nd	- - - —	May
York, St. Cuthbert's. N.	15 0 0	- -	62 10 0	G. Wolstenholme. 3rd J. Bosomworth 2nd W. Santon - 1st W. Hoyle - 1st	- - - —	June
York, St. Wes. Gorge's.	25 0 0 *a*20 0 0	- -	61 10 0	J. Pashley - 5th	M. Watson - 4th M. L. Nightingale. 1st	May
York, St. Mary's R.C. (Boys).	21 10 0	- -	82 10 0	T. Gray - - 4th W. Slater - 4th W. Cahill - 4th T. Love - - 3rd	- - - —	Aug.
York, St. Mary's R.C. (Girls).	11 0 0	- -	103 10 0	- - - —	J. Bean - 5th F. Wood - 3rd J. Slater - 3rd J. M. Lee - 2nd M. Broadway 1st E. Smith - 1st	„
York, Meickle gat N. Trinity (Boys).	15 0 0	- -	44 10 0	W. Watson - 2nd H. J. Ripley - 1st G. Knowlson - 1st	- - - —	June
York, Meicklegate N. (Girls).	15 0 0	- -	72 10 0	- - - —	L. F. Holroyd 4th E. Zachariah - 3rd M. A. Townend 3rd A. Hargreaves 1st	„
York, Walmgate - N.	27 0 0	- -	65 10 0	W. Dewse - 2nd W. Cundell - 2nd	A. Thistlethwaite. 2nd S. J. Thistlethwaite. 1st	„
Total - -	6,234 10 0	650	19,043 10 0			

WALES.

ANGLESEY.										
Amlwch - - N.	-	-	-	25 0 0	O. Hughes -	5th	- - -	—	May
Cemaes - B.	-	-	-	46 10 0	H. Jones -	5th	- - -	—	Aug.
					H. Edmonds -	4th			
Givalchmai - - B.	15 0 0	-	-	29 0 0	T. Owen -	1st	- - -	—	July
					H. Williams -	1st			
Holyhead - - N.	20 0 0	-	-	39 0 0	W. Hughes -	3rd	- - -	—	May
					R. Lewis -	3rd			
Holyhead - - B.	26 10 0	-	-	192 0 0	D. Hughes -	5th	E. Hughes -	2nd	Aug.
					W. Evans -	3rd	E. Hughes -	2nd	
					T. Williams -	3rd	C. Thomas -	2nd	
					W. Hughes -	2nd	C. E. Jones -	1st	
					W. James -	1st			
					O. Roberts -	1st			
					J. Jones -	1st			
					W. Nicholson -	1st			
Llanbadrig - - N.	-	-	-	22 10 0	O. Hughes -	4th	- - -	—	May
Llanddeusant - N.	20 0 0	-	-	- - -	- - -	—	- - -	—	„
Llangefni - N.	16 10 0	-	-	44 0 0	R. Jones -	4th	- - -	—	„
					R. E. Owen -	4th			

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ANGLESEY—*cont.*	£ s. d.	£	£ s. d.					
Llangefni - - B.	20 0 0	- -	79 10 0	W. Williams -	5th	A. Hughes -	1st	Aug.
				H. Parry -	5th			
				W. Hughes -	2nd			
Llangristiolus - N.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Llanrhyddlad - B.	15 0 0	- -	54 10 0	W. Hughes -	5th	- - -	—	Aug.
				T. Hughes -	2nd			
				E. Thomas -	1st			
Penmon and Llangoed. N.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Rhosybol B.	15 0 0	- -	36 10 0	T. Jones -	4th	- - -	—	Aug.
				J. Owen -	1st			
Total -	178 0 0	- -	568 10 0					
BRECKNOCKSHIRE.								
Abercrave - - N.	16 10 0	- -	20 0 0	J. Watkins -	3rd	- - -	—	July
Abergwessin - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Beaufort, Dr. Bevan's B.	- -	- -	15 0 0	- - -	—	M. Steley -	1st	,,
Brecon, St. John's N.	21 10 0	- -	17 10 0	J. Bromage -	2nd	- - -	—	July
Brecon, St. Mary's N.	- -	- -	54 10 0	- - -	—	A. Brown -	3rd	,,
						M. Price -	3rd	
						E. Ready -	2nd	
Brecon - - P.U.	- -	- -	10 0 0	D. Jones -	1st	- - -	—	Jan.
Brynmaur - - B.	23 0 0	- -	80 10 0	R. T. Reynolds	5th	- - -	—	Aug.
				B. Ellis -	2nd			
				D. A. Davies -	1st			
				T. Daniel -	1st			
				J. Davies -	1st			
Devynnock, Sir John Davey's, Endowed School.	- -	- -	15 0 0	R. Jones -	1st	- - -	—	,,
Hay - - - N.	18 0 0	- -	39 0 0	J. Phillips -	3rd	- - -	—	July
				W. Wootton -	3rd			
Llandefaelogfach - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Llangasty - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	,,
Total - -	124 0 0	- -	251 10 0					
CAERMARTHENSHIRE.								
Abergwili - - N.	15 0 0	- -	29 0 0	D. Richards -	1st	- - -	—	March
				T. Thomas -	1st			
Caermarthen - N.	35 0 0	- -	85 10 0	D. Phillips -	4th	L. A. Humphreys.	5th	,,
				W. Jones -	4th	S. Thomas -	2nd	
Caermarthen (Lancasterian).	28 10 0	- -	99 10 0	J. James -	1st	M. Evans -	2nd	Aug.
				W. R. Thomas	1st	E. Wigley -	1st	
				D. Davies -	1st	M. Lewis -	1st	
						S. Jones -	1st	
Cwmamman - N.	18 0 0	- -	17 10 0	C. Thomas -	2nd	- - -	—	April
Cwm Ivor - - B.	- -	- -	15 0 0	T. Parry -	1st	- - -	—	Aug.
Dafen, Tin Works N.	15 0 0	- -	67 0 0	R. Davies -	5th	- - -	—	March
				J. Morris -	5th			
				D. Griffiths -	3rd			
Ferryside, St. Thomas'. N.	15 0 0	- -	22 10 0	T. E. J. Spence	4th	- - -	—	April
Llandebie - N.	15 0 0	- -	29 0 0	W. Rees -	1st	- - -	—	,,
				D. Morris -	1st			

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CAERMARTHENSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Llandovery - - N.	25 0 0	- -	68 0 0	T. Theophilus	3rd	M. Rees -	1st	March
				J. James - -	3rd	M. Walters -	1st	
Llandovery - - B.	- -	- -	47 0 0	W. Davies -	2nd	- - -	—	Aug.
				A. Evans -	2nd			
				W. Evans -	1st			
Llanelly - - B.	25 0 0	- -	111 10 0	J. Morgan -	4th	E. Morris -	3rd	"
				T. Philips -	3rd	M. Morris -	3rd	
				W. R. Shippard	2nd	M. A. Coghlan	2nd	
Llanelly (Infants) - B.	10 0 0	- -	29 0 0	- - -	—	S. Taroni -	1st	"
						M. Treharne -	1st	
Llanelly, Copper Works. - B.	20 0 0	- -	101 10 0	W. Jones -	2nd	M. Shippard -	5th	"
				J. Thomas -	2nd	E. Thomas -	2nd	
				J. Jones -	1st			
				J. Bevan -	1st			
Llangenech - - N.	15 0 0	- -	34 0 0	- - -	—	H. Thomas -	3rd	Feb.
						M. Harry -	1st	
Llannon - - N.	15 0 0	- -	20 0 0	W. Ungoed -	3rd	- - -	—	April
Llanstephan - - N.	15 0 0	- -	17 10 0	W. Rees -	2nd	- - -	—	"
Llanvihangel-Aberbythic. N.	15 0 0	- -	25 0 0	J. Jones -	5th	- - -	—	March
Newcastle-Emlyn - N.	- -	- -	20 0 0	T. Griffiths -	3rd	- - -	—	April
Pembrey, Copper Works. B.	26 10 0	- -	30 0 0	J. R. Davies -	1st	W. Jones -	1st	Aug.
Total - -	308 0 0	- -	868 10 0					
CAERNARVONSHIRE.								
Bangor - - - B.	34 10 0	- -	155 10 0	J. Roberts -	3rd	M. Griffiths -	3rd	"
				W. Jones -	3rd	E. Jones - -	3rd	
				R. Rowlands -	3rd	J. Roberts -	3rd	
				H. S. Hughes	2nd	S. Roberts -	1st	
				R. G. Evans -	1st			
Beddgelert - - B.	15 0 0	- -	15 0 0	R. Griffiths -	1st	- - -	—	"
Bethesda - - B.	16 10 0	- -	74 10 0	J. Jones -	4th	J. Jones -	1st	"
				T. Hughes -	4th			
				W. Thomas -	2nd			
Bodfean - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Bodfeirig - - N.	18 0 0	- -	17 10 0	T. Jones -	2nd	- - -	—	"
Caernarvon (Model) N.	39 0 0	25	196 0 0	J. Roberts -	5th	R. George -	4th	"
	*a*50 0 0			W. Jones -	4th	J. Bennett -	4th	
				J. Thomas -	3rd	M. E. Jones -	3rd	
				R. Grindley -	3rd	E. Lloyd -	2nd	
				R. Patrick -	3rd			
				W. J. Jones -	3rd			
Clynnog - - N.	20 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Conway - - N.	35 10 0	- -	127 0 0	J. J. Davies -	3rd	C. Jones -	3rd	May
				W. Williams -	2nd	M. A. Roberts	3rd	
				H. Hughes -	2nd	J. Edwards -	3rd	
						J. Roberts -	3rd	
Deiniolen - - B.	25 0 0	- -	71 0 0	O. Jones -	1st	J. Prichards -	1st	June
				H. Owens -	1st	M. J. Davies -	1st	
				M. Jones -	1st			
Dolbadarn - - B.	18 0 0	- -	17 10 0	D. Curry -	2nd	- - -	—	July
Edeyrn - - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Glanogwen - - N.	16 10 0	- -	49 10 0	E. Williams -	3rd	- - -	—	May
				M. Griffith -	2nd			
				J. Parry -	1st			
Llandudno - - N.	15 0 0	- -	34 0 0	H. Williams -	3rd	- - -	—	"
				W. Jones -	1st			
Llandwrog - - N.	- -	- -	15 0 0	E. Thomas -	1st	- - -	—	Dec.
Llaniestyn - - N.	- -	- -	15 0 0	R. Jones -	1st	- - -	—	May
Llanllechid - - N.	15 0 0	- -	52 0 0	R. Thomas -	3rd	- - -	—	"
				E. Jones -	3rd			
				P. Jones -	1st			

a Retiring ension.

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CAERNARVONSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Llanystumdwy - N.	16 10 0	- -	- - -	- - -	—	- - -	—	May
Pwllheli - - N.	15 0 0	- -	65 10 0	E. Andrews -	3rd	E. Coward -	1st	„
				J. Jenkins -	2nd	R. Flather -	1st	
Tyn Twi - - N.	20 0 0	- -	36 10 0	W. Lloyd -	3rd	- - -	—	„
				G. Jones -	2nd			
Total - -	399 10 0	25	941 10 0					
CARDIGANSHIRE.								
Aberbank - - N.	- -	- -	15 0 0	O. Evans -	1st	- - -	—	July
Cardigan, St. Mary's. N.	16 10 0	- -	34 0 0	D. Jones -	2nd	- - -	—	„
				C. G. Roberts -	2nd			
Lampeter, Port Stephen. N.	18 0 0	- -	- - -	- - -	—	- - -	—	„
Llandygnrydd - N.	15 0 0	- -	15 0 0	J. Williams -	1st	- - -	—	„
Llandyssil - - N.	- -	- -	22 10 0	J. Evans -	4th	- - -	—	„
Llangoedmore - N.	15 0 0	- -	- - -	- - -	—	- - -	—	„
New Quay - - B.	- -	- -	44 0 0	E. Jones -	4th	- - -	—	Aug.
				W. Patrick -	4th			
Penllwyn - - B.	16 10 0	- -	34 0 0	J. Rees -	2nd	- - -	—	„
				J. Jones -	2nd			
Pen-y-Parke - - N.	16 10 0	- -	69 0 0	J. Williams -	5th	J. James -	3rd	July
				J. Thomas -	5th			
Total - -	97 10 0	- -	233 10 0					
DENBIGHSHIRE.								
Abergele - - N.	- -	- -	25 0 0	R. Thomas -	5th	- - -	—	Nov.
Brymbo, Charity -	33 0 0	- -	30 0 0	J. Howe -	1st	E. Gandy -	1st	„
Chirk - - - N.	- -	- -	34 0 0	- - -	—	M. A. Lewis -	2nd	„
						M. J. Moses -	2nd	
Chirk - - - B.	- -	- -	44 0 0	R. T. C. Moses	4th	- - -	—	Aug.
				W. Richards -	4th			
Denbigh - - N.	20 0 0	- -	15 0 0	J. Roberts -	1st	- - -	—	Nov.
Denbigh - - B.	15 0 0	- -	117 0 0	J. J. Paul -	4th	M. Davies -	4th	Aug.
				J. Roberts -	3rd	J. Jones -	1st	
				I. Jones -	1st	L. Jones -	1st	
				E. Jones -	1st			
Eglwysfach - - N.	- -	- -	32 10 0	D. Pierce -	1st	C. Edwards -	2nd	Nov.
Gresford - - N.	10 0 0	- -	32 10 0	J. Williams -	1st	M. A. Raymond	2nd	Dec.
Gwersylt - - N.	- -	- -	37 10 0	G. Windsor -	4th	E. Colley -	1st	Nov.
Llanarmon in Yale N.	20 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Llandyrnog - - N.	- -	- -	17 10 0	R. Ellis -	2nd	- - -	—	Nov.
Llanfair-Talhaiarn N.	15 0 0	- -	15 0 0	A. Hughes -	1st	- - -	—	
Llanferres - - N.	- -	- -	17 10 0	- - -	—	M. E. Harvey -	2nd	„
Llangedwin - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	Dec.
Llangollen - - N.	16 10 0	- -	34 0 0	J. Williams -	2nd	- - -	—	Nov.
				P. Davies -	2nd			
Llangollen - - B.	15 0 0	- -	39 0 0	J. Clarke -	5th	- - -	—	Aug.
				J. E. Pugh -	1st			
Llanrhaiadr-ynghghinmeirch. N.	15 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Llanrwst - - N.	15 0 0	- -	22 10 0	D. Williams -	4th	- - -	—	„
Llanrwst - - B.	- -	- -	46 10 0	M. Williams -	5th	- - -	—	Aug.
				R. Davies -	4th			
Llansaintfraid, Glan Conway. N.	15 0 0	- -	36 10 0	T. E. Ellis -	4th	- - -	—	Nov.
				B. Jones -	1st			
Minera, Endowed School.	- -	- -	40 0 0	S. Price -	3rd	M. Jones -	3rd	„
Rhos-Llanerchrugog N.	16 10 0	- -	25 0 0	W. Jones -	5th	- - -	—	„
Ruabon - - N.	- -	- -	25 0 0	T. Baker -	5th	- - -	—	„

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DENBIGHSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Ruthin - - - N.	23 0 0	- -	34 0 0	J. G. Humphreys.	2nd	- - -	—	Nov.
				W. S. Roberts	2nd			
Ruthin - - - B.	15 0 0	- -	116 0 0	G. Griffiths -	5th	- - -	—	July
				J. Maysmor -	4th			
				H. Jones -	4th			
				E. Griffiths -	3rd			
				E. J. Paul -	2nd			
				E. Jones -	2nd			
Wrexham, Brook Street. B.	26 10 0	- -	66 10 0	R. Evans -	4th	J. Jones - -	4th	Aug.
				J. Jones -	4th			
Total - -	287 0 0	- -	902 10 0					
FLINTSHIRE.								
Asaph, St. - - N.	- -	- -	15 0 0	J. Milward -	1st	- - -	—	Jan.
Asaph, St. - R.C.	10 0 0	- -	15 0 0	- - -	—	C. Johnson -	1st	Nov.
Brynford - - N.	15 0 0	- -	15 0 0	E. Jones -	1st	- - -	—	Feb.
Buckley, St. Matthew's. N.	33 0 0	- -	64 0 0	S. Hewitt -	2nd	A. Holbecke -	5th	Jan.
						M. M. Swetenham.	4th	
Flint - - - N.	20 0 0	- -	85 10 0	E. Thomas -	3rd	M. A. Hughes	5th	„
				J. Jones -	3rd	A. Strong -	4th	
Gwernaficld - - N.	25 0 0	- -	- - -	- - -	—	- - -	—	
Holywell - - N.	31 10 0	- -	68 0 0	T. Jones -	3rd	E. Williams -	3rd	„
				R. Lloyd -	1st	E. Jones -	1st	„
Lixwm - - - B.	20 0 0	- -	39 0 0	E. Edwards -	3rd	- - -	—	Aug.
				R. Jones -	3rd			
Meliden - - N.	- -	- -	40 0 0	J. Gittins -	1st	M. E. Hughes	5th	Jan.
Mold - - - N.	36 0 0	- -	74 0 0	E. Evans -	1st	E. Jones -	2nd	„
						E. Roberts -	4th	
						E. Jones -	3rd	
Mold - - - B.	15 0 0	- -	77 0 0	E. Williams -	4th	S. Roberts -	3rd	July
				W. Jones -	3rd			
				E. Drury -	2nd			
Northop - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Rhuddlan - - N.	14 0 0	- -	74 0 0	W. Jones -	5th	E. Hughes -	5th	„
				J. Davies -	5th			
Rhyl - - - N.	- -	- -	29 0 0	J. Oliver -	1st	- - -	—	Feb.
				R. Hughes -	1st			
Whitford - - N.	16 10 0	- -	49 0 0	J. Holland -	5th	- - -	—	Jan.
				J. Parry -	5th			
Total - -	251 0 0	- -	644 10 0					
GLAMORGANSHIRE.								
Aberavon - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Aberdare (Town) - N.	27 0 0	40	15 0 0	- - -	—	E. Hillier -	1st	Feb.
Aberdare - - B.	- -	- -	52 0 0	J. Rees - -	3rd	- - -	—	Aug.
				J. Giles - -	3rd			
				W. Davies -	1st			
Bride's, St., Major N.	15 0 0	- -	56 10 0	R. Hayden -	3rd	G. Pearce -	3rd	Feb.
				F. Brooks -	2nd			
Bridgend - - N.	- -	- -	39 0 0	- - -	—	E. Jenkins -	5th	„
						S. L. Francis -	1st	
Cadoxton-*juxta*-Neath. N.	15 0 0	- -	74 0 0	W. H. King -	5th	A. Rees - -	5th	„
				G. Sims - -	5th			
Cardiff, St. John the Baptist's. N.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Cardiff, St. Mary's N.	25 0 0	-	88 10 0	F. Goyne -	4th	E. Staurenghi	3rd	„
				J. Porter -	2nd	M. Richards -	2nd	
				G. Morgan -	1st			

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GLAMORGANSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Cardiff, St. Mellon's N.	15 0 0							
Cardiff - - Wes.	29 0 0	- -	124 10 0	W. Verity -	4th	M. A. Kerr -	4th	July
				T. C. Shelper -	3rd	M. A. Matthews	3rd	
				R. Knapman -	2nd	M. A. Summer-	1st	
				C. Mouls -	1st	will.		
Cowbridge and Llanblethian N.	16 10 0	- -	15 0 0	J. Jenkin -	1st	- - -	—	March
Cwmbach - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Cyfarthfa - - N.	- -	- -	25 0 0	T. Powell -	5th	- - -	—	Feb.
Dowlais - - B.	33 0 0	145	114 10 0	- - -	—	A. Prosser -	2nd	Aug.
						L. Jones -	2nd	
						C. Jenkins -	2nd	
						M. A. Oliver -	1st	
						E. Richards -	1st	
						M. Davies -	1st	
						E. Freeman -	1st	
						J. Williams -	1st	
Dowlais - R.C.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Gellygaer, Endowed -	- -	- -	54 0 0	E. Jenkins -	1st	A. Rowlands -	3rd	March
						C. Evans -	3rd	
Hafod (Copper Works)	25 0 0	- -	243 0 0	W. Hogg -	4th	E. F. Finlay -	4th	Aug.
				J. Davies -	4th	M. A. Finlay -	4th	
				D. John -	2nd	S. Thomas -	4th	
				W. Thomas -	2nd	E. Richards -	4th	
				T. Thomas -	1st	A. Blethyn -	3rd	
						J. E. Finlay -	1st	
						A. Maddock -	1st	
						E. Evans -	1st	
						S. Ace - -	1st	
Llandaff - - N.	16 10 0	- -	20 0 0	T. Joyce -	3rd	- - -	—	March
Llandilo Talybont N.	15 0 0	- -	15 0 0	R. H. Davies -	1st	- - -	—	
Llantrisant - - N.	10 0 0	- -	35 0 0	P. Lewis -	2nd	M. Prodger -	2nd	Feb.
Llantwit Major - N.	15 0 0	- -	30 0 0	H. Neale -	1st	E. Needham -	1st	March
Lougher - - Par.	15 0 0	- -	64 10 0	R. Rees - -	3rd	C. Walters -	1st	Feb.
				H. Lewis -	2nd			
				J. Winch -	1st			
Maesteg (Iron Works). B.	10 0 0	- -	106 0 0	J. Davies -	4th	E. Davies -	5th	Aug.
				E. Watkins -	3rd	H. Cole -	4th	
						C. Jenkins -	3rd	
Maesteg, or Llan- goyndd. B.	25 0 0	- -	88 10 0	B. Gronow -	3rd	C. Jones -	3rd	"
				W. Watkins -	3rd	M. Morgan -	2nd	
				E. Davies -	1st			
Merthyr Tydvil, St. David's. N.	29 10 0	- -	70 10 0	J. F. Niven -	4th	M. R. Davies -	2nd	Feb.
				R. Lewis -	1st	R. Millward -	2nd	
Mumbles - - B.	16 10 0	- -	44 0 0	W. Atkins -	4th	- - -	—	Aug.
				J. Howells -	4th			
Nicholas, St. - N.	15 0 0	- -	20 0 0	- - -	—	M. Loveluck -	3rd	Feb.
Pyle Bryndû (Colliery)	20 0 0	- -	54 10 0	W. Howell -	3rd	- - -	—	"
				T. Howell -	3rd			
				D. Jenkins -	2nd			
Swansea - - N.	37 0 0	25	125 0 0	J. W. Roberts	4th	U. Colmore -	3rd	"
				D. Hughes -	2nd	C. Bowen -	2nd	
				B. Davies -	1st	M. E. Burgess	3rd	
						E. Humphreys	2nd	
Swansea - B.	31 10 0	- -	158 0 0	J. Gregory -	4th	A. Lewis -	5th	July
	*a*30 0 0			W. Adams -	2nd	S. M. Cummins	4th	
				T. W. Lewis -	1st	H. Hughes -	4th	
				J. Adams -	1st			
				W. R. Cousens	1st			
				J. Danford -	1st			
Tondu, Iron Works	- -	- -	29 0 0	- - -	—	M. Cleminson	1st	Aug.
						E. Lewis -	1st	
Ystalyfera - - N.	18 0 0	- -	40 0 0	H. M. Smith -	3rd	M. Robinson -	3rd	March
Total -	564 10 0	210	1,801 0 0					

a Retiring pension.

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MERIONETHSHIRE.								
Bala - - - B.	23 0 0	- -	42 0 0	L. Jones -	1st	- - -	—	June
				E. Roberts -	1st			
				D. Rowlands -	1st			
Barmouth - - N.	16 10 0	- -	25 0 0	E. Pughe -	5th	- - -	—	Aug.
Dolgellau, or Dolgelly N.	15 0 0	25	17 10 0	H. Richards -	2nd	- - -	—	,,
Dolgelly - - B.	15 0 0	- -	49 10 0	E. Jones -	3rd	- - -	—	Sept.
				H. Roberts -	2nd			
				J. Jones - -	1st			
Dyffryn - - B.	20 0 0	- -	29 0 0	J. Jones - -	1st	- - -	—	Aug.
				E. Evans -	1st			
Festiniog and Maenturog. - N.	20 0 0	- -	20 0 0	J. Evans -	3rd	- - -	—	,,
Festiniog - - B.	16 10 0	- -	49 0 0	R. Jones -	5th	- - -	—	,,
				H. Jones -	5th			
Festiniog (Slate Quarries). - B.	15 0 0	- -	54 10 0	W. Davies -	4th	- - -	—	,,
				G. Roberts -	3rd			
				J. Owens -	1st			
Llanfrothen - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	,,
Penrhyn - - B.	- -	- -	39 0 0	W. Williams -	4th	- - -	—	,,
				H. Hughes -	2nd			
Towyn and Pennal B.	15 0 0	- -	39 0 0	D. Owen -	5th	- - -	—	,,
				E. Edwards -	1st			
Transfynydd - N.	15 0 0	- -	- - -	- - -	—	- - -	—	,,
Total -	181 0 0	25	364 10 0					
MONTGOMERYSHIRE.								
Berriew (Endowed)	18 0 0	- -	25 0 0	- - -	—	E. Evans -	5th	Oct.
Castle Caereinion - N.	15 0 0	- -	- - -	- - -	—	- - -	—	,,
Cemmes - - B.	15 0 0	- -	20 0 0	J. Davies -	3rd	- - -	—	Aug.
Churchstoke - N.	16 10 0	- -	22 10 0	T. Davis -	4th	- - -	—	,,
Llanfyllin - - N.	15 0 0	- -	39 0 0	J. Lloyd -	4th	- - -	—	Oct.
				R. W. Wilson -	2nd			
Llanidloes - - N.	16 10 0	- -	44 0 0	E. Hamer -	4th	- - -	—	Aug.
				T. Davies -	4th			
Llanwnog - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	,,
Machynlleth - N.	18 0 0	- -	111 0 0	L. Lewis -	4th	C. Jones -	5th	Oct.
				T. Jones -	4th	M. Jones -	4th	
				W. Lewis -	4th			
Newtown - - N.	21 10 0	- -	57 0 0	M. D. Jones -	4th	- - -	—	,,
				J. Milnes -	4th			
				R. Williams -	1st			
Newtown - - B.	15 0 0	- -	70 0 0	E. Lewis -	4th	- - -	—	Aug.
				A. W. Edmonds	3rd			
				J. Mills -	2nd			
				W. Morgan -	1st			
Welshpool - - N.	29 10 0	- -	93 10 0	M. Hughes -	4th	M. J. Hughes	2nd	Oct.
				T. Middleton -	4th	M. Evans -	2nd	
				G. Thomas -	2nd			
Total - -	195 0 0	- -	432 0 0					
PEMBROKESHIRE.								
Cilgerran - - N.	15 0 0	25	- - -	- - -	—	- - -	—	June
Cosheston - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	July
Fishguard - - N.	15 0 0	- -	76 0 0	J. Lloyd -	2nd	J. Hughes -	2nd	June
				T. Lloyd -	1st	M. A. Evans -	1st	
				T. Watkins -	1st			
Haverfordwest - N.	15 0 0	- -	132 10 0	J. Lewis -	3rd	E. H. Richards	3rd	,,
				J. Thomas -	3rd	E. J. Jones -	2nd	
				J. Williams -	2nd	S. Griffiths -	2nd	
				J. Jones -	1st	E. M. Evans -	1st	

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PEMBROKESHIRE—*cont.*	£ s. d.	£	£ s. d.					
Letterston - - N.	15 0 0	- -	15 0 0	J. James -	1st	- - -	—	June
Milford Haven, Endowed.	15 0 0	- -	25 0 0	T. K. Williams	5th	- - -	—	„
Narberth - - N.	15 0 0	- -	31 10 0	D. Williams -	2nd	- - -	—	„
				S. Wallace -	1st			
Pembroke - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Pembroke Dock - N.	31 10 0	25	168 0 0	J. David -	4th	M. J. Adams -	5th	„
				H. E. Stokes -	4th	E. James -	3rd	
				W. G. Saunders	3rd	E. Hawgood -	3rd	
				J. Evans -	2nd	J. Harden -	2nd	
				J. Griffiths -	1st			
Pembroke Dock - B.	23 0 0	- -	148 0 0	W. Brown -	4th	R. Edwards -	3rd	Aug.
				W. D. Blake -	3rd	E. Mumford -	2nd	
				E. Oke - -	3rd	J. Smith -	1st	
				T. Mumford -	1st	F. Evans -	1st	
				W. Edwards -	1st			
Rhydberth - - N.	- -	- -	72 0 0	- - -	—	M. Thomas -	5th	June
						M. Beddow -	5th	
						P. Griffiths -	5th	
Rudbaxton - - N.	15 0 0	- -	17 10 0	J. Smith -	2nd	- - -	—	„
Stackpole Elidor - N.	- -	- -	41 10 0	J. T. F. Turner	4th	- - -	—	„
				T. Radmore -	3rd			
Tenby - - - N.	18 0 0	- -	75 0 0	R. D. Herries	5th	- - -	—	„
				E. B. Parrott -	3rd			
				J. Morgan -	2nd			
				T. Morris -	2nd			
Tenby (Infants) - N.	10 0 0	- -	39 0 0	- - -	—	M. John -	3rd	„
						J. Thomas -	3rd	
Tenby, New Hedges N.	15 0 0	- -	22 10 0	T. Griffiths -	4th	- - -	—	„
Uzmaston-cum-Boulston. N.	18 0 0	- -	62 0 0	T. Morgan -	4th	- - -	—	„
				W. P. Venables	4th			
				F. Llewellyn -	3rd			
Warren, Agricultural	- -	- -	17 10 0	I. Hurlow -	2nd	- - -	—	„
Total - -	250 10 0	50	943 0 0					
RADNORSHIRE.								
Knighton - - N.	- -	- -	17 10 0	- - -	—	A. Matthews -	2nd	Nov.
Total - -	- -	- -	17 10 0					

ISLANDS.

ISLE OF MAN.	£ s. d.	£	£ s. d.								
Cronkbourne - N.	12 0 0	- -	17 10 0	- - -	—	A. Malcolm -	2nd	Aug.
Dolby - - N.	- -	- -	22 10 0	T. Quirk -	4th	- - -	—	„
Douglas, St. Barnabas'. N.	20 0 0	- -	192 0 0	J. Berrill -	3rd	C. Ballance -	5th	„
				J. J. Caine -	3rd	C. Isedale -	3rd	
				J. J. Quine -	2nd	E. Caine -	3rd	
						C. Walsh -	2nd	
						M. J. Stephenson	2nd	
						C. J. Campbell	2nd	
						F. Creer -	1st	
						E. Barnett -	1st	

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ISLE OF MAN—*cont.*	£ s. d.	£	£ s. d.					
Douglas, (Athol St.), St. George's. N.	34 0 0	- -	194 0 0	J. Corlett -	5th	M. Lewin -	4th	Sept.
				C. Corris -	4th	M. A. Kennish	3rd	
				J. Blair - -	3rd	M. J. Gelling -	3rd	
						E. Sidebotham	2nd	
						A. Kewley -	2nd	
						A. Gelling -	1st	
						A. J. Blair -	1st	
						I. Corlett -	1st	
Foxdale - - N.	15 0 0	- -	85 10 0	W. Faragher -	4th	- - -	—	„
				P. Teare -	3rd			
				T. Faragher -	2nd			
				T. Bridson -	2nd			
				W. Kelly -	1st			
German, St. John's Par.	16 0 0	- -	44 0 0	- - -	—	M. Killey -	4th	Aug.
						C. Hudgson -	4th	
Kirk Andreas - Par.	15 0 0	- -	39 0 0	T. Kneale -	5th	- - -	—	Sept.
				T. Cleator -	1st			
Kirk Patrick - N.	15 0 0	- -	57 0 0	J. Lace - -	4th	- - -	—	Aug.
				J. Corlett -	3rd			
				J. Christian -	2nd			
Kirk, St. Anne's - N.	15 0 0	- -	22 10 0	T. Clague -	4th	- - -	—	Sept.
Malew Ballasalla N.	15 0 0	- -	57 0 0	G. Gordon -	4th	- - -	—	„
				W. Clucas -	4th			
				H. Bell - -	1st			
Malew Castleton - N.	10 0 0	- -	83 0 0	H. Newton -	4th	E. C. Kewley -	5th	„
				W. Kermode -	1st	S. C. Rothwell	4th	
Malew Grenaby - N.	15 0 0	- -	22 10 0	T. Cooill -	4th	- - -	—	„
Malew, St. Mark's N.	- -	- -	15 0 0	T. Shimmin -	1st	- - -	—	Aug.
Peel - - - N.	15 0 0	- -	85 0 0	J. Watterson -	5th	- - -	—	Sept.
				W. Callister -	4th			
				H. Watson -	4th			
				W. Gill - -	3rd			
Peel (Mathematical). N.	18 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Port Saint Mary (Rushen). N.	15 0 0	- -	41 10 0	T. Moore -	4th	- - -	—	„
				T. Qualtrough	3rd			
Ramsey - - N.	16 10 0	- -	17 10 0	E. W. Christian	2nd	- - -	—	„
Ramsey - - Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	July
Rushen - - N.	10 0 0	- -	31 10 0	- - -	—	E. Kelly -	2nd	Aug.
						J. Sansbury -	1st	
Sulby - - - N.	23 0 0	- -	31 10 0	T. Cowley -	2nd	- - -	—	„
				T. Mylecraine	1st			
Total - -	294 10 0	- -	1,058 10 0					
CHANNEL ISLANDS.								
Alderney - - Wes.	15 0 0	- -	17 10 0	J. Herivel -	2nd	- - -	—	„
Guernsey - - B.	15 0 0	- -	62 0 0	A. D. Guille -	5th	- - -	—	„
				A. Harris -	3rd			
				J. Giles - -	3rd			
Guernsey, St. John's. N.	25 0 0	- -	143 0 0	C. A. Reeks -	4th	E. A. Allez -	3rd	„
				J. G. Hamilton	2nd	E. A. Reeks -	2nd	
				J. E. Brown -	1st	J. Jacques -	2nd	
						E. J. Bronard	1st	
						L. E. Dawson	1st	
						E. M. G. Loveridge.	1st	
Jersey, Gronville, Central. N.	15 0 0	- -	35 0 0	J. Young -	1st	A. Regnart -	3rd	„
Jersey - - - N.	10 0 0	- -	175 10 0	W. H. Dawson	5th	V. Buttrell -	3rd	„
				J. Paige - -	5th	E. J. Moses -	2nd	
				J. W. C. Paul -	4th	H. Yardley -	2nd	
				F. Pilditch -	4th	L. Good - -	1st	
				W. Willcocks	4th			

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CHANNEL ISLANDS—*cont.*	£ s. d.	£	£ s. d.					
Jersey, St. James' N.	25 0 0	- -	82 0 0	G. Y. Voysey -	5th	H. J. Good -	4th	Aug.
						E. V. C. Paul -	4th	
						V. S. Paul -	1st	
Jersey, St. Mark's N.	23 0 0	- -	111 10 0	F. Le Huguet	3rd	E. De Gruchy	4th	„
				S. T. Carter -	2nd	M. Venner -	4th	
						M. Coope -	3rd	
						E. Hitchings	1st	
Jersey, St. Paul's - N.	- -	- -	59 10 0	J. Sharman -	4th	- - -	—	„
				W. G. Turpin -	3rd			
				J. Le Marquais	3rd			
Jersey, Trinity - N.	- -	- -	17 10 0	J. Malin - -	2nd	- - -	—	„
Total - -	133 0 0	- -	703 10 0					

SCOTLAND.

ABERDEENSHIRE.	£ s. d.	£	£ s. d.					
Aberdeen, Bon Accord. F.C.	30 0 0	- -	121 10 0	G. Duthie -	4th	- - -	—	Oct.
				J. Fraser -	3rd			
				J. N. Justice -	4th			
				A. E. Rait -	4th			
				J. Murdoch -	3rd			
				A. Brechin -	3rd			
Aberdeen, Dr. Bell's -	21 10 0	- -	47 0 0	G. Forrest -	2nd	- - -	—	July
				D. Fraser -	2nd			
				D. Bannerman	1st			
Aberdeen, East Sess. Parish.	15 0 0	- -	188 10 0	P. Kidd -	4th	M. A. Anderson	5th	„
				W. Brebner -	3rd	A. B. Alexander	4th	
				A. Bain - -	3rd	I. Robertson -	4th	
				J. Ross - -	1st	M. Ewen -	3rd	
				T. Laing - -	1st	E. E. Jarvis -	3rd	
Aberdeen, East F.C. Parish.	- -	- -	65 0 0	A. Harper -	3rd	- - -	—	Sept.
				A. Forbes -	2nd			
				J. R. Keith -	2nd			
				G. L. Duncan	1st			
Aberdeen, North Sess. Parish.	25 0 0	- -	101 0 0	A. Salmond -	1st	C. M'Eachern	5th	Aug.
				G. Martin -	1st	M. S. Bain -	5th	
						C. Grant -	5th	
Aberdeen, North F.C.	16 10 0	- -	75 0 0	J. Nicholson -	5th	- - -	—	Oct.
				R. Forrest -	5th			
				G. Craig - -	1st			
				F. Mann - -	1st			
Aberdeen, South Sess. Parish.	15 0 0	- -	67 0 0	- - -	—	C. Stewart -	5th	Aug.
						A. Smith -	5th	
						C. Maitland -	3rd	
Aberdeen, South F.C. Parish.	20 0 0	25	139 10 0	W. Milne -	4th	- - -	—	Oct.
				F. Hay - -	4th			
				W. Yunnie -	3rd			
				J. Simpson -	3rd			
				J. Philip -	3rd			
				A. Seton -	2nd			
				W. Yeats -	1st			
				J. Robb - -	1st			
Aberdeen, West Sess. Parish.	37 0 0	- -	109 0 0	R. Duthie -	5th	M. Carry -	3rd	Aug.
				J. Duthie -	5th	A. Hay - -	1st	
						H. Menzies -	1st	
						A. Airth -	1st	

NOTE.—G.A. *denotes that the School is under the General Assembly of the Established Church of Scotland;* F.C., *that the School is in connexion with the Free Church;* Par., *a Parochial School;* Epis. *Episcopal;* Sess., *Sessional; and* R.C., *a Roman Catholic School.*

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ABERDEENSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Aberdeen, Female Orphan Asylum.	- - -	- -	20 0 0	- - -	—	J. Beveridge -	3rd	July
Aberdeen, John Sess. Knox's.	10 0 0	- -	95 0 0	G. Williamson	1st	J. Sangster -	4th	„
						C. Renald -	4th	
						H. Clark -	3rd	
						J. Keith -	3rd	
Aberdeen, John F.C. Knox's.	28 10 0	- -	91 0 0	A. Trail - -	5th	A. Trail - -	3rd	Sept.
				W. Elphinstone	1st	M.A. Cadenhead	2nd	
						M. M'Robbie -	2nd	
Aberdeen, St. Epis. Andrew's.	15 0 0	- -	22 10 0	P. C. Fraser -	4th	- - -	—	June
Aberdeen, St. Epis. John's.	10 0 0	- -	15 0 0	- - -	—	M. Glegg -	1st	„
Aberdeen, St. R.C. Peter's.	- -	- -	40 0 0	A. M'Hardie -	2nd	M. Cattanach	4th	„
*Aberdeen, Shaw's Court, Female School of Industry.	10 0 0	- -	17 10 0	- - -	—	M. L. Stewart	2nd	July
Aberdeen, Trades' School.	15 0 0	- -	31 10 0	J. M'Lachlan	2nd	- - -	—	Oct.
				J. A. Phillips	1st			
Aberdeen, Wood side. - F.C.	16 10 0	- -	29 0 0	J. Begg - -	1st	- - -	—	„
				E. Duncan -	1st			
Aberdour - - F.C.	15 0 0	- -	15 0 0	A. Farquharson	1st	- - -	—	Nov.
Banchory, Devenick. F.C.	20 0 0	- -	22 10 0	D. Moir - -	4th	- - -	—	Sept.
Banks - - F.C.	10 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Birse - - - Par.	- -	- -	20 0 0	J. D. D. Ferrier	3rd	- - -	—	July
Burnhaven - - G.A.	21 10 0	- -	- - -	- - -	—	- - -	—	Aug.
Cruden (Lord Errol's). Epis.	26 0 0	- -	40 0 0	J. Alexander -	4th	E. Cordiner -	2nd	June
Cullerley, District -	18 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Ellon, Female - -	10 0 0	- -	22 10 0	- - -	—	E. Mackie -	4th	July
Ellon - - - F.C.	21 10 0	- -	- - -	- - -	—	- - -	—	Oct.
Ellon - - Epis.	10 0 0	- -	- - -	- - -	—	- - -	—	June
Forgueside - - Par.	21 10 0	- -	- - -	- - -	—	- - -	—	Aug.
Fraserburgh, St. Peter's. Epis.	31 10 0	- -	32 10 0	J. Gray - -	1st	H. Davidson -	2nd	June
Fyvie, All Saints' Epis.	15 0 0	- -	- - -	- -	—	- - -	—	„
Gilconiston, Free School. F.C.	16 10 0	- -	17 10 0	J. Elphinstone	2nd	- - -	—	Sept.
Huntley - - Par.	- -	- -	44 0 0	W. Simpson -	4th	- - -	—	Aug.
				J. Pirie - -	4th	- - -	—	
Huntley (2nd Par. School).	15 0 0	- -	- - -	- - -	—	- - -	—	„
Huntley, Gordon, Industrial. F.C.	11 0 0	- -	29 0 0	- - -	—	E. Gordon -	1st	Sept.
						M. Grant -	1st	
*Huntley, Female Industrial. G.A.	- -	- -	15 0 0	- - -	—	J. Middleton -	1st	Aug.
Huntley - - F.C.	18 0 0	- -	59 10 0	J. M'Pherson -	5th	- - -	—	Sept.
				J. A. Ross -	4th			
				W. Brander -	1st			
Insch - - - F.C.	15 0 0	- -	29 0 0	W. Young -	1st	- - -	—	Oct.
				J. Glennie -	1st			
Inverury, St. Mary's. Epis.	15 0 0	- -	25 0 0	W. L. Low -	5th	- - -	—	June
Kincardine O'Neill. Par.	15 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Kincardine O'Neill. F.C.	18 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Kintore - - F.C.	15 0 0	- -	22 10 0	J. Gibb -	4th	- - -	—	„
Meiklefolla - Epis.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Meldrum, Old - F.C.	15 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Methlick (Girls) -	10 0 0	- -	- - -	- - -	—	- - -	—	Aug
Midmar Female Subscription.	10 0 0	- -	- - -	- - -	—	- - -	—	June
Migvie - - G.A.	16 10 0	- -	- - -		—	- - -	—	„

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ABERDEENSHIRE—*cont.*	£ s. d.	£	£ s. d.				
Old Deer - - F.C.	16 10 0	- -	20 0 0	A. Thom -	3rd	- - - —	Oct.
Peterhead - - F.C.	33 0 0	- -	96 10 0	J. Williamson	3rd	J. Law - - 3rd	,,
				J. Reid - -	1st	A. A. Strachan 2nd	
				D. Watson -	1st	I.S.Hutchinson 1st	
Peterhead, St. Peter's. Epis.	15 0 0	- -	- - -	- - -	—	- - - —	June
Pitsligo, New - Par.	15 0 0	- -	29 0 0	W. Russell -	1st	- - - —	July
				A. Cameron -	1st		
*Pitsligo, New, Female	- -	- -	15 0 0	- - -	—	A. Boyes - 1st	Aug.
Pitsligo, New, St. John's. Epis.	21 10 0	- -	104 0 0	J. Petrie -	3rd	E. Stirling - 3rd	June
				J. Taylor -	2nd	E. M'Gowan - 3rd	
				W. Ferguson -	1st	E. Brown - 2nd	
Port Elphinstone F.C.	16 10 0	- -	52 0 0	G. Morison -	3rd	- - - —	Oct.
				W. Milne -	2nd		
				W. Cruickshank	2nd		
Rayne, Old, Female G.A.	15 0 0	- -	17 10 0	- - -	—	M. Forrester 2nd	July
Skene - - - F.C.	20 0 0	- -	44 0 0	W. Donald -	4th	- - - —	Oct.
				J. Strachan -	4th		
Strichen Female -	12 0 0	- -	- - -	- - -	—	- - - —	July
Tillymorgan - Epis.	15 0 0	- -	17 10 0	G. Robertson	2nd	- - - —	June
Udny - - - F.C.	15 0 0	- -	- - -	- - -	—	- - - —	Nov.
Total - -	904 10 0	25	2,064 10 0				
ARGYLLSHIRE.							
Ardrishaig - - F.C.	15 0 0	- -	- - -	- - -	—	- - - —	April
Ardrishaig - -Epis.	16 10 0	- -	15 0 0	D. Cameron -	1st	- - - —	Sept.
Barcaldine - - G.A.	15 0 0	- -	22 10 0	J. M'Gregor -	4th	- - - —	Feb.
Bowmore Foreland. F.C.	20 0 0	- -	22 10 0	D. M'Carmick	4th	- - - —	April
Bowmore (Islay) Par.	20 0 0	- -	44 0 0	R. Blair - -	4th	- - - —	July
				W. Pinkerton	4th		
Campbeltown, Burgh. Par.	- -	- -	52 0 0	C. E. Bursey -	4th	- - - —	,,
				J. M'Millan -	2nd		
				A. Y. Stewart	1st		
Campbeltown - F.C.	33 0 0	- -	88 0 0	J. Fisher -	5th	- - - —	April
				D. Currie -	4th		
				D. M'Murchy -	2nd		
				D. Thomas -	1st		
				A. Wylie -	1st		
Campbeltown, Dalintober (Miss Campbell's). Par.	18 0 0	- -	57 0 0	W. Alexander	4th	- - - —	July
				D. M'Neilage -	4th		
				J. Lothian -	1st		
Campbeltown, United Female, School of Industry.	13 0 0	- -	29 0 0	- - -	—	W. Weir - 1st	,,
						J. Ralston - 1st	
Corpach - - G.A.	- -	- -	67 0 0	C. Cameron -	5th	- - - —	Aug.
				C. M'Master -	4th		
				G. Sanderson -	4th		
Dunoon - - Par.	- -	- -	17 10 0	- - -	—	J. Miller - 2nd	,,
Dunoon - - F.C.	- -	- -	41 10 0	J. Shearer -	5th	- - - —	April
				D. Johnston -	2nd		
Glencoe - - F.C.	15 0 0	- -	31 10 0	D. M'Coll -	2nd	- - - —	June
				D. M'Millan -	1st		
Glendarnel Sub. -	15 0 0	- -	- - -	- - -	—	- - - —	July
Inverary - - F.C.	18 0 0	- -	17 10 0	D. Henderson	2nd	- - - —	April
Inverary, Burgh - Par.	25 0 0	- -	29 0 0	A. Rainy -	1st	- - - —	Aug.
				J. Leitch -	1st		
Killean- - - F.C.	15 0 0	- -	22 10 0	A. M'Intyre -	4th	- - - —	April
Kilmodan - - F.C.	16 10 0	- -	- - -	- - -	—	- - - —	May
Knapdale, North - Par.	15 0 0	- -	- - -	- - -	—	- - - —	July
Lochaline - -Sess.	15 0 0	- -	- - -	- - -	—	- - - —	Aug.
Lochend, Campbeltown. F.C.	15 0 0	- -	39 0 0	A. Armour -	5th	- - - —	April
				A. M'Farlane	1st		

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ARGYLLSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Lochgilphead - F.C.	18 0 0	- -	100 10 0	D. Dewar -	5th	- - -	—	April
				D. M'Gilp -	5th			
				M. Carmichael	4th			
				J. M'Intosh -	3rd			
				M. Brodie -	1st			
Lochgilphead - Epis.	10 0 0	- -	49 0 0	- - -	—	A. Knox - -	5th	Sept.
						M. Brown -	5th	
Oatfield - - G.A.	18 0 0	- -	22 10 0	N. Fleming -	4th	- - -	—	July
Peninver - - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	,,
Port Charlotte - G.A.	15 0 0	- -	22 10 0	A. Gillespie -	4th	- - -	—	,,
Portnahaven, Parliamentary.	- -	- -	25 0 0	D. M'Donald -	5th	- - -	—	Feb.
Portnahaven - F.C.	16 10 0	- -	- - -	- - -	—	- - -	—	April
Salen, Female Industrial.	12 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Southend - - Par.	- -	- -	39 0 0	D. Montgomery	3rd	- - -	—	July
				A. Trotter -	3rd			
Tarbert - - G.A.	15 0 0	- -	15 0 0	W. Jenkins -	1st	- - -	—	,,
Tobermory - - F.C.	16 10 0	- -	- - -	- - -	—	- - -	—	May
Total - -	436 0 0	- -	869 0 0					
AYRSHIRE.								
Ardrossan, Industrial	14 0 0	- -	72 0 0	- - -	—	M. Chalmers -	5th	April
						M. Gilfillan -	4th	
						E. Reid - -	1st	
						M. Crawford -	1st	
Ardrossan - - Par.	23 0 0	- -	60 0 0	- - -	—	M. Wellwood -	3rd	,,
						C. Marshall -	1st	
						D. Thomson -	1st	
						W. Sinclair -	1st	
Ardrossan - - Sess.	23 0 0	25	- - -	- - -	—	- - -	—	,,
Ayr - - - Epis.	16 10 0	- -	39 0 0	W. Hannah -	4th	- - -	—	—
				J. Higgins -	2nd			
Ballantrae - - Par.	18 0 0	- -	17 10 0	J. Allan - -	2nd	- - -	—	May
Barrhill - - F.C.	15 0 0	- -	25 0 0	W. Hyslop -	5th	- - -	—	April
Beith - - - Par.	- -	- -	39 0 0	J. Jamieson -	3rd	- - -	—	March
				R. Boyd - -	3rd			
Beith, Endowed, G.A. Industrial.	10 0 0	- -	44 0 0	- - -	—	M. Dale - -	4th	,,
				- - -	—	M. Jamieson -	4th	
Beith - - - F.C.	16 10 0	- -	- - -	- - -	—	- - -	—	April
Blair, Iron Works -	15 0 0	- -	34 0 0	A. Campbell -	3rd	- - -	—	,,
				J. Patrick -	1st			
Blair Mains - - Par.	21 10 0	- -	41 10 0	A. Boyle - -	4th	- - -	—	,,
				H. Colligan -	3rd			
Crosshill - - G.A.	15 0 0	- -	57 0 0	J. Dunlop -	4th	- - -	—	May
				J. M'Crindle -	4th			
				W. Kay - -	1st			
Crosshouse - - Par.	16 10 0	- -	- - -	- - -	—	- - -	—	,,
Cumnock, New, F.C. Wellhill.	21 10 0	- -	34 0 0	T. Kerr - -	2nd	- - -	—	April
				A. Kerr - -	2nd			
Cumnock, Old - F.C.	21 10 0	- -	65 0 0	A. Doak - -	5th	- - -	—	,,
				A. Howatson -	1st			
				H. M'Culloch	1st			
				J. Lees - -	1st			
Dalry - - - F.C.	- -	- -	29 0 0	T. Govan -	1st	- - -	—	,,
				J. M'Kay -	1st			
Dalry - - - Par.	15 0 0	25	- - -	- - -	—	- - -	—	,,
Dalry, Female Industrial. - G.A.	10 0 0	- -	49 10 0	- - -	—	M. M'Kenzie -	4th	,,
				- - -	—	E. Patrick -	1st	
						A. Harper -	1st	

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AYRSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Dalry, Kersland Barony.	15 0 0	- -	77 10 0	J. Ferguson -	5th	- - -	—	April
				A. Ferguson -	3rd			
				T. Wardrop -	3rd			
				A. F. Grant -	2nd			
Eglinton, Iron Works -	15 0 0	- -	- - -	- - -	—	- - -	—	„
Fullarton - - Par.	18 0 0		31 10 0	A. Thomson -	2nd	- - -	—	„
				A. Millar -	1st			
Fullarton - - F.C.	18 0 0	- -	52 0 0	J. Robertson -	5th	- - -	—	„
				R. Howie -	1st			
				D. M'Millan -	1st			
Galston - - Par.	18 0 0	- -	85 0 0	M. Bowie -	5th	- - -	—	Feb.
				W. Erskine -	5th			
				G. Forrest -	4th			
				J. Cuthbertson	2nd			
Girvan - - Par.	- -	- -	20 0 0	A. Orr - -	3rd			May
Girvan - - - F.C.	15 0 0	- -	20 0 0	G. Law - -	3rd	- -	—	April
Kilbirnie - - F.C.	16 10 0	- -	17 10 0	J. Clark - -	2nd	- -	—	„
Kilbride, West - Par.	15 0 0	- -	- - -	- - -	—	- -	—	May
Kilbride, West, Female Industrial.	10 0 0	- -	- - -	- - -	—	- - -	—	„
Kilbride, West - F.C.	18 0 0	- -	34 0 0	W. Fleck -	2nd	- - -	—	April
				T. Fleck -	2nd			
Kilmarnock Academy	21 10 0	- -	93 10 0	A. Morgan -	2nd	- - -	—	May
				A. P. Brown -	2nd			
				G. R. Merry -	2nd			
				J. S. Nisbet -	2nd			
				S. Jamieson -	2nd			
				J. Wills -	1st			
Kilmarnock, Industrial. F.C.	10 0 0	- -	49 0 0	- - -	—	M. Parker -	5th	April
				- - -	—	M. M. Boyd -	5th	
Kilmarnock, Town Head District.	20 0 0	25	103 10 0	A. Caldwell -	3rd	- - -	—	„
				A. Gillespie -	3rd			
				J. Hamilton -	3rd			
				J. A. M'Kennie	3rd			
				J. Dickie -	2nd			
				J. Black -	1st			
Kilmaurs - - Par.	21 10 0	- -	- - -	- - -	—	- - -	—	May
Kilwinning - - Par.	16 10 0	25	57 0 0	C. Kirkwood -	4th	- - -	—	Sept.
				G. Campbell -	3rd			
				D. M. Dooke -	2nd			
Largs, Brisbane, End.	25 0 0	- -	36 10 0	J. Farquharson	3rd	- - -	—	April
				J. Craig - -	2nd			
Largs, Female - G.A.	20 0 0	- -	34 0 0	- - -	—	M. Craig -	3rd	„
				- - -	—	E. Hill -	1st	
Largs - - - F.C.	14 0 0	- -	83 10 0	H. M'Coll -	2nd	H. Reid -	4th	„
				D. Brown -	1st	M. Paterson -	2nd	
				D. M'Lean -	1st			
Monckton - - F.C.	- -	- -	20 0 0	J. Andrews -	3rd	- - -	—	„
Muirkirk, Iron Works	15 0 0	25	- - -	- - -	—	- - -	—	May
Newmilns - - F.C.	32 0 0	- -	- - -	- - -	—	- - -	—	April
Newton-on-Ayr - F.C.	21 10 0	25	36 10 0	W. Mitchell -	4th	- - -	—	„
				W. M'Kissock	1st			
Newton-on-Ayr - Par.	- -	- -	95 10 0	D. Oswald -	5th	- - -	—	Feb.
				A. Mair - -	4th			
				A. Macfarlane	3rd			
				W. Smith -	2nd			
				W. Beaton -	2nd			
Ochiltree - - F.C.	18 0 0	- -	39 0 0	J. Boyd - -	3rd	- - -	—	April
				D. Miller -	3rd			
Perceton - - F.C.	- -	- -	49 0 0	J. Skelley -	5th	- - -	—	„
				R. Skelley -	5th			
Pinwhiry - - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Sorn - - - Par.	18 0 0	- -	44 0 0	W. Kirkland -	4th	- - -	—	„
				H. Baird -	4th			
Stewarton - - F.C.	16 10 0	- -	39 0 0	J. Blair - -	5th	- - -	—	April
				A. Linn - -	1st			
Symington - - F.C.	16 10 0	- -	- - -	- - -	—	- - -	—	„

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AYRSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Tarbolton - - Par.	12 0 0	- -	31 10 0	- - -	—	M. Brown -	2nd	May
				- - -	—	M. Hunter -	1st	
Troon Academy - G.A.	- -	- -	17 10 0	J. Kennedy -	2nd	- - -	—	April
Troon - - - F.C.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Total - -	758 10 0	150	1,773 10 0					
BANFFSHIRE.								
Aberchirder - - G.A.	15 0 0	- -	44 10 0	G. Durno -	2nd	- - -	—	Aug.
				A. Harper -	1st			
				G. Anderson -	1st			
Bellie - - - Par.	25 0 0	- -	- - -	- - -	—	- - -	—	„
Buckie, Free S. - F.C.	33 10 0	- -	64 10 0	A. Duncan -	2nd	J. M. Bremner	1st	Oct.
				J. Murray -	2nd			
				J. Crowden -	2nd			
Cullen - - - Par.	- -	- -	20 0 0	P. M'Queen -	3rd	- - -	—	Aug.
Cullen - - - F.C.	16 10 0	- -	22 10 0	H. Keir -	4th	- - -	—	Oct.
Deskford - - F.C.	10 0 0	- -	- - -	- - -	—	- - -	—	Sept.
Enzie, Society School	- -	- -	15 0 0	A. Wiseman -	1st	- - -	—	Aug.
Fordyce - - F.C.	18 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Forglen, Female -	10 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Glenlivat - - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	
Glenrinnes - - G.A.	20 0 0	- -	15 0 0	G.M'Connachie	2nd	- - -	—	„
Inverkeithnie (Downie's). F.C.	15 0 0	- -	20 0 0	W. Cruden -	3rd	- - -	—	Oct.
Keith - - - F.C.	20 0 0	- -	34 0 0	J. Walker -	2nd	- - -	—	„
				W. Thomson -	2nd			
Linhead, Female - -	13 0 0	- -	17 10 0	- - -	—	M. Carnegie -	2nd	Aug.
Macduff - - Par.	- -	- -	39 0 0	C. Harvey -	3rd	- - -	—	„
				W. Forbes -	3rd			
Macduff - - F.C.	20 0 0	- -	49 10 0	J. Cruickshank	4th	- - -	—	Oct.
				J. King - -	1st			
				J. Runcie -	1st			
Marnock, New - F.C.	20 0 0	- -	54 10 0	J. Dallas -	3rd	- - -	—	„
				A. Brenner -	3rd			
				J. Duff - -	2nd			
Pitgair - - - Par.	12 0 0	20	- - -	- - -	—	- - -	—	Aug.
Port Gordon - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Portsoy - - Par.	20 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Rathven - - Par.	- -	- -	22 10 0	G. Geddes -	4th	- - -	—	Aug.
Rothiemay - - F.C.	18 0 0	- -	15 0 0	J. Skinner -	1st	- - -	—	Oct.
Tomintoul, Parliamentary. Par.	- -	- -	29 0 0	R. Grant -	1st	- - -	—	Aug.
				J. M'Aulay -	1st			
Total - -	316 0 0	20	462 10 0					
BERWICKSHIRE.								
Ayton, Fem., Sewing -	12 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Boston - - F.C.	21 10 0	- -	62 0 0	R. Bell - -	5th	- - -	—	Feb.
				J. Ross -	4th			
				W. Donaldson	2nd			
Dunse - - - Par.	20 0 0	- -	51 10 0	R. Pringle -	3rd	A. Swan - -	1st	Dec.
				G. Fairbairn -	2nd			
Earlstown - - F.C.	16 10 0	- -	36 10 0	G. Tennant -	3rd	- - -	—	Jan.
				F. Ker - -	2nd			
Eyemouth - - Par.	34 0 0	- -	44 10 0	R. Nisbet -	2nd	- - -	—	Dec.
				J. H. Edington	1st			
				R. I. Sinton -	1st			
Eyemouth - - F.C.	16 10 0	- -	29 0 0	W. Brack -	1st	- - -	—	Feb.
				D. Tate - -	1st			
Greenlaw - - F.C.	21 10 0	- -	54 10 0	R. Darling -	3rd	- - -	—	„
				R. Clark - -	3rd			
				G. Cruickshank	2nd			

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BERWICKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Houndwood, Grant's House School.	16 10 0	- -	15 0 0	G. Hardie -	1st	- - -	—	Dec.
Lauder - - - Par.	21 10 0	- -	- - -	- - -	—	- - -	—	„
Ninewells - - -	16 10 0	- -	15 0 0	W. Cook - -	1st	- - -	—	„
Paxton Village - -	15 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Swinton - - F.C.	15 0 0	- -	39 0 0	G. Denholme -	3rd	- - -	—	Feb.
				A. Dippie -	3rd			
Total - -	226 10 0	- -	347 0 0					
BUTESHIRE.								
Cambrae, Isle of - F.C.	21 10 0	- -	15 0 0	H. Wishart -	1st	- - -	—	April
Rothesay, East - F.C.	23 0 0	- -	- - -	- - -	—	- - -	—	„
Total - -	44 10 0	- -	15 0 0					
CAITHNESS-SHIRE.								
Berriedale - - G.A.	16 10 0	- -	- - -	- - -	—	- - -	—	Aug.
Freswick - - G.A.	18 0 0	- -	- - -	- - -	—	- - -	—	„
John O'Groat's - G.A.	18 0 0	- -	20 0 0	S. Mowatt -	3rd	- - -	—	Sept.
Lybster - - F.C.	- -	- -	39 0 0	W. Miller -	3rd	- - -	—	May
				G. Morrison -	3rd			
Pulteneytown - F.C.	15 0 0	- -	62 0 0	W. H. Ross -	5th	- - -	—	June
				G. Shearer -	4th			
				G. Sutherland	2nd			
Pulteneytown Academy.	- -	- -	36 10 0	J. Cleghorn -	3rd	- - -	—	Sept.
				W. Flett -	2nd			
Thurso - - - F.C.	20 0 0	- -	54 10 0	W. Henderson	4th			June
				G. Ross - -	3rd			
				W. Miller -	1st			
Toftingall - - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	Sept.
Watten - - F.C.	18 0 0	- -	17 10 0	D. Sutherland	2nd	- -	—	June
Wick - - - F.C.	25 0 0	- -	65 0 0	J. Mackay -	2nd	- - -	—	„
				D.M.Mathieson	2nd			
				W. Cormack -	2nd			
				D. Craig -	2nd			
Total - -	145 10 0	- -	294 10 0					
CLACKMANNANSHIRE.								
Alloa (Juvenile and Infant).	15 0 0	- -	- - -	- - -	—	- - -	—	May
Alloa - - Epis.	16 10 0	- -	22 10 0	T. Wilson -	4th	- - -	—	March
Menstrie, Subscription.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Tullibody, Sub- Par. scription.	- -	- -	59 10 0	G. A. Dick -	5th	- - -	—	„
				J. Beveridge -	3rd			
				A. M'Gregor -	2nd			
Total -	46 10 0	- -	82 0 0					

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DUMBARTONSHIRE.	£ s. d.	£	£ s. d.					
Alexandria - - Par.	15 0 0	- -	73 0 0	A. M'Lintock -	4th	M. M'Ewen -	3rd	June
				R. M'Adam -	1st	C. Forbes -	2nd	
Alexandria - - F.C.	10 0 0	- -	25 0 0	- - -	—	J. M'Nicol -	5th	Oct.
Bonhill - - Par.	18 0 0	25	15 0 0	W. Hogg -	1st	- - -	—	June
Bonhill (Mrs. Ewing's) Female Industrial.	14 0 0	- -	- - -	- - -	—	- - -	—	April
Cardross - - Par.	- -	- -	49 0 0	J. Hunter -	5th	- - -	—	June
				A. Dunlop -	5th			
Dalmonach, Privately Endowed.	G.A. - -	- -	44 10 0	A. Menzies -	2nd	- - -	—	„
				J. Doul - -	1st			
				J. White - -	1st			
Dalmuir, Subscription.	- -	- -	25 0 0	W. Anderson -	5th	- - -	—	„
Dumbarton - - F.C.	16 10 0	- -	46 10 0	M. M'Taggart -	5th	- - -	—	April
				R. Lang -	4th			
Dumbarton, Burgh Academy.	16 10 0	- -	59 10 0	D. Paterson -	5th	- - -	—	June
				R. Young -	4th			
				R. D. Angus -	1st			
Dumbarton, Educational Society's.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Faifley - - - G.A.	15 0 0	- -	34 0 0	J. Grant -	3rd	- - -	—	June
				A. Reid - -	1st			
Garlochhead - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Helensburgh, Quoad Sacra School.	G.A. 16 10 0	- -	17 10 0	J. Paterson -	2nd	- - -	—	„
Helensburgh, Trinity.	Epis. 14 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Jamestown, Bonhill.	F.C. 15 0 0	- -	17 10 0	A. Paterson -	2nd	- - -	—	April
Kirkintilloch, Kerr Street.	G.A. 15 0 0	- -	29 0 0	A. Stirling -	1st	- - -	—	„
				A. Scott - -	1st			
Kirkintilloch (Oswald and Kirk-session Schools).	G.A. 13 0 0	- -	44 0 0	H. L. Horn -	1st	J. Whitelaw -	1st	June
						M. Kirkwood -	1st	
Luss - - - Par.	-	- -	15 0 0	C. M'Kay -	1 st	- - -	—	July
Muirland Side - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Renton, Female - G.A.	11 0 0	- -	20 0 0	- - -	—	H. Howat -	3rd	„
Renton, Public - F.C.	15 0 0	- -	29 0 0	A. M'Kim -	1st	- - -	—	April
				T. Strathearn	1st			
Shandon - - F.C.	15 0 0	- -	20 0 0	A. M'Donald -	3rd	- - -	—	„
Total - -	264 10 0	25	563 10 0					
DUMFRIESSHIRE.								
Annan - - Par.	- -	- -	69 10 0	J. Johnstone -	5th	- - -	—	Nov.
				J. Murphy -	5th			
				J. Yeoman -	4th			
Annan, Infant and Industrial.	G.A. 25 0 0	- -	30 0 0	- - -	—	F. Beattie -	3rd	„
						J. Richardson	3rd	
Carlaverock - - Par.	-	- -	85 0 0	J. Hunter -	4th	- - -	—	Dec.
				J. Howatson -	4th			
				J. Johnston -	4th			
				W. Cowan -	4th			
Ecclefechan, Infant and Industrial.	10 0 0	- -	15 0 0	- - -	—	H. S. Wright -	1st	„
Glencairn - - F.C.	18 0 0	- -	15 0 0	W. Brownridge	1st	- - -	—	„
Goodhope - - G.A.	16 10 0	- -	- - -	- - -	—	- - -	—	Nov.
Hightae - - F.C.	15 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Kirkmahoe - - F.C.	- -	- -	15 0 0	T. Wallace -	1st	- - -	—	„
Langholm - - F.C.	18 0 0	- -	34 0 0	A. Little - -	3rd	- - -	—	„
				J. Porteous -	1st			
Lochmaben - F.C.	15 0 0	- -	- - -	- - -	—	- - -	—	„

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DUMFRIESSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Lochmaben - Par.	- -	- -	22 10 0	R. Maxwell -	4th	- - -	—	Nov.
Lokerby, Industrial F.C.	12 0 0	- -	- - -	- - -	—	- - -	—	,,
Ruthwell - - F.C.	15 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Total - -	144 10 0	- -	295 0 0					
EDINBURGHSHIRE.								
Back of Fisher- row, Ragged. F.C.	16 10 0	- -	15 0 0	W. Ronald -	1st	- - -	—	Feb.
Balerno, Subscrip- tion. G.A.	20 0 0	- -	- - -	- - -	—	- - -	—	April
Barnton, late Lauris- ton, Female Indus- trial.	10 0 0	- -	25 0 0	- - -	—	M. Jack -	5th	,,
Calder, East - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	,,
Calder, West - Par.	23 0 0	- -	36 10 0	J. S. Hope -	4th	- - -	—	,,
				C. Brown -	1st			,,
Cockpen - - F.C.	20 0 0	- -	39 0 0	J. Scott -	5th	- - -	—	Feb.
				C. Jerdan -	1st			
Colinton and Currie. F.C.	- -	- -	36 10 0	W. C. Russell -	3rd	- - -	—	Jan.
				J. B. Donald -	2nd			
Coltbridge (Lord M'Kenzie's). F.C.	16 10 0	- -	25 0 0	- - -	—	M. Fishburn -	5th	Feb.
Cousland, District Church.	18 0 0	- -	20 0 0	J. Dickson -	3rd	- - -	—	Jan.
Cramond - - Par.	16 10 0	- -	- - -	- - -	—	- - -	—	April
Cramond - - F.C.	15 0 0	- -	15 0 0	R. Simpson -	1st	- - -	—	Feb.
Dalkeith, Academy F.C.	48 0 0	- -	89 10 0	J. Duncan -	5th	M. P. Anderson	3rd	,,
				G. Anderson -	5th			
				C. Heath -	4th			
Dalkeith, Buccleuch School.	18 0 0	- -	- - -	- - -	—	- - -	—	April
Dalkeith - - Sess.	12 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Dalkeith, St. - Epis. Mary's.	18 0 0	- -	- - -	- - -	—	- - -	—	March
Davidson's Mains G.A.	27 10 0	- -	41 10 0	T. Reid - -	4th	- - -	—	April
				J. Tait - -	3rd			
Edinburgh, Advo- cate's Close. F.C.	20 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Edinburgh, Canon- gate, Burgh.	18 0 0	- -	108 0 0	W. Counley -	5th	M. Pretsell -	2nd	April
				G. Wallace -	4th			
				J. Gilbert -	3rd			
				W. Miller -	1st			
				A. Adamson -	1st			
Edinburgh, - Sess. Canongate.	18 0 0	- -	65 0 0	W. Brunton -	5th	- - -	—	,,
				J. Tosh - -	1st			
				W. Dobson -	1st			
				G. Reid - -	1st			
Edinburgh, Canongate, Christian Society's (Male).	15 0 0	- -	20 0 0	W. Dunlop -	3rd	- - -	—	,,
Edinburgh, Canongate, Christian Society's (Female).	16 0 0	- -	34 0 0	- - -	—	M. Laurie -	3rd	,,
						C. T. Johnston	1st	
Edinburgh Canon- mills, St. Mary's. F.C.	20 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Edinburgh, West- port Territorial, (Chalmers'). F.C.	25 0 0	- -	104 10 0	T. Aitken -	2nd	A. C. Aimers -	3rd	,,
				J. Whittet -	1st	M. Gordon -	1st	
				S. A. Niven -	1st	M. A. Niven -	1st	
						M. Sherwood -	1st	
Edinburgh (Dean Chalmers'). F.C.	13 0 0	- -	49 0 0	J. Thomson -	2nd	M. M'Robie -	2nd	,,
						M. Mackay -	1st	

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EDINBURGHSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Edinburgh (Dr. - F.C. Thomson's).	48 10 0	25	230 0 0	J. Kilgour -	5th	I. M'Caul -	4th	Feb.
				D. Gloag -	2nd	C. Fraser -	4th	
				G. Anderson -	1st	J. Matthieson	3rd	
				J. D. Crowe -	1st	J. Denholm -	3rd	
						J. Mather -	3rd	
						J. Wilson -	3rd	
						M. Simpson -	3rd	
						J. A. Ord -	2nd	
						A. Carfrae -	1st	
Edinburgh, Free, New North.	21 10 0	- -	15 0 0	G. Robertson -	1st	- - -	—	„
Edinburgh, Foun- F.C. tainbridge.	31 0 0	- -	86 0 0	A. Monfries -	4th	M. Shearer -	2nd	„
				T. Stewart -	2nd	M. Adie - -	2nd	
				J. Stalker -	1st			
Edinburgh, Greenside, (Dr. Bell's).	- -	- -	69 10 0	H. Rose - -	2nd	J. Fairgrieve -	3rd	April
				W. Wilkie -	2nd			
				J. Swanston -	2nd			
Edinburgh, Heriot's Hospital, Brown Square.	- -	- -	- - -	- - -	—	B. Bayne - (*Honorary*).	4th	Jan.
						E. Gardiner - (*Honorary*).	4th	
						A. Kirkwood - (*Honorary*).	2nd	
						I. Ford - - (*Honorary*).	1st	
Edinburgh, Heriot's Hospital, Broughton Street.	- -	- -	- - -	W. M. Bryce - (*Honorary*).	1st	J. C. Sine - (*Honorary*).	4th	„
						J. Rankine - (*Honorary*).	2nd	
						J. Wares - (*Honorary*).	2nd	
Edinburgh, Heriot's Hospital, Borthwick Close.	- -	- -	- - -	- - -	—	E. Dow - - (*Honorary*).	4th	„
						C. Douglas - (*Honorary.*)	2nd	
						J. Robertson - (*Honorary*).	2nd	
						J. Merrison - (*Honorary*).	2nd	
Edinburgh, Heriot's Hospital, Rose Street.	- -	- -	- - -	C. Marshall - (*Honorary*).	3rd	- - -	—	„
Edinburgh, Heriot's Hospital, Old Assembly Close.	- -	- -	- - -	J. Paterson - (*Honorary*).	2nd	M. Millar - (*Honorary*).	4th	„
Edinburgh, Heriot's Hospital, High School Yard (Mixed).	- -	- -	- - -	H. Lumsden - (*Honorary*).	2nd	E. Miller - (*Honorary*).	2nd	„
				W. Stewart - (*Honorary*).	2nd			
				J. Dunnett - (*Honorary*).	2nd			
Edinburgh, Heriot's Hospital, High School Yard (Infants).	14 0 0	- -	- - -	- - -	—	J. N. Millar - (*Honorary*).	4th	„
Edinburgh, Heriot's Hospital, Heriot Bridge.	- -	- -	- - -	F. Beswick - (*Honorary*).	3rd	H. Hunter - (*Honorary*.)	3rd	„
				R. Tavendale - (*Honorary*).	2nd	M. Carruthers (*Honorary*).	3rd	
Edinburgh, Heriot's Hospital, Cowgate Port.	- -	- -	- - -	- - -	—	J. Currie - (*Honorary*).	3rd	„
						J. Mitchell - (*Honorary*).	2nd	
						N. Ormiston - (*Honorary*).	2nd	
						S. Boyd - - (*Honorary*)	2nd	

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EDINBURGHSHIRE—*cont.*	£ s. d.	£	£ s. d.			
Edinburgh, Holy-rood.	F.C. 35 10 0	- -	114 0 0	W. White - 4th J. Liddell - 1st W. Gordon - 1st	C. Stewart - 5th M. Neil - 5th I. Whyte - 2nd	Feb.
Edinburgh (John Street), Industrial.	12 0 0	- -	15 0 0	- - - —	M. H. Young - 1st	„
Edinburgh (M'Lean's).	G.A. 15 0 0	- -	29 0 0	J. Dewar - 1st J. Ferguson - 1st	- - - —	March
Edinburgh, Practising.	G.A. 51 10 0	- -	241 10 0	G. H. Dick - 5th W. Ferguson - 2nd T. G. Symon - 2nd P. Scott - - 1st R. Russell - 1st W. Johnston - 1st R. A. Mowat - 1st B. Berry - 1st	C. Dow - - 3rd A. Wilson - 3rd M. C. Scott - 2nd I. Andrew - 1st J. Campbell - 1st M. J. M'Dowall 1st E. Purdie - 1st J. F. Sloan - 1st	April
Edinburgh, Model	F.C. 101 0 0	- -	340 10 0	J. Anderson - 5th P. Morrison - 4th T. Williams - 4th J. Wemyss - 3rd J. P. Arnold - 1st D. Millar - 1st T. Siddie - 1st J. Calvert - 1st	I. Watson - 5th J. Home - 5th M. Campbell - 5th E. Ferguson - 4th M. Bagg - - 3rd M. A. Kennedy 3rd M. Gordon - 3rd J. Siddie - 3rd C. Russell - 1st J. Ferguson - 1st A. Burnet - 1st	Jan.
Edinburgh, Niddry Street (Dr. Bell's).	23 0 0	25	153 0 0	P. J. M'Kay - 3rd J. Robertson - 3rd J. E. Tinsley - 3rd T. G. Ness - 2nd J. R. Dodds - 2nd G. H. Wilson - 1st D. Irons - - 1st	M. W. Matthews 3rd A. B. Watson - 3rd	April
Edinburgh, North-ern District.	F.C. 52 0 0	- -	147 10 0	J. M'Farlane - 5th F. Braid - 5th C. Russell - 4th P. Slater - 2nd J. Brown - 1st T. Martin - 1st	E. Mure - 4th V. Gow - - 1st	Feb.
Edinburgh, Original Ragged Industrial.	28 0 0	- -	- - -	- - - —	- - - —	April
Edinburgh, Pilrig	F.C. 16 10 0	25	25 0 0	G. Hay - 5th	- - - —	Feb.
Edinburgh, Pleasance, Territorial.	32 0 0	- -	59 0 0	J. Craigie - 3rd R. Torrance - 2nd	E. Gordon - 4th	„
Edinburgh, St. Andrew's.	R.C. 20 0 0	- -	103 10 0	T. M'Iver - 3rd J. Donlevy - 3rd F. Duffy - - 3rd J. Hill - - 2nd J. Donaghan - 2nd C. Foley - - 2nd	- - - —	June
Edinburgh, St. Andrew's Hall, Model.	Epis. 40 0 0	- -	97 10 0	J. M'Rannel - 4th	A. Edington - 4th M. M'Rannel - 4th D. M'Kay - 3rd V. M'Rannel - 1st	March
Edinburgh, St. Bernard's.	Sess. 18 0 0	25	- - -	- - - —	- - - —	Jan.
Edinburgh, St. Catherine's.	R.C. 24 0 0	- -	83 0 0	- - - —	M. M'Mahon - 3rd W. Kerr - - 3rd J. Hoey - - 2nd M. M'Kenna - 2nd M. M'Glinchey 1st	June
Edinburgh, St. James'.	Epis. 15 0 0	- -	- - -	- - - —	- - - —	March
Edinburgh, St. George's.	Epis. 10 0 0	- -	34 0 0	- - - —	E. Gibson - 3rd J. Howe - - 1st	„

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EDINBURGHSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Edinburgh, St. George's, Local. G.A.	25 0 0	- -	65 10 0	J. Millar -	2nd	J. Keddie -	2nd	April
				A. P. Aitken -	1st	E. Grant -	2nd	
Edinburgh, St. Columba's. Epis.	25 0 0	- -	42 10 0	M. M'Nee -	3rd	S. Wallace -	4th	March
Edinburgh, St. John's. Epis.	31 10 0	- -	96 0 0	D. Moir - -	4th	H. Fowler -	4th	„
				T. Stirrup -	2nd	E. Wilson -	3rd	
						C. Young -	2nd	
Edinburgh, St. Mary's. Sess.	21 10 0	- -	44 0 0	T. Wallace -	1st	C. Wilson -	1st	April
				J. Hunter -	1st			
Edinburgh, St. Mary's. R.C.	16 0 0	- -	180 10 0	- - -	—	M. Barker -	4th	June
						A. M'Caul -	4th	
						M. I. Durie -	3rd	
						S. M'Guire -	3rd	
						J. M'Gluichey	3rd	
						C. Ireland -	3rd	
						T. Rooney -	3rd	
						M. Mooney -	2nd	
						I. Devlin -	2nd	
						M. J. Keleghen	2nd	
Edinburgh, St. Patrick's. R.C.	15 0 0	- -	85 0 0	J. Ward -	5th	- - -	—	„
				T. O'Reilly -	5th			
				E. Lynch -	4th			
				C. Harvey -	2nd			
Edinburgh, St. Paul's (Carrubber's Close). Epis.	12 0 0	- -	77 10 0	- - -	—	I. Machell -	4th	March
						I. Wilson -	4th	
						M. Dixon -	3rd	
						R.M'C. Mitchell	2nd	
Edinburgh, St. Paul's District. F.C.	47 0 0	- -	147 10 0	W. M'Donald -	4th	I. G. Aitchison	5th	Feb.
				R. M'Donald -	2nd	M. A. Farquharson.	5th	
				D. Hay - -	2nd			
						J. Hume -	3rd	
						H. G. Work -	1st	
						A. Donald -	1st	
Edinburgh, Tolbooth. F.C.	15 0 0	- -	49 10 0	A. Ramsay -	3rd	- - -	—	„
				G. M'Donald -	2nd			
				R. M'Nab -	1st			
Edinburgh, Trinity. Epis.	10 0 0	- -	57 0 0	- - -	—	E. Bowden -	4th	March
						M. Muir - -	3rd	
						M. Fazaherley	2nd	
Edinburgh, United Industrial.	15 0 0	- -	36 10 0	N. Sutherland	4th	- - -	—	April
				C. R. Beauchope	1st			
Edmonstone, Female. G.A.	13 0 0	- -	17 10 0	- - -	—	L. Pringle -	2nd	„
Edmonstone Colliery. G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Fisherrow, English —	15 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Fisherrow - - F.C.	15 0 0		62 10 0	W. Bourhill -	2nd	- - -	—	„
				A. Gibson -	2nd			
				J. Anderson -	2nd			
				A. Davidson -	1st			
Gogar, Female - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Juniper Green, Female. G.A.	14 0 0	- -	20 0 0	- - -	—	E. M'Cleish -	3rd	April
Lasswade, Whitehill Colliery, Subscription. G.A.	25 0 0	- -	25 0 0	W. Douglas -	5th	- - -	—	„
Leith (Mariners') F.C	35 0 0	- -	121 10 0	P. Stewart -	5th	M. Dickson -	5th	Feb.
				R. Duncan -	5th	A. Baxter -	1st	
				I. Nevin -	4th			
				J. Bucher -	1st			
Leith, St. James' Epis.	26 10 0	- -	96 10 0	J. Burgoine -	4th	E. Kyle - -	1st	March
				Z. Roberts -	2nd	I. Shires -	1st	
				A. Anderson -	2nd	M. Hownam -	1st	

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EDINBURGHSHIRE—*cont.*	£ s. d.	£	£ s. d.			
Leith, St. John's - F.C.	31 0 0	- -	57 10 0	- - - —	J. C. Ray - 2nd E. Tait - 1st M. Ritchie - 1st A. Doig - 1st	Jan.
Leith, South - F.C.	15 0 0	- -	62 10 0	J. Anderson - 3rd D. Taylor - 2nd G. Purves - 1st W. Pirrie - 1st	- - - —	Feb.
Leith - - - R.C.	15 0 0	- -	39 0 0	P. Nevin - 4th H. Fitzpatrick 2nd	- - - —	June
Loanhead, Subscription.	15 0 0	- -	- - -	- - - —	- - - —	April
Meadowbank, Female Industrial	G.A. 11 0 0	- -	- - -	- - - —	- - - —	„
Morningside - F.C.	16 10 0	- -	22 10 0	T. Kerr - 4th	- - - —	Feb.
Morningside (Original).	G.A. 15 0 0	- -	15 0 0	G. Fargie - 1st	- - - —	March
Musselburgh (Ladies').	G.A. 13 0 0	- -	31 10 0	- - - —	E. Lorimer - 2nd B. Ferrier - 1st	Feb.
Nellfield (Infant)	G.A. 13 0 0	- -	17 10 0	- - - —	M. Scott - 2nd	April
Newbattle - -	Par. -	- -	39 0 0	- - - —	M. L. Dunlop 4th A. Dunlop 2nd	„
Newbattle (Collieries)	28 0 0	- -	49 0 0	- - - —	A. Taylor - 5th E. Liddle - 5th	„
Newbigging - F.C. (Musselburgh.)	18 0 0	- -	82 10 0	J. Marshall - 5th W. Fitzgerald - 5th R. J. Henderson 4th J. Dunn - 1st	- - - —	Feb.
Newhaven Free (Fishermen's Society's.)	10 0 0	- -	36 10 0	- - - —	M. Hall - 3rd J. Lyle - 2nd	„
Newhaven, Victoria F.C.	16 10 0	- -	26 0 0	J. Mackay - 1st L. Rutherford 1st	- - - —	
Newington - - F.C.	20 0 0	25	34 0 0	J. Marshall - 2nd J. Macarter - 2nd	- - - —	Feb.
Penicuick - - F.C.	15 0 0	- -	20 0 0	J. Paterson - 3rd	- - - —	„
Penicuick - - G.A.	12 0 0	- -	15 0 0	- - - —	S. J. Donaldson 1st	April
Portobello - - F.C.	20 0 0	- -	22 10 0	J. Ferguson - 4th	- - - —	Feb.
Portobello - -Epis.	10 0 0	- -	- - -	- - - —	- - - —	Marc
Portobello, Female —	10 0 0	- -	- - -	- - - —	- - - —	Jan.
Ratho, Female - G.A.	- - -	- -	20 0 0	- - - —	J. Bryce - 3rd	April
Ratho, New, Subscription.	G.A. 15 0 0	- -	44 0 0	J. Borthwick - 5th J. Mitchell - 3rd	- - - —	„
Slateford, St. Cuthbert's, Subscription.	— 15 0 0	- -	29 0 0	T. Wilson - 1st T. Dick - 1st	- - - —	Feb.
Wilkieston - -	F.C. 21 10 0	- -	- - -	- - - —	- - - —	„
Total - -	1,809 10 0	125	4,457 0 0			
ELGINSHIRE.						
Bishopmill - -	G.A. 23 0 0	- -	20 0 0	J. Gray - - 3rd	- - - —	July
Burghead - -	G.A. 18 0 0	- -	15 0 0	J. Alexander - 1st	- - - —	„
Elgin - - -	Epis. 10 0 0	- -	15 0 0	- - - —	A. Munro - 1st	Sept.
Elgin (Infant) -	— -	- -	15 0 0	- - - —	J. Thom - 1st	Aug.
Elgin, Trades -	— -	- -	29 0 0	W. Winchester 1st J. M'Bain - 1st	- - - —	July
Fochabers, (Milnes' Free).	G.A. 15 0 0	- -	139 10 0	J. Cooper - 5th G. Wilson - 5th J. Scott - 4th J. Forsyth - 3rd A. Bannerman 1st W. Innes - 1st H. M'Intosh - 1st J. Chubb - 1st	- - - —	„

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ELGINSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Forres, Female Industrial.	10 0 0	- -	34 0 0	- - -	—	S. Reid - -	2nd	July
						M. Grant -	2nd	,,
Garmouth - - F.C.	18 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Hopeman - - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	July
Lossiemouth - G.A.	25 0 0	- -	49 10 0	A. Duncan -	3rd	- - -	—	,,
				A. Goodfellow	2nd			
				G. Duncan -	1st			
Lhanbryd, St. Andrew's. Par.	- -	- -	22 10 0	A. Phyn -	4th	- - -	—	,,
Urquhart - - Par.	- -	- -	17 10 0	J. Inglis -	2nd	- - -	—	,,
Urquhart - - F.C.	16 10 0	- -	15 0 0	J. Taylor -	1st	- - -	—	Oct.
Total - -	150 10 0	- -	372 0 0					
FIFESHIRE.								
Aberdour - - F.C.	18 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Anstruther, Easter F.C.	15 0 0	- -	- - -	- - -	—	- - -	—	,,
Auchtermuchty, Madras School.	10 0 0	20	20 0 0	- - -	—	E. Hird -	3rd	June
Auchtermuchty - F.C.	20 0 0	- -	52 0 0	J. Wilson -	3rd	- - -	—	Aug.
				A. Anderson -	2nd			
				J. Mitchell -	2nd			
Balmerino - - Par.	- -	- -	17 10 0	W. Henderson	2nd	- - -	—	June
Burntisland Burgh —	21 10 0	- -	- - -	- - -	—	- - -	—	May
Burntisland Epis.	- -	- -	56 10 0	W. Brown -	2nd	M. Elder -	4th	March
						A. Smith -	2nd	
Cameron - - Par.	18 0 0	- -	- - -	- - -	—	- - -	—	June
Ceres - - - Par.	23 0 0	25	57 0 0	A. Scott - -	5th	- - -	—	,,
				J. Munro -	3rd			
				R. Home -	1st			
Cupar, Madras Academy. G.A.	- -	- -	183 10 0	T. Crighton -	4th	- - -	—	,,
				J. Marshall -	3rd			
				W. Fernie -	3rd			
				J. Higgie -	3rd			
				R. Peattie -	3rd			
				J. Bruce - -	3rd			
				R. Scott - -	3rd			
				W. Wallace -	1st			
				D. Adamson -	1st			
				J. Smith -	1st			
				J. Dale - -	1st			
Denhead, Subscription. G.A.	- -	- -	17 10 0	D. Y. Walker -	2nd	- - -	—	,,
Denino - - G.A.	23 0 0	- -	15 0 0	W. Harris -	1st	- - -	—	,,
Dunbog - - Par.	- -	- -	22 10 0	J. Cain - -	4th	- - -	—	,,
Dunfermline, Abbey. F.C.	16 10 0	- -	65 0 0	T. Philip -	2nd	- - -	—	Aug.
				G. Morris -	2nd			
				C. Nisbet -	2nd			
				J. Black - -	2nd			
Dunfermline, Female Industrial. —	- -	- -	36 10 0	- - -	—	M. A. Thomson	3rd	May
						M. Weir - -	2nd	
Dunfermline, Golfdrum (M'Lean's). G.A.	15 0 0	- -	111 0 0	C. Pitblade -	5th	- - -	—	,,
				R. Hynd -	3rd			
				R. Thomson -	3rd			
				W. Beveridge -	3rd			
				A. Moodie -	3rd			
				J. Paton - -	1st			
Dunfermline, St. Leonard's Works. —	15 0 0	25	- - -	- - -	—	- - -	—	,,
Dunfermline, Trinity. Epis.	- -	- -	36 10 0	G. B. Rennie -	3rd	- - -	—	March
				W. Wilson -	2nd			
Dysart, Burgh - Par.	- -	- -	34 0 0	T. Mackie -	2nd	- - -	—	June
				D. Bogie -	2nd			
Earlsferry, Infant, Industrial. F.C.	13 0 0	- -	17 10 0	- - -	—	M. Glover -	2nd	Oct.

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FIFESHIRE—*cont.*	£ s. d.	£	£ s. d.				
Earlsferry, Subscription.	- - -	- -	34 0 0	W. M'Dougal -	2nd	- - - —	May
				A. Fernie -	2nd		
Elie - - - G.A.	20 0 0	- -	17 10 0	J. C. Riddoch -	2nd	- - - —	June
Falkland - - Par.	- - -	- -	49 10 0	W. Kilgour -	3rd	- - - —	„
				A. Livington -	2nd		
				E. J. Smith -	1st		
Ferry-Port-on-Craig. F.C.	15 0 0	- -	64 10 0	D. Ireland -	5th	- - - —	July
				J. Martin -	4th		
				M. Berrie -	3rd		
Flockhouse (Auchterderran). F.C.	12 0 0	- -	20 0 0	- - -	—	H. Muir - -	3rd „
Gilston, New, Subscription. G.A.	15 0 0	- -	- - -	- - -	—	- - - —	June
Kemback - - Par.	- - -	- -	22 10 0	D. Melville -	4th	- - - —	„
Kennoway - - G.A.	20 0 0	- -	84 10 0	G. Dickson -	5th	J. M. Forrester	3rd „
				J. Brown -	5th		
				W. C. Saunders	2nd		
Kilconquhar - Par.	15 0 0	25	34 0 0	J. Cook - -	3rd	- - - —	May
				J. Calman -	1st		
Kirkcaldy (Burgh) G.A.	- -	- -	95 10 0	A. Hutchison	4th	- - - —	June
				W. G. Stewart	3rd		
				T. Renton -	3rd		
				R. Anderson -	3rd		
				J. R. Elder -	3rd		
Ladybank - - G.A.	18 0 0	- -	34 0 0	J. Millar -	2nd	- - - —	May
				J. Douglas -	2nd		
Largo, Durham, Charity. G.A.	13 0 0	- -	17 10 0	- - -	—	J. Thinn - -	2nd June
Largoward, Subscription.	18 0 0	- -	- - -	- - -	—	- - - —	May
Leuchars - - Par.	15 0 0	- -	29 0 0	A. K. Scott -	1st	- - - —	„
				J. Colville -	1st		
Leven - - - F.C.	15 0 0	- -	25 0 0	D. Wilkie -	5th	- - - —	Aug.
Lochgelly - - G.A.	35 0 0	25	68 0 0	W. Watson -	2nd	M. Laurie -	2nd June
				J. Henderson -	2nd	J. Ferguson -	2nd
Lundin Mill, Subscription.	15 0 0	- -	- - -	- - -	—	- - - —	May
Markinch - - F.C.	15 0 0	- -	29 0 0	W. Robertson	1st	- - - —	Oct.
				R. Brown -	1st		
Monance, St. - Par.	15 0 0	- -	- - -	- - -	—	- - - —	May
Monimail, Letham, Subscription. G.A.	23 0 0	- -	22 10 0	A. Thompson -	4th	- - - —	„
Newport, Free - F.C.	16 10 0	- -	57 0 0	W. Raitt - -	4th	- - - —	July
				W. Latto -	4th		
				J. Haig - -	1st		
Pathhead and Sinclairton. G.A.	23 0 0	- -	75 0 0	A. Pye - -	5th	- - - —	June
				J. Burt - -	5th		
				J. Black - -	1st		
				T. Blyth - -	1st		
Pitlessie - - F.C.	21 10 0	- -	20 0 0	J. Robertson -	3rd	- - - —	July
St. Andrew's (Infants). G.A.	12 0 0	- -	44 0 0	- - -	—	E. M'Kenzie -	5th June
						M. Thomson -	3rd
St. Andrew's (Fisher's)	25 0 0	25	- - -	- - -	—	- - - —	„
St. Andrew's, Madras College.	- -	- -	221 10 0	A. Cruickshank	4th	A. Burgess -	1st „
				A. Ingles -	4th		
				J. Simpson -	4th		
				D. Louden -	3rd		
				J. B. Henderson	3rd		
				J. Kennedy -	3rd		
				J. Carmichael	3rd		
				J. M'Pherson -	2nd		
				J. Foulis -	2nd		
				A. Pirie - -	1st		
				G. Grieve -	1st		
				W. A. Henderson.	1st		

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FIFESHIRE—*cont.*	£ s. d.	£	£ s. d.					
Scoonie - - - Par.	21 10 0	- -	59 10 0	A. Smith -	4th	- - -	—	May
				J. Matthew -	3rd			
				D. Anderson -	3rd			
Springfield - - F.C.	18 0 0	- -	62 0 0	A. Duncan -	4th	- - -	—	July
				A. Mann -	4th			
				D. Charles -	3rd			
Strathkinness - F.C.	15 0 0	- -	22 10 0	H. Corstorphin	4th	- - -	—	„
Torryburn - - Par.	20 0 0	- -	47 0 0	M. Bennie -	3rd	- - -	—	Aug.
				J. W. Dougall	1st			
				J. Herbert -	1st			
Wemyss - - Par.	18 0 0	- -	64 10 0	J. Boon - -	5th	- - -	—	June
				R. Wilson -	5th			
				W.M.Robertson	2nd			
Wemyss, East - F.C.	18 0 0	- -	49 0 0	J. Oswald -	5th	- - -	—	Aug.
				B. Lawson -	5th			
Total - -	695 10 0	145	2,111 0 0					
FORFARSHIRE.								
Aldbar (Private) - -	15 0 0	- -	15 0 0	J. Gibb - -	1st	- - -	—	June
Arbroath - - Par.	- -	- -	100 0 0	J. N. Donald -	5th	A. St. Clair -	5th	„
				W. Jolly -	5th			
				G. Wyllie -	1st			
				P. Thompson	1st			
Arbroath (Educational Society's). - F.C.	35 0 0	- -	29 0 0	A. Main - -	1st	- - -	—	July
				D. Dorward -	1st			
Barrie - - - F.C.	20 0 0	- -	20 0 0	D. Whitton -	3rd	- - -	—	„
Bonniton - - F.C.	20 0 0	- -	17 10 0	J. Adam - -	2nd	- - -	—	„
Brechin - - Par.	23 0 0	- -	87 10 0	W. Chaplin -	5th	- - -	—	June
				J. Sime - -	4th			
				W. Doig - -	4th			
				J. M'Intyre -	4th			
Brechin - - F.C.	21 10 0	- -	44 10 0	J. Crabb - -	2nd	- - -	—	Aug.
				D. Spence -	1st			
				W. Cairns -	1st			
Brechin, St. Andrew's. Epis.	15 0 0	- -	15 0 0	W. Wilkie -	1st	- - -	—	June
Broughty Ferry - F.C.	15 0 0	- -	25 0 0	J.M.Robertson	5th	- - -	—	July
Broughty Ferry (West Ferry). Sess.	- -	- -	54 10 0	J. Low - -	3rd	- - -	—	June
				J. Mann -	3rd			
				J. Watson -	2nd			
Carnoustie - - F.C.	31 10 0	- -	67 0 0	G. Caird - -	3rd	M. Lowson -	2nd	July
				J. Smith - -	2nd			
				G. Guthrie -	1st			
Chapelshade - F.C.	15 0 0	- -	17 10 0	D. Spence -	2nd	- - -	—	Aug.
Cupar Angus - F.C.	21 10 0	- -	70 0 0	J.T.Symington	4th	- - -	—	July
				A. Robertson -	3rd			
				W. Ferguson -	2nd			
				J. Chisholm -	1st			
Dudhope - - F.C.	16 10 0	- -	31 10 0	D. Neish - -	2nd	- - -	—	„
				J. Blyth - -	1st			
Dundee (Chalmers'). F.C.	27 0 0	- -	68 0 0	D.R. M'Arthur	2nd	A. Hutcheson	2nd	„
				J. M'Reddie -	2nd	I. Patterson -	2nd	
Dundee, General Sess.	21 10 0	- -	244 10 0	J. Watson -	4th	M. Allen - -	4th	May
				A. Strachan -	4th			
				D. Williamson	4th			
				J. Moir - -	4th			
				W. Bertie -	3rd			
				J. Fleming -	2nd			
				G. Brown -	2nd			
				G. Paterson -	2nd			
				W. Calder -	2nd			
				J. Dorward -	2nd			
				J. Dick - -	2nd			
				R. Fleming -	1st			
				J. Sprunt -	1st			

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FORFARSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Dundee (Female) Sess.	11 0 0	- -	82 10 0	- - -	—	C. Strachan -	5th	May
						B. Shepherd -	4th	
						C. Barrow -	3rd	
						B. Gordon -	3rd	
Dundee, Hilltown F.C.	27 0 0	- -	83 10 0	J. M'Intyre -	2nd	J. B. Gibson -	2nd	Aug.
Dun				D. Stewart -	2nd	J. D. Stewart -	2nd	
				J. Geddes -	2nd			
Epis.	10 0 0	- -	- - -	- - -	—	- - -	—	June
Dundee (Rood Yards).								
Dundee, Rosebank Sess.	18 0 0	- -	155 0 0	A. Brown -	5th	M. Ritchie -	4th	July
				W. Murray -	4th	M. Crichton -	4th	
				W. Owler -	4th	M. Symmers -	3rd	
				W. Smith -	1st	C. Bruce -	1st	
Dundee, St. Andrew's. Sess.	20 0 0	- -	44 10 0	J. Young -	2nd	- - -	—	June
				R. Robertson	1st			
				D. Ross -	1st			
Dundee, St. Andrew's. F.C.	25 0 0	- -	114 10 0	W. Barrie -	4th	M. M. Forbes	5th	July
				W. Mudie -	1st	A. W. Forbes	1st	
				W. M	1st	M. A. Miller -	1st	
				J. Forbes -	1st			
				J. Inglis -	1st			
Dundee, St. David's F.C.	15 0 0	- -	99 0 0	G. M'Hardy -	4th	E. Bell -	4th	,,
				J. W. Donaldson.	1st	M. Gray -	1st	
				C. Taylor -	1st			
				A. Ingram -	1st			
Dundee, St. John's Sess.	34 0 0	- -	30 0 0	D. Matthew -	1st	M. M. Gordon	1st	May
Dundee, St. John's F.C.	30 10 0	- -	94 0 0	G. Leslie -	3rd	H. Duncan -	2nd	July
				A. Forbes -	1st	I. Gibson -	2nd	
						C. Cunningham.	1st	
						C. Campbell -	1st	
Dundee, St. Mary Epis. Magdalene's.	- -	- -	65 0 0	- - -	—	M. Adams -	3rd	June
						A. Sturdy -	2nd	
						M. Campbell -	2nd	
						A. Kerr - -	1st	
Dundee, St. Paul's Epis.	15 0 0	- -	54 10 0	W. Kidney -	3rd	- - -	—	,,
				H. Paul -	3rd			
				J. Hunter -	2nd			
Dundee, St. Paul's Epis. (Girls).	10 0 0	- -	47 0 0	- - -	—	E. B. Low -	2nd	,,
						E. Low -	2nd	
						J. Brown -	1st	
Dundee, St. Peter's F.C.	29 10 0	- -	155 10 0	J. Kennedy -	4th	A. Burns -	4th	July
				D. Suttie -	3rd	A. M'Lagan -	3rd	
				D. Neish -	2nd	E. Newton -	2nd	
				J. Yule -	1st	M. Newton -	2nd	
				R. Fleming -	1st			
Dundee, Wallace F.C. Town (Juvenile).	- -	- -	36 10 0	D. Ayton -	3rd	- - -	—	
				A. Lunan -	2nd			
Dundee, Wallace F.C. Town (Infant), Industrial.	11 0 0	- -	75 0 0	- - -	—	J. Watt - -	5th	,,
						E. Geddes -	4th	
						M. A. Petrie -	2nd	
						M. S. Geddes -	1st	
Dunnichen - F.C.	10 0 0	- -	17 10 0	- - -	—	M. Robertson	2nd	Aug.
Dunnichen - - Par.	15 0 0	- -	46 10 0	J. Stewart -	5th	- - -	—	June
				R. Addison -	4th			
Forfar, East Town-end, Free.	18 0 0	- -	98 0 0	T. Cornfoot -	5th	- - -	—	April
				W. Smith -	5th			
				C. Dorward -	3rd			
				A. Ogilvie -	3rd			
				J. Fenton -	1st			
Forfar, West Town, Endowed. F.C.	18 0 0	- -	29 0 0	D. Hobart -	1st	- - -	—	Aug.
				J. Ormond -	1st			
Friockheim - G.A.	- -	- -	49 10 0	H. Towns -	2nd	- - -	—	June
				J. Dear -	2nd			
				J. Tosh -	2nd			
Friockheim - - F.C.	15 0 0	- -	36 10 0	W. Jamie -	3rd	- - -	—	July
				J. Mann -	2nd			

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FORFARSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Inverbrothock - Sess.	- -	- -	92 10 0	A. Coutts -	5th	- - -	—	June
				J. Windram -	5th			
				A. F. Burns -	5th			
				T. D. Ogg -	4th			
Inverbrothock - F.C.	15 0 0	- -	119 0 0	J. Caird - -	5th	- - -	—	July
				A. Milne - -	3rd			
				C. Keith -	3rd			
				A. Watt - -	2nd			
				S. Black -	2nd			
				J. Matthewson	1st			
				J. Sutherland	1st			
Inverkeilor - - Par.	23 0 0	- -	34 0 0	J. Thornton -	2nd	- - -	—	June
				A. Smith -	2nd			
Kettins - - Par.	12 0 0	- -	20 0 0	- - -	—	I. Henderson	3rd	„
Kirriemuir - Epis.	20 0 0	- -	59 10 0	D. M'Donald -	5th	- - -	—	March
				J. M'Donald -	3rd			
				W. Kermick -	2nd			
Kirriemuir, South F.C.	15 0 0	- -	- - -	- - -	—	- - -	—	July
Kirriemuir (Webster's Seminary).	- -	- -	55 0 0	A. Whyte -	1st	- - -	—	May
				T. R. Anderson	1st			
				J. Henderson	1st			
				R. Rattray -	1st			
Ladyloan - - F.C.	21 10 0	- -	129 0 0	R. Scott -	4th	- - -	—	Aug.
				W. Crockart -	4th			
				J. Lumgair -	3rd			
				J. Steven -	3rd			
				A. Ramsay -	3rd			
				D. Crockart -	2nd			
				A. Williamson	2nd			
Letham, Feuars - -	- -	- -	54 10 0	J. Mitchell -	3rd	- - -	—	June
				A. Malcolm -	3rd			
				J. Peter -	2nd			
Loanhead - - Sess.	21 10 0	- -	- - -	- - -	—	- - -	—	
Lochie - - Sess.	16 10 0	- -	65 0 0	W. Y. Croll -	5th	- - -	—	„
				D. Lyon - -	1st			
				W. T. Anderson	1st			
				D. Nicoll -	1st			
Lochlee - - Epis.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Mains - - - Par.	21 10 0	- -	15 0 0	J. Gunn - -	1st	- - -	—	May
Monifieth - - Par.	- -	- -	34 0 0	G. C. Smith -	2nd	- - -	—	June
				G. Stephen -	2nd			
Monikie, Female F.C.	13 0 0	- -	20 0 0	- - -	—	B. Robertson -	3rd	July
Montrose, Hill-side. F.C.	12 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Montrose - - Sess.	26 10 0	- -	94 0 0	D. S. Officer -	1st	B. Simmers -	5th	June
				R. B. Guthrie	1st	H. T. Dickie -	1st	
				J. Davidson -	1st	M. Stevenson	1st	
Montrose - - Epis.	25 0 0	- -	73 0 0	D. Swan - -	4th	M. Strachan -	1st	„
				G. Bountiff -	4th	A. Paterson -	1st	
Montrose (Dorward's Seminary, Upper). F.C.	- -	- -	75 0 0	G. Grubb -	3rd	- - -	—	July
				W. Hutton -	3rd			
				J. Young -	3rd			
				J. Steel - -	3rd			
Montrose, St. John's F.C.	32 0 0	- -	124 10 0	D. Clark - -	3rd	J. Taylor -	3rd	„
				W. Law - -	3rd	H. Forbes -	2nd	
				J. Leslie - -	3rd	E. Menzies -	2nd	
				A. M'Kay -	2nd			
Montrose (White's) G.A. Free.	15 0 0	- -	54 10 0	A. R. Jolly -	3rd	- - -	—	May
				A. Fyfe - -	3rd			
				C. Low - -	2nd			
Northend, Burgh -	15 0 0	- -	42 0 0	W. Findlay -	1st	- - -	—	„
				J. Matthew -	1st			
				J. Henry -	1st			
Total - -	949 0 0	- -	3,480 10 0					

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HADDINGTONSHIRE.	£ s. d.	£	£ s. d.					
Barns, East - G.A.	15 0 0	-	-	-	-	-	-	April
Dunbar, Belhaven. F.C.	21 10 0	-	41 10 0	T. Jaffray -	5th	-	-	Feb.
				J. S. Mason -	2nd			
Dunbar, Burgh -	20 0 0	25	-	-	-	-	-	April
Haddington, Industrial. F.C.	14 0 0	-	47 0 0	-	-	E. Gibson -	2nd	Feb.
						A. Lockhart -	2nd	
						J. M'Ray -	1st	
Ormiston - F.C.	16 10 0	-	25 0 0	R. Steele -	5th	-	-	,,
Pencaitland - Par.	21 10 0	-	-	-	-	-	-	April
Prestonkirk, Female. Sess.	10 0 0	-	15 0 0	-	-	J. Martin -	1st	,,
Prestonkirk - F.C.	21 10 0	-	41 10 0	J. Thomson -	4th	-	-	Feb.
				R. Brown -	3rd			
Prestonpans - F.C.	-	-	69 10 0	H. C. Brown -	5th	-	-	,,
				R. Merrylees -	5th			
				J. Stone -	4th			
Samuelston - G.A.	21 10 0	-	-	-	-	-	-	April
Tranent - Par.	-	-	51 10 0	T. Wood -	3rd	-	-	,,
				R. Henderson	3rd			
				G. Nimms -	2nd			
Tranent - F.C.	20 0 0	-	54 10 0	G. Sinclair -	3rd	-	-	Jan.
				G. Henderson	3rd			
				A. Simpson -	2nd			
Tranent, New Winton. G.A.	10 0 0	-	-	-	-	-	-	April
Yester - - F.C.	18 0 0	-	17 10 0	J. Bowers -	2nd	-	-	Feb.
Total - -	209 10 0	25	366 0 0					
INVERNESS-SHIRE.								
Aigas, Subscription G.A.	15 0 0	-	-	-	-	-	-	Aug.
Ardersier - - F.C.	15 0 0	-	52 0 0	A. M'Pherson	5th	-	-	June
				T. Main - -	1st			
				J. M'Killican -	1st			
Beauly - - R.C.	15 0 0	-	-	-	-	-	-	,,
Boleskine - - Par.	-	-	44 0 0	J. Cameron -	4th	-	-	Oct.
				D. M'Donald -	4th			
Bunroy - - G.A.	-	-	49 0 0	J. Burton -	5th	-	-	Aug.
				A. Campbell -	5th			
Camiscross - - G.A.	21 10 0	-	20 0 0	J. M'Kinnon -	3rd	-	-	,,
Cannick Bridge - G.A.	18 0 0	-	-	-	-	-	-	,,
Colbost - - G.A.	15 0 0	-	15 0 0	W. M'Leod -	1st	-	-	,,
Culloden - - F.C.	15 0 0	-	25 0 0	D. M'Bean -	5th	-	-	June
Daviot - - - F.C.	15 0 0	-	39 0 0	C. Cook -	4th	-	-	,,
				J. Fraser -	2nd			
Durinish - - Par.	16 10 0	-	17 10 0	C. M'Pherson	2nd	-	-	Aug.
Farraline Park (Bell's)	-	-	182 10 0	J. M'Donald -	5th	-	-	,,
				W. Paterson -	4th			
				R. Grant -	4th			
				D. M'Donald -	4th			
				J. Cameron -	4th			
				H. Fraser -	4th			
				W. Clarke -	3rd			
				J. Smith -	3rd			
				A. Dallas -	3rd			
Fort Augustus - G.A.	20 0 0	-	15 0 0	J. Mackay -	1st	-	-	,,
Fort William - F.C.	18 0 0	-	36 10 0	D. M'Phee -	3rd	-	-	June
				T. D. Cameron	2nd			
Glengary - - G.A.	15 0 0	-	17 10 0	A. Beaton -	2nd	-	-	Aug.
Grantown, Grammar	25 0 0	-	64 10 0	P. Grant - -	4th	-	-	,,
				J. Fraser - -	4th			
				J. M'Kenzie -	4th			

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INVERNESS-SHIRE—*cont.*	£ s. d.	£	£ s. d.					
Inverness (Model) F.C.	80 10 0	- -	154 10 0	A. M'Leod -	4th	- - -	—	June
				J. B. Fraser -	4th			
				K. M'Rae -	4th			
				B. M'Kenzie -	3rd			
				D. Cameron -	3rd			
				A. Fenister -	3rd			
				E. C. Joass -	3rd			
				J. Fraser -	3rd			
Inverness (the Bishop's).	15 0 0	- -	49 10 0	- - -	—	S. E. Wilson -	3rd	Sept.
						E. Wishart -	2nd	
						J. Rennie -	1st	
Kilmalie - - Par.	25 0 0	- -	34 0 0	J. Campbell -	2nd	- - -	—	Aug.
				J. M'Innes -	2nd			
Kilmorack - Par.	- -	- -	49 0 0	J. Mitchell -	5th	- - -	—	„
				J. Campbell -	5th			
Kirkhill - Par.	- -	- -	39 0 0	E. Fraser -	3rd	- - -	—	„
				D. Fraser -	3rd			
Kirkhill - - F.C.	15 0 0	- -	22 10 0	J. M'Kenzie -	4th	- - -	—	June
Kyleakin - - G.A.	16 10 0	- -	- - -	- - -	—	- - -	—	Aug.
Stratherrick - F.C.	16 10 0	- -	20 0 0	S. M'Pherson -	3rd	- - -	—	June
Strathnairn - Epis.	18 0 0	- -	22 10 0	D. M'Gillivray	4th	- - -	—	Sept.
Uig - - - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Total - -	425 10 0	- -	968 10 0					
KINCARDINESHIRE.								
Benholme - - F.C.	18 0 0	- -	36 10 0	R. G. Welsh -	3rd	- - -	—	July
				H. Walker -	2nd			
Catterline, St. Philip's. Epis.	15 0 0	- -	22 10 0	J. Taylor -	4th	- - -	—	June
Cyrus, St. - - F.C.	15 0 0	- -	25 0 0	A. S. Murray -	5th	- - -	—	Sept.
Cyrus, St. - - Par.	18 0 0	- -	22 10 0	A. Silver -	4th	- - -	—	July
Cyrus, St. (Porteous, Female). G.A.	12 0 0	- -	- - -	- - -	—	- - -	—	„
Cyrus, St. (Stratton's Endowed). G.A.	10 0 0	- -	25 0 0	- - -	—	M. Duthie -	5th	„
Drumlithie, St. John's. Epis.	10 0 0	- -	22 10 0	- - -	—	A. Smith -	4th	June
Dunnottar - - Par.	- -	- -	39 0 0	G. Hunter -	3rd	- - -	—	July
				J. Torry -	3rd			
Fettercairn - Par.	21 10 0	- -	31 10 0	H. Knox -	2nd	- - -	—	Aug.
				W. Nicoll -	1st			
Fettercairn - F.C.	15 0 0	- -	29 0 0	D. Smith -	1st	- - -	—	July
				D. Mathers -	1st			
Fordoun - - P.C.	25 0 0	- -	47 10 0	J. Brebner -	5th	C. Alexander -	4th	Sept.
John's Haven (Female). G.A.	- -	- -	20 0 0	- - -	—	W. Bertram -	3rd	July
Laurencekirk - Par.	18 0 0	- -	41 10 0	J. Cameron -	4th	- - -	—	„
				J. Wilson -	3rd			
Laurencekirk, Congregational. F.C.	18 0 0	- -	39 0 0	A. Burns -	5th	- - -	—	„
				G. W. Burgess	1st			
Laurencekirk (Girls and Infants). Epis.	10 0 0	- -	17 10 0	- - -	—	M.R.H.Forshaw	2nd	June
Marykirk- - Par.	- -	- -	17 10 0	D. Jarvis -	2nd	- - -	—	July
Newtonhill - Epis.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Stonehaven - F.C.	15 0 0	- -	20 0 0	R. P. M'Donald	3rd	- - -	—	Sept.
Total - -	235 10 0	- -	456 10 0					

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KINROSS-SHIRE.	£ s. d.	£	£ s. d.					
Fossoway - - Par.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Fossoway - - F.C.	15 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Kinross - - F.C.	25 0 0	- -	34 0 0	G. Robb -	2nd	- - -	—	Aug.
				J. Richardson	2nd			
Maryburgh - - G.A.	15 0 0	- -	35 0 0	R. Malcolm -	1st	J. Wishart -	3rd	May
Orwell - - - Par.	- -	- -	41 10 0	J. Beveridge -	4th	- - -	—	,,
				D. Watson -	3rd			
Portmoak - - F.C.	16 10 0	- -	- - -	- - -	—	- - -	—	Aug.
Total -	86 10 0	- -	110 10 0					
KIRKCUDBRIGHT-SHIRE.								
Bridge of Dee - G.A.	- -	- -	20 0 0	J. Ireland -	3rd	- - -	—	Dec.
Castle Douglas - Par.	15 0 0	- -	69 10 0	J. Johnston -	5th	- - -	—	,,
				J. Thompson -	5th			
				R. Pool -	4th			
Castle Douglas - F.C.	- -	- -	54 10 0	W. Blackley -	3rd	- - -	—	,,
				W. Wardhaugh	3rd			
				J. Hislop -	2nd			
Corsock, Female Industrial.	15 0 0	- -	- - -	- - -	—	- - -	—	,,
Dalbeattie - - Par.	20 0 0	- -	44 0 0	J. Gordon -	5th	- - -	—	,,
				J. Hutton -	3rd			
Dalbeattie - - F.C.	- -	- -	41 10 0	J. Riddock -	4th	- - -	—	,,
				W. Brown -	3rd			
Dundrennan Abbey. F.C.	18 0 0	- -	- - -	- - -	—	- - -	—	,,
Kirkcudbright, Townend. Sess.	15 0 0	- -	47 0 0	J. Gibb - -	2nd	- - -	—	,,
				J. M'Kerlie -	2nd			
				R. B. Mantle -	1st	- - -	—	,,
Kirkcudbright, Old Church. G.A.	10 0 0	- -	15 0 0	- - -	—	M. Mantle -	1st	,,
Kirkpatrick, Durham. Par.	10 0 0	- -	- - -	- - -	—	- - -	—	,,
Maxwelltown - F.C.	16 10 0	- -	25 0 0	J. S. Elder -	5th	- - -	—	,,
Maxwelltown, Burgh -	- -	- -	22 10 0	W. Grierson -	4th	- - -	—	Nov.
Path, Lady Heron Maxwell's. G.A.	10 0 0	- -	15 0 0	- - -	—	M. Rutherford	1st	,,
Rhonehouse-by-Kelton. Par.	- -	- -	41 10 0	J. Palmer -	4th	- -	—	,,
				J. Herries -	3rd			
Terregles - - Par.	- -	- -	22 10 0	J. Alexander -	4th	- - -	—	Dec.
Total - -	129 10 0	- -	418 0 0					
LANARKSHIRE.								
Abington (Sir H. Colebrooke's)	18 0 0	- -	- - -	- - -	—	- - -	—	March
Airdrie, Free West Church. F.C.	29 0 0	- -	98 10 0	J. Strang -	5th	A. Miller	5th	April
				A. Robertson	2nd	M. M'Gregor -	2nd	
				T. Scott - -	2nd			
Airdrie, St Margaret's. R.C.	25 0 0	- -	104 0 0	W. Moloney -	3rd	M. A. Moloney	3rd	June
				J. O'Hanlon -	3rd	I. T. De Largy	3rd	
				C. Quinn -	1st	M. E. Molony	1st	
Arden, Subscription -	15 0 0	- -	- - -	- - -	—	- - -	—	March
Avondale - - Par.	15 0 0	- -	44 0 0	J. Pryde -	4th	- - -	—	,,
				R. Brown -	4th			
Bishopbridge G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Blantyre Works - -	20 0 0	- -	- - -	- - -	—	- - -	—	March
Bothwell - - Par.	20 0 0	- -	49 0 0	T. Munro -	5th	- - -	—	Feb.
				W. Breakenridge.	5th			

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LANARKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Bothwell - - F.C.	23 0 0	- -	39 0 0	A. Paul - -	3rd	- - -	—	March
				R. Barr - -	3rd			
Bridgeton - - Par.	- -	- -	44 10 0	W. Young -	2nd	- - -	—	Feb.
				R. B. Ogilvie -	1st			
				A. Lamont -	1st			
Bridgeton - - F.C.	15 0 0	- -	95 10 0	D. Gay - -	4th	- - -	—	March
				D. Gray - -	4th			
				R. Cunningham	3rd			
				J. Steele - -	3rd			
				M. Reid - -	2nd			
Coatbridge - - F.C.	18 0 0	- -	15 0 0	J. Millar -	1st	- - -	—	Feb.
Coatbridge, Dundyvan Works.	38 0 0	25	54 10 0	W. Whitelaw	3rd	- -	—	"
				J. Henderson	3rd			
				J. Stark - -	2nd			
Coatbridge, St. Patrick's. R.C.	28 10 0	- -	83 10 0	D. M'Aleer -	2nd	M. M'Aleer -	2nd	June
				H. Bannan -	2nd	M. Brown -	2nd	
				W. Gallagher -	2nd			
Covington - - Par.	20 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Crossford, Subscription.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Crosshill, Branch Par.	21 10 0	- -	34 0 0	J. Chivers -	3rd	- - -	—	Feb.
				W. Brown -	1st			
Dalziel - - Par.	18 0 0	- -	15 0 0	J. Waddell -	1st	- - -	—	March
Gartsherrie, Fourth School.	20 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Gartsherrie, St. Par. George's.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Gartsherrie, St. G.A. James'.	23 0 0	- -	64 10 0	S. J. Somerville	4th	- - -	—	"
				A. Macaulay -	4th			
				G. Shaw - -	4th			
Gartsherrie, St. G.A. Mary's,	14 0 0	- -	- - -	- - -	—	- - -	—	"
Glasford - - Par.	- -	- -	34 0 0	- - -	—	- - -	—	March
Glasgow, Anderston Barony Parish	15 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Glasgow, Anderston Burgh.	12 0 0	- -	41 10 0	- - -	—	E. Smith -	4th	"
						A. Carbarns -	3rd	
Glasgow (Blue Sess. Vale).	31 0 0	- -	17 10 0	- - -	—	A. M. Duncan	2nd	"
Glasgow (Broomhill Sess. Street).	15 0 0	- -	15 0 0	A. Moore -	1st	- - -	—	March
Glasgow (Brownfields), School of Industry. G.A.	31 10 0	- -	64 0 0	F. Watt -	5th	E. Burns -	5th	Feb.
						E. Norris -	1st	
Glasgow (Chalmers Street), Territorial. G.A.	- -	- -	83 10 0	J. A. Buchanan	2nd	I. M'Call -	3rd	March
				A. Cairns -	2nd	M. Main -	2nd	
				J. Cleland -	1st			
Glasgow, Ch. Ch. Epis.	15 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Glasgow, College - Par.	16 10 0	- -	29 0 0	J. Preston -	1st	- - -	—	Jan.
				J. Drummond	1st			
Glasgow, East F.C. (Milton Street).	16 10 0	- -	- - -	- - -	—	- - -	—	April
Glasgow, Finnieston Mission.	15 0 0	- -	88 10 0	J. White -	3rd	E. Smith -	2nd	March
				R. Watson -	3rd	C. Rennie -	2nd	
				J. Martin -	2nd			
				D. Miller -	3rd	- - -	—	"
Glasgow, Free, Tron Bridgegate. F.C.	16 10 0	- -	20 0 0					
Glasgow (Gorbals), Free Mission School.	18 0 0	- -	29 0 0	J. Houston -	1st	- - -	—	April
				J. Cunningham	1st			
Glasgow, Highland Society's.	15 0 0	- -	99 0 0	W. Downie -	2nd	- - -	—	March
				T. Marshall -	2nd			
				J. M'Keichan -	1st			
				A. Brown -	1st			
				R. Warden -	1st			
				A. M'Arthur -	1st			
				D. Dewar -	1st			
Glasgow, Milton, G.A.	18 0 0	25	15 0 0	J. Drummond	1st	- - -	—	Feb.

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LANARKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Glasgow, Milton, Industrial. G.A.	20 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Glasgow, Model - G.A.	51 0 0	- -	60 0 0	J. Stevenson -	3rd	- - -	—	„
				W. M'Gill -	1st			
				J. C. Smith -	1st			
				R. Pimrose -	1st			
Glasgow, Model - F.C.	94 10 0	- -	593 0 0	M. M'Pherson	5th	J. Robertson -	5th	April
				J. Campbell -	5th	J. S. Baird -	5th	
				J. Geikie -	5th	J. Duncan -	5th	
				J. M'Birnie -	5th	I. Wilson -	5th	
				G. Logan -	5th	E. Drysdale -	5th	
				W. Carslow -	4th	J. Caughie -	4th	
				J. Mercer -	4th	B. Hogg -	4th	
				R. Ronald -	4th	J. Watson -	4th	
				J. R. Watson -	4th	E. Young -	4th	
				J. Sloane -	4th	M. Walker -	4th	
				W. Barbour -	3rd	A. Steven -	3rd	
				W. Murdoch -	3rd	J. Clark - -	3rd	
				W. Dale - -	1st	M. Binnie -	3rd	
						M. Kennedy -	3rd	
						J. A. Kerr -	2nd	
						E. M'Keller -	2nd	
Glasgow, Old Wynd F.C.	38 0 0	- -	31 10 0	- - -	—	J. M'Farlane -	2nd	March
						J. Kay -	1st	
Glasgow, Renfield Street, United Presbyterian Church Mission.	15 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Glasgow, St. Andrew's. R.C.	15 0 0	- -	149 0 0	H. Murphy -	1st	M. Hardie -	1st	June
				J. M'Conachey	1st	E. Johnstone -	1st	
				A. M'Donald -	1st	M. M'Garvie -	1st	
				C. J. Conaghan	1st	A. F. Ward -	1st	
				J. M'Govern -	1st			
				R. M'Gill -	1st			
				P. M'Coart -	1st			
Glasgow, St. David's. Par.	21 10 0	- -	114 10 0	W. Brodie -	4th	M. Broadfoot -	1st	Feb.
				W. Barron -	4th	E. Paterson -	1st	
				J. M'Nicol -	2nd			
				A. Galbraith -	1st			
				W. Hodge -	1st			
Glasgow, St. Enoch's. Sess.	15 0 0	25	129 0 0	A. Watson -	5th	- - -	—	Jan.
				A. M'Phee -	5th			
				J. Carswell -	3rd			
				J. Moir - -	3rd			
				A. Brown -	2nd			
				J. Robertson -	2nd			
				A. R. Norton -	1st			
Glasgow, St. Enoch's (Female). - Sess.	10 0 0	- -	29 0 0	- - -	—	M. Todd -	1st	„
						M. Connor -	1st	
Glasgow, St. George's. - F.C.	30 0 0	- -	163 0 0	J. S. M'Raith -	5th	E. Moffatt -	3rd	March
				G. Martin -	5th	M. A. D. Gibson	3rd	
				A. Alexander -	4th			
				P. Terras -	2nd			
				G. W. Reid -	1st			
				J. Edgar -	1st			
				W. M'Ewan -	1st			
Glasgow, St. George's (Kelvin Street). - F.C.	29 0 0	25	107 10 0	D. M'Donald -	5th	E. Cameron -	5th	April
				J. Graham -	4th			
				R. Brown -	4th			
				R. Wylie -	2nd			
Glasgow, St. John's, (Young Street).	15 0 0	- -	41 10 0	A. Massie -	4th	- - -	—	Feb.
				D. Borland -	3rd			
Glasgow, St. John's (Young Street), Female. Sess.	- - -	- -	34 0 0	- - -	—	J. Millar -	2nd	„
						E. Grant -	2nd	

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LANARKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Glasgow, St. - F.C. John's.	15 0 0	- -	95 10 0	J. Thomson -	5th	- - -	—	April
				J. Ferguson -	4th			
				R. Paterson -	3rd			
				J. Weir - -	3rd			
				P. Ferguson -	1st			
Glasgow, St. - F.C. John's (Hill Street), Industrial.	11 0 0	- -	29 0 0	- - -	—	M. Duncan -	1st	March
						J. Murdoch -	1st	
Glasgow, St. - R.C. John's (Girls).	- -	- -	67 10 0	- -	—	C. M'Dermot -	3rd	June
						M. Prior -	2nd	
						A. Brannan -	2nd	
						M. M'Pherson	2nd	
Glasgow, St. - R.C. John's (Boys).	15 0 0	- -	49 10 0	P. Connellan -	2nd	- - -	—	,,
				J. M'Grorty -	2nd			
				J. Raughter -	2nd			
Glasgow, St. - R.C. Joseph's.	- -	- -	34 0 0	- - -	—	M. M'Lean -	2nd	,,
						R. Campbell -	2nd	
Glasgow, St. - Epis. Jude's.	- -	- -	29 0 0	W. Burns -	1st	- - -	—	Dec.
				J. Farmer -	1st			
Glasgow (Calton), R.C. St. Mary's.	15 0 0	- -	160 0 0	J. M'Kenna -	4th	M. Quinn -	5th	June
				C. Aitken -	4th	M. Easton -	5th	
				D. Ferguson -	4th	C. Irvine -	1st	
				T. M'Haffie -	4th	C. Gritton -	1st	
Glasgow, St. - Sess. Matthew's.	35 0 0	25	93 10 0	R. Edmiston -	4th	M. Barclay -	5th	Jan.
				D. M'Callum -	3rd	C. Kinlock -	1st	
				J. Douglas -	1st			
Glasgow, St. Matthew's (Bishop Street).	18 0 0	- -	15 0 0	G. Duncan -	1st	- - -	—	,,
Glasgow, St. Matthew's.	35 10 0	- -	99 0 0	A. Simpson -	1st	I. Todd - -	4th	April
				W. A. Sloan -	1st	C. Robertson -	3rd	
						M. Aitchison -	2nd	
						H. Garrow -	1st	
Glasgow, St. - R.C. Mungo's (Girls).	- -	- -	100 10 0	- - -	—	M.A.M'Donald	5th	June
						M. Coad - -	5th	
						M. Burns -	3rd	
						M. Walters -	3rd	
						E. M'Donald -	2nd	
Glasgow, St. - R.C. Mungo's (Boys).	- -	- -	22 10 0	P. Conry -	4th	- - -	—	,,
Glasgow, St. Paul's, Industrial.	12 0 0	- -	30 0 0	A. Gillespie -	1st	M. Blair -	1st	Feb.
Glasgow, St. - Sess. Peter's.	16 10 0	- -	20 0 0	W. Greer -	3rd	- - -	—	Jan.
Glasgow, St. - F.C. Peter's.	25 0 0	25	114 0 0	D. Cameron -	5th	- - -	—	April
				G. Ballardie -	3rd			
				M. Biggar -	3rd			
				T. M'F. Wallace	1st			
				R. M'Menorney	1st			
				W. M'G. M'Onie	1st			
				D. Maxwell -	1st			
Glasgow (The Bishop's). - Epis.	18 0 0	- -	79 10 0	H. M'Coll -	4th	C. Bleaklie -	3rd	Dec.
				T. Longwell -	4th			
				A. Todd - -	2nd			
Glasgow, Tron Parish. - Sess.	16 10 0	- -	- - -	- - -	—	- - -	—	Jan.
Glasgow, Woodside, North (St. George's Road). - G.A.	31 10 0	- -	- - -	- - -	—	- - -	—	March
Glasgow, Woodside F.C.	15 0 0	- -	39 0 0	T. Carruthers -	5th	- - -	—	April
				W. Rule -	1st			
Gorbals, East, - F.C. (Territorial).	26 10 0	25	115 0 0	A. Davidson -	1st	A. White -	2nd	,,
				D. Todd -	1st	E. Dawson -	2nd	
				W. Gillespie -	1st	E. Cameron -	1st	
				A. Sloan -	1st	S. Alexander -	1st	

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LANARKSHIRE—*cont.*	£ s. d.	£	£ s. d.				
Gorbals (Youths) Par.	25 0 0	- -	108 10 0	W. Steel -	5th	- - - —	Jan.
				A. M'Clymont	4th		
				J. A. Stewart -	4th		
				A. Murray -	2nd		
				J. Brisbane -	1st		
				J. Gibson -	1st		
Govern - - F.C.	15 0 0	- -	39 0 0	J. Dunlop -	4th	- - - —	April
				N. Hunter -	2nd		
Hamilton (Orphan and Charity).	15 0 0	- -	- - -	- - -	—	- - - —	March
Hamilton, St. - F.C. John's.	20 0 0	- -	119 0 0	D. C. Barr -	4th	- - - —	„
				A. M'Fie -	4th		
				C. Wilson -	3rd		
				J. Richmond -	2nd		
				W. Andrews -	2nd		
				J. Brown -	1st		
				J. Paton -	1st		
Jerviston - - G.A.	15 0 0	- -	17 10 0	J. Forbes -	2nd	- - - —	„
Kelvinhaugh - Sess.	30 0 0	- -	- - -	- - -	—	- - - —	Jan.
Kilbride, East - Par.	16 10 0	- -	59 10 0	T. Wilson -	5th	- - - —	„
				W. Paterson -	3rd		
				D. Calderwood	2nd		
Lambhill - - Sess.	15 0 0	- -	- - -	- - -	—	- - - —	May
Lanark - Burgh	15 0 0	- -	46 10 0	G. Brown -	5th	- - - —	Feb.
				A. Gray -	4th		
Lanark, St. Leonard's (Subscription).	16 10 0	- -	34 0 0	W. Muir - -	2nd	- - - —	March
				A. Thomson -	2nd		
Leadhills - G.A.	25 0 0	- -	34 0 0	T. Weir - -	3rd	- - - —	„
				G. Menzies -	1st		
Maryhill - - F.C.	16 10 0	- -	49 10 0	R. M'Indoe -	4th	- - - —	April
				A. Fisher -	1st		
				M. Govan -	1st		
Maxwellton, Endowed. Par.	15 0 0	- -	34 0 0	J. Smith -	2nd	- - - —	Feb.
				J. Hamilton -	2nd		
Monklands, Old - Par.	- -	- -	17 10 0	T. Braidwood	2nd	- - - —	Jan.
Partick, Academy -	15 0 0	- -	- - -	- - -	—	- - - —	Feb.
Partick - - F.C.	15 0 0	- -	31 10 0	J. Paton -	2nd	- - - —	March
				J. Bennie -	1st		
Roberton - F.C.	11 0 0	- -	- - -	- - -	—	- - - —	„
Rutherglen - F.C.	23 0 0	50	47 0 0	J. Dunn -	2nd	- - - —	„
				J. Shields -	2nd		
				W. Murray -	1st		
Shotts - - F.C.	- -	- -	22 10 0	J. Waddell -	4th	- - - —	April
Springburn, G.A. Murdoch's.	23 0 0	25	- - -	- - -	—	- - - —	March
Stane, Wilson's -	15 0 0	- -	- - -	- - -	—	- - - —	„
Stonehouse - Par.	- -	- -	17 10 0	J. Borland -	2nd	- - - —	„
Stonehouse - F.C.	15 0 0	- -	- - -	- - -	—	- - - —	April
Strathaven - F.C.	16 10 0	- -	- - -	- - -	—	- - - —	„
Wellpark - - F.C.	15 0 0	- -	- - -	- - -	—	- - - —	„
Total - -	1,708 10 0	250	4,599 0 0				
LINLITHGOWSHIRE.							
Abercorn - - Par.	15 0 0	- -	- - -	- - -	—	- - - —	Feb.
Bathgate - Par.	- -	- -	15 0 0	- - -	—	J.P.Henderson	1st April
Binnie - - G.A.	15 0 0	- -	- - -	- - -	—	- - - —	1st „
Bo'ness, Infant - G.A.	10 0 0	- -	15 0 0	- - -	—	J. A. Abercrombie.	1st „
Carriden - - Par.	10 0 0	- -	49 0 0	- - -	—	J. Munro -	5th „
						J. Todd - -	5th
Grangepans, Subscription. G.A.	16 10 0	- -	62 10 0	A. Shand -	3rd	- - - —	„
				R. Tayler -	2nd		
				W. Burnett -	1st		
				D. White -	1st		

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LINLITHGOWSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Kirkliston - - F.C.	15 0 0	- -	44 0 0	A. Scott -	4th	- - -	—	Feb.
				J. Wardrop -	4th			
Linlithgow - - F.C.	14 0 0	- -	59 0 0	J. Wilson -	4th	A. Paterson -	1st	March
				A. Brown -	4th			
Queensferry, Burgh South.	21 10 0	- -	15 0 0	D. Mason -	1st	- - -	—	April
Torphichen - - Par.	- - -	- -	46 10 0	A. Kirkpatrick	5th	- - -	—	"
				J. Russell -	4th			
Whitedalehead, (Wilson's Endowed).	- -	- -	36 10 0	R. Calder -	3rd	- - -	—	"
				J. Wood -	2nd			
Total - -	117 0 0	- -	342 10 0					
NAIRNSHIRE.								
Auldearn, Innes - F.C.	14 0 0	- -	15 0 0	- - -	—	M. Lindsay -	1st	Oct.
Cawdor - - Par.	20 0 0	- -	- - -	- - -	—	- - -	—	July
Nairn - - - G.A.	15 0 0	- -	20 0 0	J. Fraser -	3rd	- - -	—	Jan.
Nairn - - - F.C.	15 0 0	- -	57 0 0	A. M'Lean -	5th	- - -	—	Oct.
				A. M'Donald -	2nd			
				J. W. A. Harper	2nd			
Total - -	64 0 0	- -	92 0 0					
ORKNEY.								
Bressay - - G.A.	- - -	- -	20 0 0	W. E. Morison	3rd	- - -	—	Aug.
Sabiston - - G.A.	21 10 0	- -	- - -	- - -	—	- - -	—	"
Standwick - - Par.	- - -	- -	20 0 0	J. Irvine -	3rd	- - -	—	"
Skelwick (Society's School). F.C.	20 0 0	- -	- - -	- - -	—	- - -	—	Sept.
Stromness, Congregational. F.C.	16 10 0	- -	41 10 0	W. Malcolm -	4th	- - -	—	May
				S. Hourston -	3rd			
Total - -	58 0 0	- -	81 10 0					
PEEBLESSHIRE.								
Innerleithen - Par.	15 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Innerleithen - E.C.	25 0 0	- -	15 0 0	J. Marchbank	1st	- - -	—	"
Linton, West - Epis.	10 0 0	- -	20 0 0	- - -	—	A. Watson -	3rd	Dec.
Peebles - - F.C.	15 0 0	- -	22 10 0	J. Foster -	4th	- - -	—	Feb.
Total - -	65 0 0	- -	57 10 0					
PERTHSHIRE.								
Acharn - - F.C.	21 10 0	- -	44 0 0	J. Cameron -	4th	- - -	—	Aug.
				J. M'Kerchar-	4th			
Aldgernaig - - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Almondbank - G.A.	15 0 0	- -	29 0 0	J. Gowrie -	1st	- - -	—	June
				J. Laing -	1st			
Alyth (Girls), Industrial. —	12 0 0	20	42 0 0	- - -	—	H. Duncan -	1st	May
						A. Laing -	1st	
						R. Pattullo -	1st	
Alyth, Female - Epis.	11 0 0	- -	17 10 0	- - -	—	A. M'Lauchlan	2nd	March
Alyth - - - F.C.	- - -	- -	72 10 0	D. Ewart -	5th	- - -	—	Aug.
				J. Cameron -	4th			
				J. Murray -	1st			
				A. Milne -	1st			

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PERTHSHIRE—*cont.*	£ s. d.		£	£ s. d.					
Amulree - - F.C.	15 0 0		- -	- - -	- - -	—	- - -	—	Aug.
Auchterarder (Sheddan's Charity).	15 0 0		- -	34 0 0	P. R. Moncrieff	2nd	- - -	—	May
					P. Sinclair -	2nd			
Blair Atholl - - Par.	23 0 0		- -	44 0 0	J. Robertson -	5th	- - -	—	,,
					R. M'Diarmid	3rd			
Blair Drummond G.A.	30 0 0		- -	- - -	- - -	—	- - -	—	March
Blairgowrie - - Par.	- - -		- -	52 0 0	A. Stewart -	4th	- - -	—	May
					P. M'Kenzie -	2nd			
					D. Angus -	1st			
Blairgowrie - - F.C.	26 0 0		- -	98 10 0	D. Bissit -	5th	J. Cowan -	1st	Aug.
					D. Miller -	5th	O. M'Lagan -	1st	
					W. Cowan -	4th			
Blairgowrie, St. Epis. Catherine's.	14 0 0		- -	31 10 0	- - -	—	H. Stephenson	2nd	March
							J. Anderson -	1st	
Blairgowrie, Union Place.	- -		- -	15 0 0	J. Kean -	1st	- - -	—	May
Bredalbane (Aberfeldy). F.C.	27 10 0		- -	90 10 0	A. Blaikie -	4th	- - -	—	Aug.
					A. Campbell -	3rd			
					R. M'Laren -	3rd			
					R. M'Gregor -	2nd			
					J. Dewar -	2nd			
Bridge of Earn - F.C.	25 0 0		- -	54 0 0	J. King - -	3rd	M. Chapman -	1st	July
					J. Rutherford	3rd			
Callander - - F.C.	23 0 0		- -	72 10 0	J. M'Arthur -	5th	- - -	—	,,
					P. Ferguson -	4th			
					J. Macdonald	1st			
					A. Macdonald	1st			
Craig Mill - - F.C.	10 0 0		- -	- - -	- - -	—	- - -	—	Aug.
Crieff, St. - Epis. Michael's.	10 0 0		- -	20 0 0	- - -	—	A. Boyd - -	3rd	March
Crieff, Taylor's Institution. —	15 0 0		- -	57 0 0	J. Munro -	4th	- - -	—	June
					T. Cumming -	4th			
					H. M'Rostie -	1st			
Culross - - Par.	20 0 0		- -	44 0 0	J. H. Harrower	4th	- - -	—	,,
					D. Haig -	4th			
Culross, Geddes - G.A.	25 0 0		- -	39 0 0	W. King -	5th	- - -	—	Aug.
					J. Brand -	1st			
Cupar Angus - Epis.	10 0 0		- -	36 10 0	- - -	—	J. Anderson -	3rd	March
							M. A. Gardiner	2nd	
Doune - - F.C.	30 0 0		- -	61 10 0	W. W. M'Innes	4th	J. Thomson -	3rd	Aug.
					R. Allan -	3rd			
Dunblane - - Par.	- - -		- -	67 0 0	J. Reid -	5th	- - -	—	June
					L. Graham -	5th			
					W. Graham -	3rd			
Dunblane - - F.C.	18 0 0		- -	39 0 0	J. Malcolm -	4th	- - -	—	Aug.
					J. Barbour -	2nd			
Dunblane - - Epis.	10 0 0		- -	17 10 0	- - -	—	C. Neilson -	2nd	March
Dunkeld, Little - Par.	- - -		- -	25 0 0	J. Gow - -	5th	- - -	—	June
Dunkeld, Royal - G.A.	- - -		- -	20 0 0	D. S. Stewart -	3rd	- - -	—	May
Dunkeld (Duchess of Atholl's), Industrial. G.A.	14 0 0		- -	17 10 0	- - -	—	E. Young -	2nd	,,
Errol - - - F.C.	16 10 0		- -	44 0 0	P. Anton -	4th	- - -	—	July
					A. Murray -	4th			
Errol, Female Industrial.	10 0 0		- -	- - -	- - -	—	- - -	—	May
Gartmore - - F.C.	20 0 0		- -	- - -	- - -	—	- - -	—	Aug.
Inchture - Par.	15 0 0		- -	31 10 0	R. C. Coleman	2nd	- - -	—	June
					J. Sim - -	1st			
Killichonan - G.A.	15 0 0		- -	- - -	- - -	—	- - -	—	,,
Killin - - - Par.	- - -		- -	15 0 0	J. Cameron -	1st	- - -	—	May
Kilmadock - - Par.	- - -		- -	46 10 0	T. M'Ewen -	5th	- - -	—	June
					J. Borrowman	4th			
Kiltyrie - - F.C.	- - -		- -	15 0 0	D. M'Diarmid	1st	- - -	—	Aug.
Kinbuck, Village -	15 0 0		- -	22 10 0	J. Cullen -	4th	- - -	—	June
Kincardine on Forth (Baroness Keith's).	11 0 0		- -	46 10 0	- - -	—	J. S. Gibb -	5th	,,
							E. M'Nie -	4th	

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PERTHSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Kincardine (in Monteith). Par.	21 10 0	- -	- - -	- - -	—	- - -	—	May
Kinfauns - - F.C.	15 0 0	- -	34 0 0	W. Dingwall -	3rd	- - -	—	Aug.
				C. M'Intosh -	1st			
Kinloch Rannoch, Parliamentary.	- -	- -	20 0 0	J. M'Gregor -	3rd	- - -	—	May
Kinnaird - - Par.	15 0 0	- -	46 10 0	W. M'Leish -	5th	- - -	—	June
				W. Gillis -	4th			
Kirkmichael - F.C.	- -	- -	17 10 0	J. Butter -	2nd	- - -	—	Aug.
Lochearnhead - G.A.	15 0 0	- -	15 0 0	D. M'Ewen -	1st	- - -	—	June
Lochearnhead - F.C.	20 0 0	- -	22 10 0	A. Angus -	4th	- - -	—	Aug.
Meickleour - Par.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Methven - - F.C.	15 0 0	- -	22 10 0	D. Taylor -	4th	- - -	—	Aug.
Monzievaird and Strowan. Par.	- -	- -	20 0 0	A. Murray -	3rd	- - -	—	June
Moulin - - - Par.	- -	- -	17 10 0	G. Aitkin -	2nd	- - -	—	May
Muckart - - Par.	- -	- -	20 0 0	J. Saunders -	3rd	- - -	—	June
Muthill - - F.C.	- -	- -	25 0 0	S. Tully -	5th	- - -	—	Aug.
Perth, Cathedral, Epis. Free.	- -	- -	17 10 0	W. Scott -	2nd	- - -	—	March
Perth, East Parish, Congregational.	20 0 0	25	114 0 0	J. M'Naughton	4th	- - -	—	June
				D. Ferguson -	3rd			
				R. Kerr - -	3rd			
				D. M'Kay -	2nd			
				J. F. Peddie -	1st			
				A. Mearns -	1st			
				D. Howison -	1st			
Perth (Infant) - Par.	10 0 0	- -	72 10 0	- - -	—	C. Mason -	4th	,,
						M. A. Mearns	4th	
						G. Miller -	2nd	
						J. Ferguson -	1st	
Perth (Middle Parish). - Sess.	15 0 0	- -	85 0 0	E. Fleming -	4th	- - -	—	May
				C. Thomson -	4th			
				D. Muckersie -	4th			
				J. Anderson -	4th			
Perth (New Row), National.	15 0 0	25	49 0 0	W. Shepherd -	5th	- - -	—	June
				D. Robertson -	5th			
Perth, St. Leonard's. - F.C.	15 0 0	- -	52 0 0	C. Mann -	3rd	- - -	—	Aug.
				W. Clunie -	3rd			
				A. Forbes -	1st			
Perth, St. Ninian's. - Epis.	10 0 0	- -	41 10 0	D. M'Kenzie -	4th	- - -	—	March
				W. Scott -	3rd			
Perth (Stewart's), Free Trade. -	20 0 0	- -	41 10 0	T. Crawford -	4th	- - -	—	June
				J. Johnston -	3rd			
Perth, Territorial, F.C. Mission.	15 0 0	- -	47 0 0	P. Gloag - -	2nd	- - -	—	Aug.
				J. Macfarlane	2nd			
				J. T. Clark -	1st			
Perth, Watergate, National.	16 10 0	- -	83 0 0	J. Kettie -	4th	- - -	—	June
				J. Simpson -	2nd			
				R. Hutchison	2nd			
				J. Davidson -	2nd			
				A. Wylie -	1st			
Perth, West Church. - Sess.	21 10 0	- -	15 0 0	A. Hossack -	1st	- - -	—	,,
Perth, West - - F.C.	32 0 0	- -	136 0 0	J. Gloag -	5th	A. Miller - -	3rd	July
				T. Smith -	4th			
				J. Bridges -	3rd			
				T. Bryson -	3rd			
				A. Shaw - -	3rd			
				J. Maclauchlan	2nd			
Pitcairn Green - F.C.	15 0 0	- -	17 10 0	D. Dougall -	2nd	- - -	—	Aug.
Pitlochry - - G.A.	25 0 0	- -	36 10 0	A. Duff -	4th	- - -	—	May
				W. Roy - -	1st			
Scone - - - F.C.	18 0 0	- -	36 10 0	G. Anderson -	3rd	- - -	—	Aug.
				A. Stewart -	2nd			
Stanley, Auxiliary Par	15 0 0	- -	- - -	- - -	—	- - -	—	May

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PERTHSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Stanley - - F.C.	16 10 0	- -	41 10 0	A. Fleming -	4th	- - -	—	Aug.
				A. M'Millan -	3rd			
Strathbrand - F.C.	20 0 0	- -	- - -	- - -	—	- - -	—	"
Strathlock - - G.A.	- -	- -	22 10 0	A. Stewart -	4th	- - -	—	June
Stone of Callie - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Strowan (Society's). G.A.	- -	- -	25 0 0	P. M'Donald -	5th	- - -	—	"
Trinity Gask - Par.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Tullibardine - G.A.	16 10 0	- -	17 10 0	T. M'Lagan -	2nd	- - -	—	"
Total - -	1,000 0 0	70	2,573 10 0					
RENFREWSHIRE.								
Bishopton - - F.C.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Busby - - - G.A.	21 10 0	25	49 10 0	D. Dalrymple	2nd	- - -	—	Feb.
				J. Fulton -	2nd			
				A. Thom -	2nd			
Cathcart - - Par.	15 0 0	- -	39 0 0	J. Wilson -	4th	- - -	—	"
				J. C. Christie -	2nd			
Eastwood - - Par.	21 10 0	- -	- - -	- - -	—	- - -	—	"
Gourock - - F.C.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Greenock, Ann Street. Sess.	16 10 0	- -	- - -	- - -	—	- - -	—	Feb.
Greenock, East - Epis.	33 0 0	- -	51 10 0	D. M'Rae -	2nd	I. Stewart -	3rd	Dec.
						J. Milligan -	1st	
Greenock, West - Epis.	10 0 0	- -	- - -	- - -	—	- - -	—	"
Houschill, Endowed. G.A.	13 0 0	- -	41 10 0	- - -	—	J. Samson -	5th	Feb.
						F. Hosie -	2nd	
Houston - - F.C.	21 10 0	- -	31 10 0	J. Gardner -	2nd	- - -	—	April
				T. Stevenson -	1st			
Houston and Kilellan. Par.	21 10 0	- -	20 0 0	R. Hart - -	3rd	- - -	—	Feb.
Kilbarchan, Female -	10 0 0	- -	17 10 0	- - -	—	C. H. Stark -	2nd	"
Ladyburn, Subscription. F.C.	16 10 0	- -	31 10 0	J. Wood - -	2nd	- - -	—	"
				T. Whyte -	1st			
Linwood - - Par.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Lochwinnoch, Female Industrial.	10 0 0	- -	17 10 0	- - -	—	J. Simpson -	2nd	Jan.
Mearns - - Par.	15 0 0	- -	31 10 0	A. Strang -	2nd	- - -	—	Feb.
				J. Blue - -	1st			
Oswald - - F.C.	18 0 0	- -	15 0 0	D. King - -	1st	- - -	—	April
Paisley, Abbey Parish (Dickson's). G.A.	29 0 0	- -	57 0 0	C. M'Lean -	1st	J. Smith - -	1st	March
				W. M'Intosh -	1st			
				D. Wilson -	1st			
Paisley, Carbrooke Street. Sess.	16 10 0	- -	67 0 0	J. Fraser -	5th	- - -	—	"
				G. Dick -	4th			
				J. Andrew -	4th			
Paisley, Causeyside Sess.	21 10 0	- -	57 0 0	A. Mack -	4th	- - -	—	Jan.
				J. Gavin -	4th			
				A. Tagg - -	1st			
Paisley, Free, High Church, Congregational. F.C.	18 0 0	- -	- - -	- - -	—	- - -	—	April
Paisley, George Street. Sess.	16 10 0	- -	60 0 0	M. M'Phee -	2nd	- - -	—	March
				J. D. Harvey -	2nd			
				A. Gilmour -	1st			
				J. H. Young -	1st			
Paisley, John Neilson's Educational Institution.	69 10 0	- -	139 0 0	J. Anderson -	1st	J. Wylie - -	1st	Jan.
				J. Pollock -	1st	A. M. Henderson	1st	
				T. Lyndsay -	1st	J. Drummond	1st	
				D. Wright -	1st			
				J. Muir - -	1st			
				T. Anderson -	1st			
				A. Campbell -	1st			

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RENFREWSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Paisley, Newtown — (Infant).	10 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Paisley (Miss Stow's), Industrial and Moral Training.	22 0 0	- -	106 10 0	- - -	—	I. Thomson -	1st	March
						J. Dalziel -	1st	
						I. Stewart -	4th	
						L. Grierson -	4th	
						A. Wilson -	3rd	
						J. Brown -	2nd	
Paisley, Ragged - G.A.	21 10 0	- -	- - -	- - -	—	- - -	—	Feb.
Paisley, Free, F.C. South Church, (Steventon Street).	15 0 0	- -	- - -	- - -	—	- - -	—	April
Paisley, Trinity - Epis.	15 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Pollockshaws, Burgh —	20 0 0	- -	67 0 0	J. M'Farlane -	5th	- - -	—	Feb.
				T. Biggar -	4th			
				J. Barles -	4th			
Port Glasgow, Burgh	16 10 0	- -	15 0 0	D. Robertson-	1st	- - -	—	„
Port Glasgow - Epis.	15 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Port Glasgow, - - Industrial.	10 0 0	- -	15 0 0	- - -	—	E. Cullen -	1st	Jan.
Port Glasgow, F.C. Juvenile.	- - -	- -	67 0 0	W. Urquhart -	5th	- - -	—	April
				J. Robertson -	4th			
				W. Rattray -	4th			
Renfrew, Female, Old Burgh.	27 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Uplawmoor, Public -	16 10 0	- -	- - -	- - -	—	- - -	—	March
Total - - -	347 10 0	25	996 10 0					
ROSS-SHIRE.								
Achnagait - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Alness - - - F.C.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Arpafeelie - - Epis.	- - -	- -	22 10 0	K. M'Donald -	4th	- - -	—	Sept.
Aultbea - - G.A.	16 10 0	- -	- - -	- - -	—	- - -	—	Aug.
Conon - - F.C.	15 0 0	- -	20 0 0	D. M'Intosh -	3rd	- - -	—	June
Cromarty - - F.C.	15 0 0	- -	15 0 0	- - -	—	I. Sandison -	1st	„
Culish - - - F.C.	31 10 0	- -	22 10 0	K. Elder -	4th	- - -	—	May
Cullicudden - F.C.	16 10 0	- -	49 0 0	A. M'Donald -	5th	- - -	—	June
				J. M'Donald -	5th			
Dingwall - - F.C.	15 0 0	- -	62 0 0	A. Davidson -	4th	- - -	—	„
				J. Bain -	4th			
				A. Finlayson -	3rd			
Edderton - - F.C.	15 0 0	- -	44 0 0	G. Gallie -	4th	- - -	—	„
				D. Ross -	4th			
Gairloch - - Par.	15 0 0	- -	- - -	- - -	—	- - -	—	Sept.
Highfield - - Epis.	15 0 0	- -	22 10 0	E. M'Gregor -	4th	- - -	—	Aug.
Invergordon - F.C.	18 0 0	- -	39 0 0	A. Sutherland	5th	- - -	—	June
				D. C. Munro -	1st			
Killearnan - - F.C.	20 0 0	- -	41 10 0	C. Treasurer -	5th	- - -	—	„
				D. Young -	2nd			
Kilmuir Easter - Par.	18 0 0	- -	20 0 0	M. M'Lean -	3rd	- - -	—	Aug.
Kincardine - Par.	15 0 0	- -	44 0 0	A. Ross - -	5th	- - -	—	Oct.
				J. M'Leod -	3rd			
Kincardine Congregational.	15 0 0	- -	17 10 0	W. Ross - -	2nd	- - -	—	June
Knockbain - - Par.	16 10 0	- -	22 10 0	J. Sinclair -	4th	- - -	—	Aug.
Maryburgh - - F.C.	15 0 0	- -	- - -	- - -	—	- - -	—	
Mossfield, Gaelic Association.	15 0 0	- -	- - -	- - -	—	- - -	—	
Rosemarkie - - F.C.	- - -	- -	31 10 0	J. M'Andrew -	2nd	- - -	—	May
				J. Fraser -	1st			
Stornoway - - G.A.	18 0 0	- -	- - -	- - -	—	- - -	—	Aug.

Name and Denomination of School.	Annual Grants conditionally awarded			Name of Apprentice, and Year of Apprenticeship.			Month in which Annual Examination is due.
	In Augmentation of Certificated Teachers' Salaries; and in Retiring Pensions.	In Stipends to Assistant Teachers.	In Stipends to Apprentices, and Gratuities to Teachers instructing them.	Boys.		Girls.	
ROSS-SHIRE—*cont.*	£ s. d.	£	£ s. d.				
Stornoway, Female, — Educational and Industrial.	10 0 0	- -	- - -	- - -	—	- - -	— Aug.
Stornoway - - F.C.	18 0 0	- -	64 10 0	A. M'Rae -	5th	- - -	— June
				D. R. M'Kenzie	5th		
				J. M'Kenzie -	2nd		
Tain, Congregational. F.C.	- -	- -	25 0 0	D. Munro -	5th	- - -	— „
Tarbat - - - F.C.	15 0 0	- -	22 10 0	W. Ross -	4th	- - -	— „
Total - -	378 0 0	- -	585 10 0				
ROXBURGHSHIRE.							
Fairmington - G.A.	15 0 0	- -	- - -	- - -	—	- - -	— Dec.
Galashiels - - Epis.	- - -	- -	20 0 0	J. Archibald -	3rd	- - -	— „
Galashiels - - R.C.	10 0 0	- -	31 10 0	- - -	—	C. M'Carron -	2nd June
						E. Devers -	1st
Hawick, St. Mary's. Epis.	15 0 0	- -	40 0 0	F. Revell -	3rd	J. Brannan -	3rd Dec.
Jedburgh, St. John's. Epis.	18 0 0	- -	61 10 0	J. King -	4th	H. Walker -	3rd „
				J. Anderson -	3rd		
Melrose - - Par.	15 0 0	- -	- - -	- - -	—	- - -	— „
Melrose, Congregational. F.C.	27 0 0	- -	41 10 0	J. Scott - -	4th	- - -	— Feb.
				W. Robertson	3rd		
Smailholm - - F.C.	15 0 0	- -	20 0 0	J. Cranston -	3rd	- - -	— „
Wilton - - Epis.	15 0 0	- -	- - -	- - -	—	- - -	— Dec.
Yetholme, Kirk - Par.	18 0 0	- -	17 10 0	R. Gladston -	2nd	- - -	— „
Yetholme, Town -	13 0 0	- -	- - -	- - -	—	- - -	— „
Total - -	161 0 0	- -	232 0 0				
SELKIRKSHIRE.							
Gala, Subscription G.A.	23 0 0	- -	77 10 0	H. Bell - -	5th	- - -	— „
				G. Fairbairn -	5th		
				A. Brown -	2nd		
				C. Beaumont -	1st		
Galashiels - - Par.	- -	- -	17 10 0	K. Newlands -	2nd	- - -	— „
Galashiels - - - Epis.	15 0 0	- -	20 0 0	J. Archibald -	3rd	- - -	— „
Total - -	38 0 0	- -	115 0 0				
STIRLINGSHIRE.							
Bainsford, Self-supporting. —	- -	- -	20 0 0	J. Ure - -	3rd	- - -	— March
Bannockburn, Subscription.	23 0 0	- -	39 0 0	J. Spiers -	3rd	- - -	— „
				T. Stevenson -	3rd		
Bridge of Allan - F.C.	- -	- -	39 0 0	D. Moir - -	4th	- - -	— July
				W. Penneycook	2nd		
Carronshore - G.A.	15 0 0	- -	- - -	- - -	—	- - -	— March
Dalmary - - Sess.	20 0 0	- -	- - -	- - -	—	- - -	— „
Denny - - - Par.	15 0 0	- -	54 10 0	W. Kinghorn	4th	- - -	— „
				J. Campbell -	3rd		
				G. Caldwell -	1st		
Drymen, Industrial. G.A.	12 0 0	- -	- - -	- - -	—	- - -	— „
Dunnipace - - F.C.	15 0 0	- -	20 0 0	W. Laing -	3rd	- - -	— Aug.
Falkirk - - Par.	15 0 0	- -	34 0 0	G. M'Roberts	3rd	- - -	— March
				H. Masterton	1st		
Falkirk - - F.C.	26 0 0	- -	56 10 0	J. Maxwell -	5th	H. F. Callendar	2nd Aug.
				W. J. Gourley	1st		
Falkirk, St. Francis' R.C.	- -	- -	29 0 0	- - -	—	M. Daly - -	1st June
						E. O Connor -	1st

Name and Denomination of Schools.	Annual Grants conditionally awarded			Name of Apprentice, and Year of Apprenticeship.				Month in which Annual Examination is due.
	In Augmentation of Certificated Teachers' Salaries; and in Retiring Pensions.	In Stipends to Assistant Teachers.	In Stipends to Apprentices, and Gratuities to Teachers instructing them.	Boys.		Girls.		
STIRLINGSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Fintry - - - Par.	16 10 0	- -	- - -	- - -	—	- - -	—	March
Grangemouth, Subscription.	30 0 0	- -	42 10 0	W. Campbell -	4th	H. C. Hardie -	3rd	„
Haggs - - - G.A.	21 10 0	- -	34 0 0	D. Buchanan -	2nd	- - -	—	„
				M. Henderson	2nd			
Hurlet and Hampsie Alum Company's.	21 10 0	- -	- - -	- - -	—	- - -	—	„
Kilsyth, Female - G.A.	15 0 0	- -	20 0 0	- - -	—	J. Welsh -	3rd	„
Larbert - - F.C.	10 0 0	- -	15 0 0	- - -	—	M. Kirkwood -	1st	
Larbert - - Par.	20 0 0	- -	80 10 0	R. Finlayson -	4th	- - -	—	„
				G. Matthews -	2nd			
				J. Brown -	2nd			
				J. Kelly - -	1st			
				R. Tennent -	1st			
Logie - - - Par.	18 0 0	- -	- - -	- - -	—	- - -	—	„
Ninian's, St. - Par.	16 10 0	- -	- - -	- - -	—	- - -	—	„
Polmont - - Par.	21 10 0	- -	- - -	- - -	—	- - -	—	„
Polmont - - F.C.	16 10 0	- -	54 0 0	R. M'Leay -	4th	J. A. M'Leod -	1st	Aug.
				J. A. M'Leod -	2nd			
Redding - - G.A.	15 0 0	- -	34 0 0	T. Neil - -	2nd	- - -	—	March
				J. Tait - -	2nd			
Slamannan - F.C.	16 10 0	- -	34 0 0	G. Russell -	3rd	- - -	—	„
				J. B. Reid -	1st			
Stirling, Allan's - G.A.	25 0 0	25	34 0 0	J. Dawson -	2nd	- - -	—	„
				N. Leask -	2nd			
Stirling (Infant) F.C.	12 0 0	- -	31 10 0	- - -	—	H. Taylor -	2nd	Aug.
						A. Marshall -	1st	
Stirling - - Epis.	- -	- -	52 0 0	- - -	—	M. M'Donald -	3rd	March
						M. A. M'Laren	2nd	
						C. M'Kay -	2nd	
Stirling, St. Mary's R.C.	10 0 0	- -	42 0 0	- - -	—	M. O'Niel -	1st	June
						J. Marshall -	1st	
						M. Quinn -	1st	
Total - -	426 10 0	25	765 10 0					
SUTHERLANDSHIRE.								
Armadale - - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	Sept.
Brora - - G.A.	- -	- -	25 0 0	W. M'Kay -	5th	- - -	—	„
Clyne - - - Par.	21 10 0	- -	- - -	- - -	—	- - -	—	Aug.
Clyne - - - F.C.	16 10 0	- -	34 0 0	R. Simpson -	2nd	- - -	—	June
				G. Sutherland	2nd			
Creich - - - Par.	20 0 0	- -	44 0 0	P. Munro -	5th	- - -	—	Sept.
				R. M'Kenzie -	3rd			
Creich, Congregational. - F.C.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Dalnambreac - G.A.	16 10 0	- -	- - -	- - -	—	- - -	—	Sept.
Dornock - - Par.	25 0 0	- -	20 0 0	D. Ross -	3rd	- - -	—	„
Dornock - - F.C.	15 0 0	- -	25 0 0	G. M'Rae -	5th	- - -	—	May
Durine - - G.A.	16 10 0	- -	22 10 0	W. Gunn -	4th	- - -	—	Aug.
Golspie - - F.C.	18 0 0	- -	25 0 0	P. Ross -	5th	- - -	—	May
Golspie - - Par.	- -	- -	46 10 0	C. Baillie -	5th	- - -	—	Aug.
				J. Munro -	4th			
Kildonan - - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	Sept.
Lochinver - - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Loth - - - Par	15 0 0	- -	- - -	- - -	—	- - -	—	„
Melvich - - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Port Gower - - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Rogart - - - Par.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Rogart - - - F.C.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Skibo - - G.A.	18 0 0	- -	22 10 0	W. Cameron -	4th	- - -	—	Sept.
Strathalladale - G.A.	15 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Total - -	317 0 0	- -	264 10 0					

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WIGTOWNSHIRE.							
Challock (Newton Stewart). —	10 0 0	- -	- - -	- - -	—	- - -	— Nov.
Dunskey, Mrs. Hunter Blair's. —	10 0 0	- -	- - -	- - -	—	- - -	— Dec.
Glenluce - - Par.	- -	- -	59 10 0	T. Douglas -	4th	- - -	— ,,
				R. Kelly -	4th		
				P. M'Dowall -	2nd		
Glenluce - - F.C.	20 0 0	- -	34 0 0	W. Saunders -	3rd	- - -	— ,,
				G. M'Caw -	1st		
Inch - - - F.C.	15 0 0	- -	46 10 0	R. M'Ilwick -	5th	- - -	— ,,
				D. Gibson -	4th		
Kirkmaiden - F.C.	18 0 0	- -	39 0 0	A. Martin -	3rd	- - -	— ,,
				M. Cowan -	3rd		
Leswalt - - F.C.	21 10 0	- -	20 0 0	J. Jones -	3rd	- - -	— ,,
Portpatrick - - F.C.	15 0 0	- -	- - -	- - -	—	- - -	— ,,
Sorbie - - - F.C.	16 10 0	- -	- - -	- - -	—	- - -	— ,,
Sorbie - - - Par.	20 0 0	- -	- - -	- - -	—	- - -	— Nov.
Stranraer - - F.C.	18 0 0	- -	54 10 0	H. M'Dowall -	5th	- - -	— Dec.
				W. Shaw -	2nd		
				J. Milroy -	1st		
Total - -	164 0 0	- -	253 10 0				

ANNUAL CALENDAR OF TEACHERS

WHO HAVE OBTAINED CERTIFICATES OF MERIT.

(Completed to the 1st of January 1857.)

MASTERS OF ELEMENTARY SCHOOLS, AND STUDENTS IN NORMAL COLLEGES.

The Letters (**A**) *and* (**D**), *after a Teacher's name, indicate* (**A**) *that his School is entitled to a Grant for the purchase of Scientific Apparatus* (*Minutes of* 1852-3, *vol.* 1, *p.* 154); *and* (**D**) *that he, or she, holds a Certificate of Competency as a Teacher of Drawing* (*Minute of* 28 *January* 1854).

Name of Teacher.	Name of School.	Post Town or County	Certificate.*		Class.*	
			Class.	Division.	Year.	Class.
Abbott, William T.	Kingswinford, St. Mary's, Ch. of Eng.	Stafford	3	2	.	.
Adam, George	Glasgow, F. C. Normal	Lanark	2	2	.	.
Adam, James	-	-	3	2	.	.
Adam, William	Newton-on-Ayr, F. C. S.	Ayr	2	2	.	.
Adams, David L.	(Student, Edinburgh, G.A. Normal.)	-	3	2	.	.
Adams, Edwin	Sudbury, All Saints', Ch. of Eng.	Suffolk	3	2	.	.
Adams, John	Edinburgh, F. C. Normal	Edinburgh	2	3	.	.
Adams, John	Swansea, B.S.	Glamorgan	2	2	.	.
Adams, Joseph Oswald	Liverpool, St. Thomas' and St. William's, R. C. S.	Lancaster	2	1	.	.
Adams, Thomas A.	Highgate, Ch. of Eng.	London	3	3	.	.
Adams, William	Birmingham, St. Philip's, Ch. of Eng.	Birmingham	1	3	.	.
Adkin, Henry	-	-	2	2	.	.
Agar, Robert	Tanfield, Ch. of Eng.	Gateshead	2	3	2	3
Agent, Samuel A.	Effingham, Ch. of Eng.	Leatherhead	3	3	.	.
Ager, George	-	-	3	1	.	.
Ager, John R.	Claydon Park, Ch. of Eng.	Bucks	.	.	1	1
Aird, William	Wigan, St. John's, R.C.S.	Lancaster	3	3	.	.
Aishton, John	-	-	3	3	.	.
Aitken, Matthew	Bridgeton, F. C. S.	Glasgow	3	3	.	.
Aiton, William	East Kilbride, P. S.	Lanark	3	2	.	.
Akers, Joseph	Banbury, Ch. of Eng.	Oxford	2	3	.	.
Akrigg, Samuel	Firbank, Ch. of Eng.	Kendal	.	.	1	3
Alcock, Charles	(Student, Cheltenham)	-	.	.	1	2
Alder, James	Manchester, Cheetham's Hospital.	Lancaster	1	3	.	.
Alexander, John	Pinwhiry, Ch. of Scotland	Ayr	.	.	1	3
Alexander, Peter	Fossoway, F.C.S.	Kinross	.	.	2	3
Alexander, William	Warrenford, B.S.	Northumberland	.	.	2	3
Alexander, William	Glasgow Academy	Lanark	2	2	.	.
Allan, Andrew	-	-	3	2	.	.
Allan, Andrew	Willington, Ch. of Eng.	Durham	3	3	.	.
Allan, Colin	-	-	3	3	.	.
Allan, David	Dunblane, F.C.S.	Perth	3	1	.	.
Allan, George	Keith, F.C.S.	Banff	2	3	.	.
Allan, George	(Student, Glasgow, F.C. Normal.)	-	.	.	2	2
Allan, James	Inverleithen, F.C.S.	Peebles	3	2	.	.
Allan, James	Glasgow, Highland Society's S.	Lanark	.	.	1	3
Allan, John	-	-	2	3	.	.
Allan, James B.	Helensburgh, Quoad Sacra S.	Dumbarton	3	2	.	.

* The students are *classed*, at the end of each year of training, according to the result of the examinations passed by them, but are not *certificated*. No certificate of merit is granted to a student, as a teacher, until he has been for two years in charge of the same elementary school, and has been twice reported on, as the teacher of it, by Her Majesty's Inspector. Whether he is to be entitled to a certificate, and of what class, is determined by the tenor of those reports, and by the result of his examination previous to quitting the normal college. If the first report be favorable, he is paid for the first year on the scale of the lowest class. If the second report be favorable, his augmentation and class of certificate is fixed for the next five years. After which interval, and so on from time to time, the certificate and augmentation are open to revision, according to the character of the intermediate reports. The value of the certificate, in the first instance, is not fixed higher than the first division of the third class, for any student who has resided less than two years at a normal college under inspection.—(Minute of 20 August 1853, s. 11.)

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Allen, Cornelius	Tillington, Ch. of Eng.	Petworth	3	1	2	2
Allen, Ebenezer	-	-	.	.	1	3
Allen, Edwin T.	Combmartin, Ch. of Eng.	Ilfracombe	.	.	1	3
Allen, Francis	Pembroke Dock, Ch of Eng.	Pembroke	2	2	.	.
Allen, James	Wicker, Trinity, Ch. of Eng.	Sheffield	2	3	.	.
Allen, James	(Student, Chelsea, St. Mark's)	-	.	.	1	3
Allen, Joseph	Hurdsfield, Ch. of Eng.	Macclesfield	3	2	.	.
Allen, Joshua	Wateringbury, N.S.	Tunbridge	3	1	.	.
Allen, Richard	Liverpool, St. Oswald's, R.C.S.	Lancaster	.	.	1	3
Allen, William	Acton, Ch. of Eng.	Nantwich	3	1	.	.
Allin, William H.	Sunderland, Whitburn Street, Wes.	Durham	3	2	.	.
Allison, Joseph	Skellingthorpe, Ch. of Eng.	Lincoln	.	.	1	3
Allott, James (A)	Ruabon, Ch. of Eng.	Wrexham	.	.	2	2
Allpass, James W.	-	-	3	1	.	.
Allport, John	Smalley, Ch. of Eng.	Derby	2	2	.	.
Ambler, Henry	Milton, Ch. of Eng.	Sittingbourne	3	2	.	.
Ames, James	Borough Road Model, B. S.	Surrey	3	1	.	.
Amos, Andrew	Cotehill, Ch. of Eng.	Carlisle	.	.	2	3
Anderson, Alexander	(Student, Edinb., F.C. Norm.)	-	.	.	1	1
Anderson, Alexander	-	-	2	1	.	.
Anderson, Alexander	Bellie, Par. S.	Fochabers	1	3	.	.
Anderson, George	Slateford, St. Cuthbert's, Subscription.	Edinburgh	.	.	1	3
Anderson, John	-	-	3	2	2	3
Anderson, Josiah (A)	Halifax, Haley Hill, Ch. of Eng.	Halifax	1	3	.	.
Anderson, John E.	-	-	3	1	.	.
Anderson, Robert	(Student, Edinburgh, F. C. Normal.)	-	.	.	2	1
Anderson, William J.	Preston, Central, Ch. of Eng.	Preston	3	3	.	.
Anderton, Richard	Ollerton, Ch. of Eng.	Nottingham	3	3	.	.
Andress, John	Dunstable, Wes.	Bedford	3	2	2	3
Andrew, David	(Student, Glasgow, F.C. Norm.)	-	.	.	2	3
Andrew, Henry	Wrexham, P. U. S.	Denbigh	3	1	.	.
Andrew, James	Chipping Norton, B.S.	Oxford	3	2	.	.
Andrew, Michael M.	Renfrew, Old Burgh S.	Renfrew	.	.	1	3
Andrew, Thomas	Lochmaben, F.C.S.	Lochmaben	3	3	.	.
Andrew, Thomas	(Student, Glasgow, F.C. Norm.)	-	.	.	1	3
Andrews, Robert	Toxteth, St. Thomas', Ch. of Eng.	Liverpool	3	3	.	.
Angus, William	Dumbarton, F. C. S.	Dumbarton	3	2	.	.
Anscomb, William	Thurlaston, Ch. of Eng.	Leicester	2	3	.	.
Anty, William	Tickton, Ch. of Eng.	Beverly	3	3	.	.
Apperson, John	Wimbledon, Ch. of Eng.	Surrey	3	2	.	.
Appleby, John	Lexden, Ch. of Eng.	Colchester	3	3	.	.
Appleby, William	(Student, Cheltenham)	-	.	.	1	2
Appleton, Peter	Plymouth, Grey, Ch. of Eng.	Plymouth	3	1	.	.
Apted, Michael	Whitechapel Society's, Ch. of Eng.	Middlesex	2	3	.	.
Archbold, Thomas	Scremerston, Ch. of Eng.	Durham	2	2	2	1
Archer, George	Dundee, St. Andrew's Ch. Sess.	Forfar	2	3	.	.
Arden, James L.	Battersea Grove, B.S.	Surrey	.	.	1	3
Armitage, Joseph A.	-	-	2	2	.	.
Armitage, William	-	-	2	1	2	2
Armstrong, Andrew	(Left England)	-	3	1	.	.
Armstrong, David	High Crompton, Ch. of Eng.	Oldham	.	.	2	2
Armstrong, John	-	-	2	3	.	.
Armstrong, Horace St. Paul.	Darlington, Trinity, Ch. of Eng.	Darlington	2	3	.	.
Arnold, Frederick H.	-	-	2	2	.	.
Arnold, George	Cowbridge and Llanblethian, Ch. of Eng.	Glamorgan	3	2	.	.
Arnold, Henry	Macclesfield, St. Paul's, Ch. of Eng.	Chester	3	3	.	.
Arnold, Henry	Northwich, Arley Green, Ch. of Eng.	Chester	3	1	.	.
Arnold, Henry G. J.	North Surrey Industrial	Annerley	3	1	.	.
Arscott, Edmund	Sandford, Ch. of Eng.	Crediton	2	2	.	.
Arthur, John R.	-	-	3	2	.	.
Arthur, William	-	-	3	1	.	.
Arthur, William	-	-	3	2	.	.
Arthy, William	Uppingham, Ch. of Eng.	Rutland	3	3	.	.
Arundel, Alfred	St. Neot's, Wes.	Huntingdon	3	1	.	.
Ash, John W.	St. Bee's College	Cumberland	3	3	.	.
Ashcroft, William	(Student, York and Ripon)	-	.	.	1	3

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Ashman, Ralph	Hurst, B. S.	Ashton-under-Lyne	3	1	.	.
Ashton, Edwin	Ascot Heath, Ch. of Eng.	Berks	2	3	.	.
Ashton, Francis	Westbourne, Ch. of Eng.	Middlesex	3	1	.	.
Ashton, Jonas	(Student, Borough Road)	.	.	.	1	2
Ashton, Philip	(Student, Battersea)	.	.	.	1	2
Aspin, Samuel	Pontnewynydd, Ch. of Eng.	Monmouth	3	1	.	.
Astbury, Joseph	Northop, Ch. of Eng.	Flint	.	.	1	3
Atkins, Edward	Wigston Magna, Ch. of Eng.	Leicester	.	.	2	1
Atkinson, Henry	Wigan, St. Thomas', Ch. of Eng.	Lancaster	3	1	.	.
Atkinson, Joseph B.	Bournemouth, Ch. of Eng.	Poole	.	.	2	3
Atlee, Charles	.	.	3	3	.	.
Aulsebrook, William	Haigh, Ch. of Eng.	Wigan	.	.	1	2
Austin, John	Devon and Exeter Central, Ch. of Eng.	Exeter	3	3	.	.
Austin, Thomas	Castle Hill, Ch. of Eng.	Devon	3	3	.	.
Ayers, John B.	Hastings, St. Clement's and All Saints', Ch. of Eng.	Hastings	.	.	1	3
Ayres, George	Combe Down, Ch. of Eng.	Bath	2	2	.	.
Baber, Charles	Stratford, Ch. Ch., Ch. of Eng.	Essex	3	3	.	.
Bacon, James	Glastonbury, Ch. of Eng.	Somerset	3	3	2	1
Baden, William	.	.	3	3	.	.
Bagnall, George	.	.	2	2	.	.
Bagshaw, Joseph	Ellastone, Ch. of Eng.	Ashbourne	3	3	.	.
Baguley, Alfred	Lancaster, Aldcliffe Lane, B.S.	Lancaster	.	.	1	3
Baikie, Benjamin	Freshwick, G.A.S.	Caithness	3	1	.	.
Baikie, Hugh	Edinburgh, Tolbooth, F.C.S.	Edinburgh	.	.	1	3
Bailey, James	Westminster Wes. Practising Infant S.	London	3	2	.	.
Bailey, James	Sandbach, Ch. of Eng.	Chester	3	1	.	.
Bailey, John J.	Barnard Castle, Ch. of Eng.	Barnard Castle	3	3	.	.
Bailey, Robert	.	.	3	1	.	.
Bailey, William	Lambeth, St. Mary's, P.S.	Surrey	3	3	.	.
Bailey, William	Glasgow, The Bishop's School	Lanark	3	1	.	.
Bailey, William	Bunbury Aldersey, Ch. of Eng.	Tarporley	.	.	2	2
Baillie, George D.	Glenluce, F.C.S.	Wigton	2	3	2	3
Baillie, James	Edinburgh, St. Paul's District, F.C.S.	Edinburgh	2	1	.	.
Bain, George	Pulteney Town, F.C.S.	Caithness	.	.	1	3
Bain, John	.	.	2	3	.	.
Bain, Peter	Dunottar, P.S.	Kincardine	3	3	.	.
Baines, George	Merriott, Ch. of Eng.	Crewkerne	.	.	2	3
Baines, Josiah	Clapham, B. S.	Surrey	2	3	.	.
Baird, Fullarton	Portobello, F. C. S.	Edinburgh	2	3	.	.
Baker, Charles G.	Lambeth, St. Mary's, Princes Road, Ch. of Eng.	London	3	3	2	3
Baker, Charles K.	Cambridge, King Street, Ch. of Eng.	Cambridge	.	.	2	2
Baker, George	(Student, Chichester)	.	.	.	1	1
Baker, Jas.	Stapleton, Dr. Bell's, Ch. of Eng.	Bristol	.	.	1	3
Baker, John	Manchester, Cathedral, Ch. of Eng.	Lancaster	2	2	.	.
Baker, John T.	.	.	3	2	.	.
Baker, Thomas	Clutton, P.U.S.	Pensford	.	.	1	3
Baker, William	Bromley, Ch. of Eng.	Kent	3	3	.	.
Baker, William	Farnworth, Ch. of Eng.	Lancaster	2	2	.	.
Bakewell, Thomas J.	Preston, Ch. Ch., Ch. of Eng.	Preston	3	2	.	.
Bald, Robert	Kirkpatrick, Ch. of Eng.	Isle of Man	3	3	.	.
Baldock, Thomas	Liverpool, St. Augustine's, Ch. of Eng.	Lancaster	3	3	.	.
Baldry, Samuel T.	Dalkeith, St. Mary's, Epis.	Edinburgh	3	1	.	.
Baldwin, John	Worsley, Ch. of Eng.	Manchester	2	3	.	.
Balfrey, William	Alfreton, Ch. of Eng.	Derby	3	2	.	.
Ball, Edwin	Waltham-le-Wold, Ch. of Eng.	Melton-Mowbray	2	1	.	.
Ball, James	Freehay, St. Chad's, Ch. of Eng.	Cheadle	3	2	.	.
Ball, Thomas	(Student, Cheltenham)	.	.	.	1	2
Ball, Thomas D.	Hull, Holderness Ward, B. S.	Hull	3	3	.	.
Ballantyne, John	Eglinton Iron Works	Ayr	3	3	.	.
Bamford, Richard	Marsden, Ch. of Eng.	Huddersfield	3	3	.	.
Bamford, Samuel	Buslingthorpe, Ch. of Eng.	Leeds	2	3	.	.
Bamford, William W.	Openshaw, Ch. of Eng.	Manchester	3	1	.	.
Bamforth, Daniel	Broomhaugh, Ch. of Eng.	Gateshead	.	.	1	3
Bamforth, John	(Ordained)	.	2	1	.	.
Bancroft, Reuben	Kingswood, Wes.	Bristol	.	.	1	3
Banks, John	North Knapdale, Parochial	Lochgilphead	3	3	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Banning, John	- - - -	- - -	.	.	1	3
Bannister, Richard	- - - -	- - -	3	3	.	.
Banson, James	Fakenham, Ch. of Eng. -	Norfolk - -	2	2	.	.
Banson, John	Walsingham, Ch. of Eng. -	Norfolk - -	3	1	.	.
Barber, Joseph H.	(Student, Chelsea, St. Mark's)	- - -	.	.	2	3
Barber, Thomas	Moseley, Ch. of Eng. - -	Birmingham -	2	3	.	.
Barclay, John	South Leith, F.C.S. - -	Edinburgh -	3	3	.	.
Barfoot, Edmund	Uzmaston and Boulston, Ch. of Eng.	Haverfordwest -	3	1	.	.
Barfoot, William R.	Romford, P.U.S. - - -	Essex - - -	3	1	.	.
Barham, George	- - - -	- - -	3	3	.	.
Barker, John	South Elmsall, Wes. - -	York - - -	.	.	1	3
Barker, Thomas D.	Blencogo, Ch. of Eng. - -	Wigton - - -	3	1	.	.
Barnacle, Henry	- - - -	- - -	3	1	.	.
Barnard, William	Beverley, St. Mary's and St. Nicholas', Ch. of Eng.	York - - -	2	3	.	.
Barnecutt, Joseph	Llanelly, B. S. - - - -	Caermarthen -	3	3	.	.
Barnes, Thomas J.	(Student, Hammersmith, R.C.S.)	- - -	.	.	1	3
Barnes, William	Liverpool, Ch. Ch., Ch. of Eng.	Liverpool - -	.	.	2	1
Barnes, William	Martley, Ch. of Eng. - -	Worcester - -	2	3	.	.
Barnett, George	- - - -	- - -	3	3	.	.
Barnwell, William	Isleworth, St. Mary's, R. C. S.	Middlesex - -	1	3	.	.
Barr, Thomas	- - - -	- - -	3	1	.	.
Barraclough, James	Ardsley, Ch. of Eng. - -	Barnsley - -	3	3	.	.
Barraclough, Joshua	Hoylandswaine, Ch. of Eng. -	Barnsley - -	3	3	.	.
Barrett, James	Kensington, St. Barnabas', Par.	London - -	.	.	2	3
Barrett, William C.	Devonport, St. Stephen's, Ch. of Eng.	Devon - - -	1	2	.	.
Barrow, John	Barnstaple, Wes. - - -	Devon - - -	2	2	.	.
Bartlett, George W.	Darlington, B. S. - - -	Darlington - -	3	3	.	.
Bartlett, John	Swanage, Ch. of Eng. - -	Dorset - - -	.	.	1	2
Barton, Edward	Ramsay, Ch. of Eng. - -	Isle of Man -	3	2	.	.
Barton, Henry J.	- - - -	- - -	3	3	.	.
Barton, William H.	- - - -	- - -	2	1	.	.
Barville, George	Sheriff Hutton, Wes. - -	York - - -	3	3	.	.
Bass, John K. S.	- - - -	- - -	3	3	.	.
Bassett, Thomas	Frant, Ch. of Eng. - - -	Tunbridge Wells	.	.	1	3
Bastide, David	Salterhebble, Ch. of Eng. -	Halifax - - -	.	.	2	2
Batchelder, James	- - - -	- - -	3	3	.	.
Batchellor, Cornelius	Latton, P. S. - - - -	Wilts - - -	3	1	.	.
Bateman, George	Greetland, Wes. - - -	Halifax - - -	3	1	.	.
Bates, Edward	Sydenham, Ch. of Eng. - -	Kent - - -	3	3	.	.
Bates, George	Galashiels, Epis. - - -	Selkirk - - -	3	3	.	.
Bateson, Thomas R.	Wrawby, Ch. of Eng. - -	Brigg - - -	.	.	1	3
Bathgate, Walter	Knotty Ash, Ch. of Eng. -	Lancaster - -	.	.	1	3
Battersby, Thomas	Bildeston, Ch. of Eng. - -	Hadleigh - -	3	3	.	.
Battersby, William	Preston, St. Thomas', Ch. of Eng.	Lancaster - -	2	2	.	.
Batty, Samuel	Bradford, Grammar, Ch. of Eng.	York - - -	3	1	.	.
Bauchope, John	Edinburgh, St. Mary's, Sess. -	Edinburgh - -	2	2	.	.
Baughan, Walter	- - - -	- - -	2	3	.	.
Baugust, Henry J.	Kegworth, Ch. of Eng. - -	Derby - - -	3	2	.	.
Bax, Robert	Holly Mount, B.S. - - -	Rawtenstall - -	3	3	.	.
Baxter, James	Wirksworth, Ch. of Eng. -	Derby - - -	.	.	1	3
Bayley, Joseph B.	Middleton Cheney, Ch. of Eng.	Banbury - -	2	3	.	.
Bayley, William	Bethnal Green, St. James' the Great, Ch. of Eng.	London - -	3	3	.	.
Beal, William E.	Maidenhead, Ch. of Eng. -	Berks - - -	2	3	.	.
Beale, William	Hadleigh, Ch. of Eng. - -	Suffolk - - -	2	1	.	.
Beanland, James	Tankersley, Ch. of Eng. - -	Barnsley - -	3	3	.	.
Beard, John	Bridport General, B.S. - -	Dorset - - -	2	1	.	.
Beasley, Charles H.	Harborne, Ch. of Eng. - -	Birmingham -	.	.	1	2
Beaton, Murdoch	Armadale, G.A.S. - -	Linlithgow - -	3	3	.	.
Beaumont, Thomas	(Student, Battersea) - -	- - -	.	.	1	3
Beavan, Thomas	- - - -	- - -	.	.	1	3
Beays, James H.	Stratford, Ch. Ch., Ch. of Eng.	Essex - - -	3	2	.	.
Beckett, Caleb	Castle Rising, Ch. of Eng. -	Norfolk - -	3	3	.	.
Beckett, John	Hanford, Ch. of Eng. - -	Trentham - -	3	3	.	.
Beckett, Thomas	Manchester, St. Jude's, Ch. of Eng.	Lancaster - -	3	3	.	.
Bedford, Joseph	- - - -	- - -	3	3	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
dford, Thomas	Appleby, St. Lawrence's, Ch. of Eng.	- - -	3	3	.	.
dford, William	Barnsley, Ch. of Eng.	York	.	.	1	3
dwell, Charles	Smallwood, Ch. of Eng.	Sandback	3	3	.	.
e, John	Chalford, Ch. of Eng.	Gloucester	2	1	.	.
er, Thomas	Tywardreath, Ch. of Eng.	St. Austell	2	3	.	.
esley, Stephen	- - -	- -	2	2	.	.
gg, Magnus	- - -	- -	3	3	.	.
ll, Alexander	(Student, Glasgow, F.C. Norm.)	- -	.	.	1	3
ll, Archibald	- - -	- -	2	3	.	.
ll, John	Leathley, Ch. of Eng.	Otley	3	1	.	.
ll, John	- - -	- -	3	2	.	.
ll, Robert	Milford, B. S.	Duffield	3	3	.	.
ll, Robert J.	Woodmansey and Thearne, Ch. of Eng.	Beverley	.	.	1	3
ll, Thomas	Peterhead, F. C. S.	Aberdeen	2	3	.	.
ll, Thomas E.	Westminster, Wes., Practising	Middlesex	2	3	.	.
ll, William	Galston, Parochial	Ayr	3	1	.	.
ll, William	- - -	- -	.	.	1	1
ll, William	West Bromwich Hill Top, Wes.	Stafford	.	.	1	3
ll, William	(Student, Glasgow, G.A. Norm.)	- -	.	.	1	3
llamy, William	Norwich, Model, Ch. of Eng.	Norfolk	2	1	.	.
llamy, William	Birmingham, Free Indus. S.	Warwick	.	.	2	2
nbow, Richard	Newtown Griffiths, Endowed	Montgomery	2	3	.	.
ndall, Joel J.	Laceby, Ch. of Eng.	Great Grimsby	.	.	1	3
nford, Thomas	Cargo, Ch. of Eng.	Cumberland	.	.	2	3
nham, William	- - -	- -	1	3	.	.
nnett, Alexander	Huddersfield College	Huddersfield	2	3	.	.
nnett, Daniel	Aldermaston, Ch. of Eng.	Reading	3	2	.	.
nnett, George	Arundel, Free, B. S.	Sussex	3	2	.	.
nnett, Joseph	Islington, Union Chapel, B.S.	London	3	1	.	.
nnett, John	- - -	- -	2	2	2	1
nnett, Robert	(Student, Battersea)	- -	.	.	1	2
nnett, Thomas	(Student, Winchester)	- -	.	.	1	2
nnett, William	Weston, St. Mary's, Ch. of Eng.	Spalding	.	.	1	3
nsa, Louis G.	- - -	- -	3	1	.	.
nsley, William R.	- - -	- -	3	2	.	.
nson, Benjamin	Kirkdale Industrial	Liverpool	2	3	.	.
ntley, Richard J.	Bootle, Ch. of Eng.	Lancaster	2	2	.	.
re, James L.	Exeter (City), P.U.S.	Devon	1	3	.	.
rridge, Thomas M.	Ripley, Ch. of Eng.	Surrey	3	3	.	.
rridge, William	Elsecar, Ch. of Eng.	Barnsley	2	2	.	.
rry, Alfred	Southwell, Ch. of Eng.	Nottingham	3	1	2	3
rry, Robert	(Student, Chelsea, St. Mark's)	- -	.	.	1	3
st, Andrew	Earsdon S.	Newcastle-on-Tyne	.	.	1	3
st, Henry	Horningsheath, Ch. of Eng.	Bury St. Edmunds	.	.	1	2
st, Herbert	Farnworth, Ch. of Eng.	Warrington	.	.	2	3
st, John	Aldborough and Boroughbridge, Ch. of Eng.	York	3	2	.	.
st, John	Halton Holgate, Ch. of Eng.	Spilsby	.	.	1	3
swick, William	Chester, Diocesan, Ch. of Eng.	Chester	3	3	.	.
thell, Samuel	Frome Selwood, Ch. of Eng.	Somerset	1	3	.	.
tson, James	Hessle, Ch. of Eng.	Hull	3	3	.	.
ttany, George	Penzance, Wes.	Cornwall	3	2	.	.
tts, George	- - -	- -	3	3	.	.
tts, Thomas	Churcham and Bulley, Ch. of Eng.	Gloucester	.	.	2	3
ckell, Edmund	Winteringham, Ch. of Eng.	Brigg	3	3	.	.
ckle, George	Middlewich, Ch. of Eng.	Chester	2	2	2	1
ddick, Edwin B.	York Model S.	York	2	3	.	.
ggar, William	Coltbridge, Lord Mackenzie's, F.C.S.	Edinburgh	3	2	.	.
gs, George	Salisbury, Wes.	Wilts	3	1	.	.
gs, John	Clifton, Ch. of Eng.	Bristol	3	1	.	.
gs, Silvanus	Chesterton, Ch. of Eng.	Newcastle-under-Lyne.	2	3	.	.
gs, Thomas	- - -	- -	3	1	.	.
gnell, Francis	Lapley and Wheaton Aston, Ch. of Eng.	Stafford	3	1	.	.
gwood, George	Walton, Ch. of Eng.	Warwick	.	.	1	2
lling, Henry	- - -	- -	3	3	.	.
lton, Charles	Castleton Moor, B. S.	Lancaster	.	.	2	1
ngham, Alfred	Fulham, All Saints', Ch. of Eng.	Middlesex	2	1	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class
			Class.	Division.	Year.
Binns, William	Knightsbridge, All Saints', Ch. of Eng.	London	3	1	.
Binns, William	Derby, King Street, Wes.	Derby	2	2	.
Birchall, James	York, Training, Ch. of Eng.	York	1	2	.
Bird, Charles F.	Longbredy and Kingston Russell S.	Dorset	3	3	.
Bird, Edward	(Student, Borough Road)	-	.	.	1
Bird, Joseph	Bristol, St. Augustine's, Ch. of Eng.	Bristol	3	2	.
Bird, John	Frampton Cotterell, Ch. of Eng.	Gloucester	3	3	.
Birkenhead, Edward H. (D)	(Student, Chester)	-	.	.	2
Birkett, Christopher	(Left England)	-	.	.	1
Birnie, William	Meiklefolla, Epis.	Aberdeen	.	.	1
Bishop, George	Rugby, Elborow School	Warwick	3	1	.
Bishop, Richard H.	Westminster, St. Margaret's and St. John's, Ch. of Eng.	London	3	3	.
Bishop, Thomas H.	Godalming, Ch. of Eng.	Surrey	1	2	.
Bissett, William	Partick, F. C. S.	Glasgow	3	3	.
Bithell, James	Spitalfields, Bell Lane Jews' Free School.	London	.	.	2
Bithell, Richard	New Wolverton, B. S.	Buckingham	2	2	.
Blackburn, John W.C.	Hurst Cross, Ch. of Eng.	Lancaster	2	3	.
Blackburn, Robert	Skipton, Wes.	York	3	3	.
Blacklock, James	Coatbridge, Dundyvan Works	Lanark	3	1	.
Blacklock, Joseph H.	Whitby, Wes.	York	3	2	.
Blacklock, Robert	Coatbridge, Dundyvan Works	Lanark	2	3	.
Blain, John	Winchester, Diocesan, Ch. of Eng.	Winchester	1	3	.
Blain, Robert	Edinburgh, Heriot's Hospital	Edinburgh	2	3	.
Blair, Andrew	Huntley, F. C. S.	Aberdeen	3	1	.
Blakiston, William C.	Thorpe, Ch. of Eng.	Chertsey	3	3	.
Bland, William	Duffield, Endowed, Ch. of England.	Derby	2	3	.
Blane, John	Inverness, F. C. Model	Inverness	2	2	.
Bleaney, John	-	-	2	3	.
Bleksley, Alfred R. H.	-	-	3	2	.
Blenkarn, William F.	-	-	2	3	.
Blezard, Robert	Guisborough, Providence, Ch. of Eng.	York	3	1	.
Bliss, Richard L.	Bilston, St. Leonard's, Ch. of Eng.	Stafford	3	3	.
Bliss, William H.	-	-	3	2	.
Blizard, John	Taunton, Central, Ch. of Eng.	Taunton	3	3	.
Blythe, Robert	Windsor, St. Mark's, Ch. of Eng.	Berks	2	1	.
Boag, James	-	-	3	1	.
Boardman, Abraham	-	-	2	2	.
Bocking, George	Hartfield, Ch. of Eng.	Tonbridge Wells	3	3	.
Boddie, Adam	Aberdeen, Woodside, F. C. S.	Aberdeen	3	2	.
Boden, John	Ecclesall, Ch. of Eng.	York	2	3	.
Bogle, John	-	-	3	3	.
Bolton, Charles T.	Manchester, St. Michael's, Ch. of Eng.	Manchester	.	.	1
Bolton, James	Bolton-le-Moors, Ch.Ch., Ch. of Eng.	Lancaster	2	3	.
Bolton, Joshua	Bradford, Messrs. Walkers' Factory, Ch. of Eng.	York	3	1	.
Bolton, James	Holkham, Ch. of Eng.	Wells, Norfolk	3	2	.
Bolton, John T.	St. Margaret's, Ch. of Eng.	Rochester	3	1	2
Bonar, David (A)	Preston Kirk, F. C. S.	Haddington	2	2	.
Bond, James	Crewkerne, Ch. of Eng.	Somerset	2	2	.
Bond, Reuben	Tysoe, Ch. of Eng.	Warwick	2	3	.
Bond, William	(Left England)	-	1	2	.
Bonetto, Thomas	(Student, Westminster, Wes.)	-	.	.	1
Booth, James W.	Liverpool, St. Andrew's, Ch. of Eng.	Lancaster	3	3	.
Booth, Ralph	(Student, Chester)	-	.	.	2
Booth, Thomas	Embsay, Ch. of Eng.	Skipton	3	1	.
Borrowman, Willm. D.	Morningside, Original	Edinburgh	.	.	1
Bostock, Daniel	(Student, Chester)	-	.	.	1
Boswell, James	Stewarton, F. C. S.	Ayr	3	2	.
Botheras, Richard	Croft and Yarpole, Ch. of Eng.	Hereford	3	3	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Bott, Thomas H.	- - - -	- - -	2	1	.	.
Bottom, William	Coventry, St. Michael's, Ch. of Eng.	Warwick	3	3	.	.
Bottomley, Daniel	(Student, Culham)	- - -	.	.	1	2
Bottomley, Thomas	Wallingford, Ch. of Eng.	Berks	3	3	.	.
Boughey, John	- - - -	- - -	3	1	.	.
Boulden, Joseph	- - - -	- - -	2	3	.	.
Boundy, Samuel	Collumpton, Ch. of Eng.	Devon	.	.	2	3
Bourne, John	West Ashton, Ch. of Eng.	Trowbridge	.	.	1	3
Bowden, Edward R.	(Student, Battersea)	- - -	.	.	1	3
Bowen, John	Marshchapel, Ch. of Eng.	Grimsby	2	3	2	1
Bower, James	Inverkeillor S.	Forfar	.	.	1	2
Bower, Matthew	(Student, Durham)	- - -	.	.	1	2
Bowerbank, Thomas	- - - -	- - -	3	3	.	.
Bowie, William	Glasgow, Free Tron, Bridgegate S.	Lanark	3	2	.	.
Bowlker, Charles	- - - -	- - -	2	3	.	.
Bowmaker, Charles	Ashford, Ch. of Eng.	Staines	.	.	1	3
Bowman, Andrew	- - - -	- - -	2	3	.	.
Bowman, Ebenezer	Castle End, Ch. of Eng.	Cambridge	3	3	.	.
Bown, Charles	Benson, B.S.	Wallingford	3	3	.	.
Bownas, John	Calne, Ch. of Eng.	Wilts	2	2	.	.
Box, John	Grantham, B.S.	Lincoln	3	1	.	.
Boycott, Richard	- - - -	- - -	.	.	1	1
Boyd, James P.	Ayr, Epis.	Ayr	3	2	.	.
Boyd, Joseph	(Student, Cheltenham)	- - -	.	.	1	3
Boyes, George	New Pitsligo, Epis.	Aberdeen	2	2	.	.
Boyle, Alexander H.	Aberdeen, North Parish, Sess.	Aberdeen	3	3	.	.
Boylette, George	Montacute, Ch. of Eng.	Petherton	3	1	.	.
Boyns, Richard	Brierley Hill, Wes.	Stafford	3	1	.	.
Bradbury, Joseph	Lees, Zion, B.S.	Oldham	3	3	.	.
Bradbury, William	- - - -	- - -	3	3	.	.
Bradley, George	Brechin, St. Andrew's, Epis.	Forfar	.	.	1	1
Bradley, James	(Student, Saltley)	- - -	.	.	2	1
Bradley, John J.	(Student, Borough Road)	- - -	.	.	1	1
Bradley, John W.	- - - -	- - -	2	1	.	.
Bradshaw, James	- - - -	- - -	2	2	.	.
Braid, Alexander J.	St. Giles'-in-the-Fields, Trinity, Ch. of Eng.	London	3	3	.	.
Braide, William	(Student, Cheltenham)	- - -	.	.	2	2
Bramwell, John	Liverpool, Jordan Street, Wes.	Liverpool	.	.	1	1
Brand, Peter	Great Yarmouth, St. Nicholas', Ch. of Eng.	Great Yarmouth	3	3	.	.
Branson, Richard	(Student, Highbury)	- - -	.	.	2	3
Branston, Zaccheus H.	(Student, Highbury)	- - -	.	.	1	3
Branter, William	Keighley, Ch. of Eng.	Keighley	3	3	.	.
Bray, Benjamin	Lynn Regis, St. John's, Ch. of Eng.	Lynn Regis	3	2	.	.
Brayshaw, Thomas	Meanwood, Ch. of Eng.	Leeds	3	3	.	.
Brears, William	Homerton, P. S.	London	.	.	1	2
Brebner, George	Burnhaven, G.A.S.	Aberdeen	2	2	.	.
Breeden, William	Pensnett, Ch. of Eng.	Dudley	.	.	1	3
Bremner, William L.	(Student, Edinburgh, F. C. Normal.)	- - -	.	.	1	2
Brereton, Ebenezer W.	Cheltenham, Training, Ch. of Eng.	Gloucester	1	3	.	.
Brewer, Samuel B.	Milnsbridge, Ch. of Eng.	Huddersfield	3	1	.	.
Brewin, Arthur	St. Bee's, Grammar S., Ch. of Eng.	Cumberland	2	1	.	.
Brewtnall, Edward	Warrington, B.S.	Warrington	2	3	.	.
Bridge, James	- - - -	- - -	.	.	2	3
Bridges, William	Trumpington, Ch. of Eng.	Cambridge	3	3	.	.
Bridgett, William	Redditch, Ch. of Eng.	Bromsgrove	3	2	2	2
Brierley, Edwin	- - - -	- - -	3	1	.	.
Brierley, Robert	Cheadle, Ch. of Eng.	Chester	3	3	.	.
Brierley, William C.	Woodside, Ch. of Eng.	Leeds	3	3	.	.
Briggs, James	(Student, Chester)	- - -	.	.	1	3
Briggs, William	(Student, Chelsea, St. Mark's)	- - -	.	.	1	1
Briggs, William	(Student, Cheltenham)	- - -	.	.	1	1
Brims, James	(Student, Edinburgh, F. C. Normal.)	- - -	.	.	1	2
Brine, James	Cranfield, Parochial	Newport Pagnell	2	3	.	.
Brion, John	Brixton, Ch. of Eng.	Isle of Wight	3	1	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Briscoe, John D.	Bolton-le-Moors, St. George's, Ch. of Eng.	Bolton-le-Moors	2	3	.	.
Brittan, James	- - - -	- - -	3	2	.	.
Broadbent, David	Atherton, Ch. of Eng. - -	Manchester - -	2	3	.	.
Broderick, Henry D.	- - - -	- - -	2	3	.	.
Brodie, John	- - - -	- - -	3	1	.	.
Brook, William	Liverpool, St. Mark's, Ch. of Eng.	Lancaster - -	2	2	.	.
Brooke, William S.	- - - -	- - -	3	3	.	.
Brooks, Alfred D.	West Metropolitan, Jewish S.	London - -	.	.	1	3
Brooks, Charles	Runcorn, Wes. - - -	Chester - -	.	.	1	3
Brooks, Henry	Merthyr Tydfil, St. David's, Ch. of Eng.	Glamorgan -	3	2	.	.
Brooks, Henry	Holmfirth, Wes. - - -	Huddersfield -	3	2	.	.
Brooks, James	Woodford, Ch. of Eng. - -	Essex - - -	.	.	1	3
Brooks, John N.	Sutton, Ch. of Eng. - - -	St. Helen's - -	3	3	.	.
Brooks, Samuel N.	Hyde, St. George's, Ch. of Eng.	Manchester - -	2	3	2	1
Brooks, Thomas	- - - -	- - -	3	3	.	.
Brooks, Thomas	Witney, Wes. - - - -	Oxford - - -	3	3	.	.
Brooks, William	Cattistock, Ch. of Eng. - -	Dorchester - -	.	.	2	2
Brooks, William J.	Leeds, Darley Street, Wes. -	Leeds - - -	3	1	.	.
Broom, George	Kensington and Notting Hill, Ch. of Eng.	London - -	.	.	2	3
Broomfield, Robert	Birstwith, Ch. S. - - -	Ripley - - -	3	1	.	.
Broughton, James F.	Laceby, Wes. - - - -	Great Grimsby -	.	.	1	3
Brown, Andrew	Ancoats, Chalmer's Presbyterian.	Manchester - -	3	3	.	.
Brown, David	(Student, Edinburgh, F. C. Normal.)	- - -	.	.	1	3
Brown, Francis	(Student, Glasgow, F. C. Normal.)	- - -	.	.	1	1
Brown, Henry	(Student, Highbury) - -	- - -	.	.	1	1
Brown, John	- - - -	- - -	2	3	.	.
Brown, John	Maiden Newton and Frome Vauchurch, Ch. of Eng.	Dorset - - -	2	3	.	.
Brown, John	- - - -	- - -	3	3	.	.
Brown, John	- - - -	- - -	2	3	.	.
Brown, John	Warrington, Heath Side S. -	Lancaster - -	2	2	.	.
Brown, John	Cambo, Ch. of Eng. - - -	Morpeth - -	2	2	.	.
Brown, John	(Student, Edinburgh, G. A. Normal.)	- - -	.	.	1	2
Brown, John D.	Tor, Ch. of Eng. - - -	Torquay - -	.	.	1	3
Brown, James K.	- - - -	- - -	3	2	.	.
Brown, John M.	Kilndon, Ch. of Eng. - -	Cranbrook - -	2	3	.	.
Brown, Peter	- - - -	- - -	3	3	.	.
Brown, Robert	- - - -	- - -	3	3	.	.
Brown, Robert	Bonhill, P. S. - - - -	Dumbarton - -	3	1	.	.
Brown, Thomas	Chorley, Ch. of Eng. - -	Chorley - - -	3	1	.	.
Brown, Thomas	- - - -	- - -	1	3	.	.
Brown, Thomas	- - - -	- - -	.	.	2	3
Brown, Thomas P. (A), (D)	Radnor Street, Wes. - -	London - - -	3	1	.	.
Brown, William	Halifax, Parish Ch., Ch. of Eng.	Halifax - - -	3	1	.	.
Brown, William	Walmersley, Ch. of Eng. -	Bury, Lancashire	3	3	.	.
Brown, William A.	Hoxton, St. John's, Ch. of Eng.	London - -	3	2	.	.
Brown, William H.	- - - -	- - -	3	3	.	.
Browne, Joseph	- - - -	- - -	.	.	1	3
Browne, William J.	(Student, Culham) - -	- - -	.	.	1	3
Brownlie, Alexander	Kelvinhaugh, Sess. - -	Glasgow - -	2	3	.	.
Brownsdon, Thomas	Kirkdale, Industrial - -	Lancaster - -	2	3	.	.
Bruce, John	(Student, Glasgow, F. C. Normal.)	- - -	.	.	1	1
Bryan, James	Liverpool, North, Ch. of Eng.	Liverpool - -	3	2	.	.
Bryan, Richard	Heeley, Ch. of Eng. - -	Sheffield - -	3	3	.	.
Bryant, William G.	Whitchurch, Ch. of Eng. -	Salop - - -	3	1	.	.
Bryant, Wm. J. D.	Battersea Training S. - -	Surrey - -	1	3	2	1
Bryant, William W.	(Student, Cheltenham) - -	- - -	.	.	1	2
Buchan, Alexander	Edinburgh, Pleasance, Territorial.	Edinburgh - -	2	3	.	.
Buchanan, James	St. Cyrus, Parochial - -	Kincardine -	3	1	.	.
Buchanan, James	Edinburgh, Dr. Thompson's, F.C.S.	Edinburgh - -	.	.	1	1

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Buckland, Charles	- - - -	- - -	3	3	.	.
Buckley, Denis	Sunderland, St. Mary's, R.C.S.	Durham - -	2	1	.	.
Buckley, Oliver	Smallbridge, St. John's, Ch. of Eng.	Rochdale - -	3	3	.	.
Bugden, James	- - - -	- - -	2	1	.	.
Bugg, George	Clerkenwell, P. U. S.	London - -	.	.	1	3
Bullock, William J.	Amblecote, Ch. of Eng.	Stourbridge -	2	3	.	.
Bulman, John	Derby, St. Peter's, Ch. of Eng. land.	Derby -	3	3	.	.
Bunker, Thomas	Goole, St. John's, Ch. of Eng.	York - - -	3	3	.	.
Bunsaull, John	Plymouth, St. Andrew's Chapel, Ch. of Eng.	Devon - - -	.	.	1	3
Burchell, Samuel H.	Burslem, St. John's, Ch. of Eng.	Stafford - -	.	.	2	1
Burck, Richard A.	Moira, Ch. of Eng.	Ashby-de-la-Zouch	3	3	.	.
Bürck, William M.	Shipton-under-Wychwood, Ch. of Eng.	Chipping Norton	.	.	1	3
Burden, George	Alderbury, Ch. of Eng.	Salisbury - -	3	1	.	.
Burdon, John (4)	Bridlington Quay, Wes.	York - - -	3	3	.	.
Burgess, Andrew H.	- - - -	- - -	2	2	.	.
Burgess, James	- - - -	- - -	1	3	.	.
Burgess, John	Hyde, Flowery Field S.	Lancaster - -	.	.	1	2
Burgoyne, William T.	Clayton, Ch. of Eng.	York - - -	1	3	.	.
Burley, Robert	Dartford, Wes.	Kent - - -	3	2	.	.
Burn, Joseph M.	Bishop Auckland, Bishop Barrington, Ch. of Eng.	Durham - -	.	.	1	3
Burnett, George	Edinburgh, St. George's, Local Day.	Edinburgh - -	.	.	1	3
Burr, James F.	Burnham, Ch. of Eng.	Burnham - Westgate.	2	3	.	.
Burroughs, Joseph	Hackney Road, B. S.	London - - -	3	2	.	.
Burrows, Job	- - - -	- - -	3	2	.	.
Burrows, Robert L.	Bodmin, Wes.	Cornwall - -	3	2	.	.
Burt, Frederick	- - - -	- - -	3	3	.	.
Burt, George	Windermere, Ch. of Eng.	Kendal - - -	3	3	.	.
Burt, James J.	- - - -	- - -	3	2	.	.
Burton, John	Manchester, Cheetham Hill Road, Jews' S.	Lancaster - -	3	2	.	.
Burton, William	Lawton, Ch. of Eng.	Chester - -	3	3	.	.
Busby, John T.	- - - -	- - -	3	2	.	.
Busby, John W.	Southampton, All Saints', Ch. of Eng.	Hants - - -	3	2	.	.
Bushnell, Thos. W.	Walton, Ch. of Eng.	Buckingham -	3	2	.	.
Butterworth, John	- - - -	- - -	3	1	.	.
Butterworth, William	Whitchurch, Wes.	Aylesbury - -	.	.	1	2
Byers, John	Queensferry, Burgh S.	Linlithgow - -	2	2	.	.
Bywater, William	Whiston, Ch. of Eng.	Rotherham - -	3	3	.	.
Cain, John	Malew Ballasalla, Ch. of Eng.	Isle of Man - -	3	3	2	3
Cain, John J.	Fulham, P. U. S.	Middlesex - -	2	3	.	.
Caird, William	(Student, Glasgow, G.A. Norm.)	- - -	.	.	1	3
Calder, Peter	Grantown Grammar School	Inverness - -	1	3	.	.
Calder, William	Edinburgh, G. A. Normal	Edinburgh - -	2	2	.	.
Caldicott, Charles	Little Eaton, Ch. of Eng.	Derby - - -	.	.	1	3
Caliard, Henry	Newcastle-on-Tyne, Castle Garth, Ch. of Eng.	Northumberland -	3	1	.	.
Callaway, William R.	Barnstaple, Holy Trinity, Ch. of Eng.	Devon - - -	.	.	1	3
Calvert, Edward	Glasgow, G. A. Training	Lanark - -	2	3	.	.
Cameron, Alexander	Bonniton, F. C. S.	Forfar - - -	2	3	.	.
Cameron, Archibald C.	Fettercairn, Parochial	Kincardine - -	2	2	.	.
Cameron, Donald	Killean, F. C. S.	Argyll - - -	3	3	.	.
Cameron, Daniel	Glasgow, Broomhill Street, Sess.	Lanark - -	.	.	1	1
Cameron, Dugald	Blair Iron Works S.	Ayr - - -	.	.	1	3
Cameron, Duncan	Sunderland, P.U.S.	Durham - -	.	.	1	3
Cameron, Duncan	Achnagart, G. A. S.	Bonar Bridge -	3	3	.	.
Cameron, John	Berriedale, G. A. S.	By Golspie, Caithness.	3	2	.	.
Cameron, John	Brechin, F. C. S.	Forfar - - -	2	2	.	.
Cameron, John	Downies, F. C. S.	Huntley, Banff -	3	3	.	.
Cameron, James	Wilkieston, F. C. S.	Ratho - - -	2	2	2	2
Cameron, James	(Student, Glasgow, F.C. Normal.)	- - -	.	.	2	3
Cameron, James	Edinburgh, Roxburgh Street, F. C. S.	Edinburgh - -	3	1	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Cameron, Peter	Durine, G. A. S., near Durness	Sutherland	3	2	.	.
Cameron, Peter	-	-	3	3	.	.
Cameron, Thomas	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	3
Campbell, Alexander	(Student, Glasgow, G. A., Normal.)	-	.	.	1	3
Campbell, Charles	-	-	3	1	.	.
Campbell, Donald	Aigas Subscription	Inverness	.	.	1	3
Campbell, Donald	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	2
Campbell, Donald M'Donald.	-	-	2	3	.	.
Campbell, Donald	Stepney, All Saints', Ch. of England	London	3	3	.	.
Campbell, Donald	Barcaldine, G. A. S.	Argyll	3	3	.	.
Campbell, John	Nairn, G. A. S.	Nairn	.	.	1	3
Campbell, John	Creich, Parochial	Bonar Bridge	2	3	.	.
Campbell, John	Pitlochry, G. A. S.	Perth	1	3	.	.
Campbell, James	Kildonan, G. A. S.	Sutherland	3	3	.	.
Campbell, Malcolm	Lochend, F. C. S.	Campbeltown	3	3	.	.
Campbell, Robert	-	-	3	1	.	.
Campkin, James	Cononley, Ch. of Eng.	York	.	.	1	3
Canner, William	York, Walmgate, Ch. of England.	York	3	3	.	.
Cantopher, Wm. E.	Birmingham, Oratory, R. C. S.	Warwick	1	3	.	.
Capel, Thomas J. (D)	Hammersmith, R. C. Training	London	2	2	2	1
Capewell, William	Finsbury, St. James', Ch. of Eng.	London	3	2	.	.
Carey, George T.	Habergham, All Saints', Ch. of Eng.	Burnley	2	3	.	.
Carey, Henry B.	Colne Waterside, Ch. of Eng.	Lancaster	.	.	2	3
Carilon, John	Isleworth, Ch. of Eng.	Middlesex	2	3	.	.
Carmichael, Alex.	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	2
Carmichael, Finlay	-	-	3	3	.	.
Carmichael, John	-	-	3	1	.	.
Carnduff, Andrew	Cathcart, Parochial	Glasgow	3	3	.	.
Carnduff, David	(Left England)	-	3	1	.	.
Carnduff, William	Houston and Killellan, Par.	Johnstone	2	2	.	.
Carne, Thomas	Wraxall, Ch. of Eng.	Bristol	3	3	.	.
Carpenter, John	(Student, Exeter)	-	.	.	2	3
Carr, Andrew	(Student, Durham)	-	.	.	1	3
Carr, George S.	Kirkstall, St. Stephen's, Ch. of Eng.	Leeds	3	1	.	.
Carr, John	Hafod Copper Works, B.S.	Swansea	3	3	.	.
Carr, William T.	Burley, Ch. of Eng.	Leeds	3	3	.	.
Carson, Alex. M.	-	-	3	3	.	.
Carswell, Allan	Larbert, Par. S.	Stirling	2	3	.	.
Carter, John	Barham, Ch. of Eng.	Canterbury	3	3	.	.
Carter, John	Overton, Ch. of Eng.	Hants	3	1	2	3
Carter, Thomas	Satterthwaite and Rusland, Ch. of Eng.	Milnthorpe	3	3	.	.
Carter, William	Bridgenorth, St. Mary's, Ch. of Eng.	Salop	3	3	.	.
Cartman, George	-	-	3	1	.	.
Cartwright, Geo. P.	Manchester, St. Matthew, Ch. of Eng.	Manchester	1	3	.	.
Carver, Richard	Welton, Ch. of Eng.	Howden	3	2	.	.
Carvill, Henry	Temple and Lincoln's Inn Choir, Ch. of Eng.	London	3	3	.	.
Carvill, Thomas	Loughborough, Lancasterian	Leicester	3	2	.	.
Casley, George	Bramley, Wes.	Leeds	3	3	.	.
Casse, Charles J.	Broad Clyst, Ch. of Eng.	Exeter	3	2	.	.
Castle, Charles	New Swindon, Great Western Railway, Ch. of Eng.	Wilts	2	3	.	.
Castle, Jesse	Knipton, Ch. of Eng.	Grantham	.	.	1	1
Catford, Wm. H. B.	Kenn, Ch. of Eng.	Axbridge	.	.	1	3
Cato, Francis P.	(Student, Westminster, Wes.)	-	.	.	1	2
Caulfield, James B.	Loughborough High S.	Leicester	3	3	.	.
Caven, John	Edinburgh, St. Patrick's, R. C. S.	Edinburgh	.	.	1	2
Cawthorne, John P. (A)	Chichester, Ch. of Eng.	Chichester	2	1	.	.
Cayzer, Thomas	Chudleigh Grammar School	Devon	2	1	.	.
Chadwick, Jesse	Wednesbury, Wes.	Stafford	2	3	2	3

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Chadwick, John (A)	Macclesfield, Ch. Ch., Ch. of Eng.	Chester	2	1	.	.
Chadwick, Thos. M.	Southport, Trinity, Ch. of Eng.	Lancaster	.	.	2	2
Chalklen, John	Strand, P. U. S.	Middlesex	2	3	.	.
Chalmers, James	Ferry Port-on-Craig, F. C. S.	Fife	.	.	1	3
Chalmers, Joseph	Newington, F. C. S.	Edinburgh	2	3	.	.
Chambers, Edward T.	Penkridge, Ch. of Eng.	Stafford	2	3	.	.
Chambers, Thomas	-	-	3	3	2	3
Chambers, Wm. T.	Lisson Grove, St. Paul's, The Bentinck, Ch. of Eng.	London	.	.	1	3
Champion, John	Durham, Wes.	Durham	3	1	.	.
Champness, John E.	Ipswich, B. S.	Suffolk	2	2	.	.
Chandler, Henry	Parkend, Ch. of Eng.	Gloucester	.	.	1	3
Channon, Thomas	Geddington, Ch. of Eng.	Northampton	3	3	.	.
Chapman, Edward	Standish, Ch. of Eng.	Wigan	.	.	1	3
Chapman, George	Alton, St. John's, R. C. S.	Stafford	2	2	.	.
Chapman, George A.	Curzon Chapel, Ch. of Eng.	London	2	3	.	.
Chapman, Thomas	Sheffield, Surry Street, R. C. S.	York	2	3	.	.
Chapman, William	South Bersted and Bognor, Ch. of Eng.	Bognor	2	3	.	.
Chapman, William	Finchingfield, Ch. of Eng.	Essex	2	3	2	1
Chappells, John	Burton-on-Trent, Ch. Ch., Ch. of Eng.	Burton-on-Trent	3	1	.	.
Charles, John B.	-	-	2	3	2	3
Charlton, Robert	York Training S.	York	1	2	.	.
Charnock, George	(Student, Cheltenham)	-	.	.	1	2
Chartres, Robert	Long Itchington, Ch. of Eng.	Southam	1	3	.	.
Chate, William	Marlborough, St. Peter's, Ch. of Eng.	Wilts	2	3	.	.
Cheadle, Robert	Paddington, St. Mary's, Ch. of Eng.	London	3	1	.	.
Cheal, James	Hastings, St. Mary Magdalen's, Ch. of Eng.	Sussex	.	.	2	2
Chennell, Edwin	Saffron Waldron, B. S.	Essex	3	2	.	.
Cherington, Fred. J.	St. Giles' and Bloomsbury, P. S.	London	.	.	2	3
Chick, Joseph B.	Weymouth, Trinity, Ch. of Eng.	Dorset	3	2	.	.
Child, William (D)	Bushbury, Ch. of Eng.	Wolverhampton	3	2	.	.
Childs, Edward	Dublin, Model S.	Dublin	2	1	.	.
Chinn, Alfred	Oldham Common, B. S.	Bristol	2	1	.	.
Chisholm, David J.	Brighton, St. Paul's, Ch. of Eng.	Sussex	2	2	.	.
Chisholm, John	Tarbat, F. C. S.	Ross and Cromarty	.	.	2	3
Chisholm, James M.	(Student, Hammersmith, R.C.S.)	-	.	.	1	1
Chittleburgh, Fred. J.	Rentley, Ch. of Eng.	Ipswich	2	3	.	.
Christie, Alfred J.	Newport, Ch. of Eng.	Isle of Wight	2	2	.	.
Christie, John	Geddes, Ch. of Scot.	Culross	1	3	.	.
Christie, James	(Student, Edinburgh, St. Andrew's Hall, Epis.)	-	.	.	2	2
Christie, James A.	Milton Abbott, Ch. of Eng.	Tavistock	2	2	.	.
Christie, Robert	Forfar, West Town End, F.C.S.	Forfar	3	1	.	.
Church, George	Pleck and Bescott, Ch. of Eng.	Walsall	.	.	2	2
Church, George	(Student, Battersea)	-	.	.	1	2
Churcher, Edwin	Redenhall, Ch. of Eng.	Harleston	.	.	1	3
Clague, Edward	Peel, St. Anne's, Ch. of Eng.	Isle of Man	3	3	.	.
Clark, Albert C. (A)	Salisbury, Ch. of Eng.	Wilts	2	1	.	.
Clark, Charles D.	New Wortley, Ch. of Eng.	Leeds	.	.	1	2
Clark, Duncan	Kilbirnie, F. C. S.	Ayr	3	2	.	.
Clark, Duncan	Portmoak, F. C. S.	Kinross	3	2	.	.
Clark, Francis H.	Ulverston, Ch. of Eng.	Lancaster	3	2	.	.
Clark, James	Kincardine O'Neill, Village, P.S.	Aberdeen	.	.	1	3
Clark, John	(Student, Borough Road)	-	.	.	1	2
Clark, John	Fossoway, Ch. of Scot.	Kinross	3	3	.	.
Clark, Thomas	Belper, Wes.	Belper	2	3	.	.
Clarke, Arthur	Ringwood, Ch. of Eng.	Ringwood	3	2	.	.
Clarke, Charles	Kirkby Fleetham, Ch. of Eng.	Bedale	.	.	1	3
Clarke, Charles	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	3
Clarke, James	-	-	.	.	1	3
Clarke, John	Dumbarton, Epis.	Dumbarton	.	.	1	3
Clarke, John	-	-	3	1	.	.
Clarke, John	(Left England)	-	2	1	.	.
Clarke, Joseph A.	Wimborne, P. U. S.	Dorset	3	3	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Clarke, Patrick	Bristol, St. Mary Quay, R. C. S.	Gloucester	.	.	1	3
Clarke, Stephen	Colchester, Magdalene Street Branch, Ch. of Eng.	Essex	3	1	.	.
Clarke, Samuel E. J.	Hanham, Ch. of Eng.	Bristol	3	1	.	.
Clarkson, George	Newport on Usk, St. Mary's, R. C. S.	Monmouth	.	.	1	3
Clay, William	Scarborough, Ch. of Eng.	York	.	.	2	2
Cleave, Thomas W.	Bishopthorpe, Ch. of Eng.	York	.	.	1	2
Cleaver, Clark (A)	Oakham, Ch. of Eng.	Rutland	3	3	.	.
Clegg, George	Westgate Common, Ch. of Eng.	Wakefield	.	.	1	3
Clegg, Joshua	Nantwich, Ch. of Eng.	Nantwich	3	2	.	.
Clement, Leonard (D)	Chester, Training S.	Chester	2	2	3	3
Clemons, John N.	-	-	3	1	2	3
Cleverley, Frederick C. (G)	Stratford, St. John's, Ch. of Eng.	Essex	.	.	1	3
Clifford, George	Trowbridge, B. S.	Wilts	3	3	.	.
Clinker, Charles	Street and Walton, B.S.	Glastonbury	2	2	.	.
Cloran, Michael	-	-	.	.	1	2
Close, George	Doncaster, Ch. of Eng.	Doncaster	1	3	.	.
Close, John	Lowdham, Ch. of Eng.	Nottingham	3	1	.	.
Close, Ralph	-	-	3	3	.	.
Clouting, Robert	Axmouth, Ch. of Eng.	Colyton	3	3	.	.
Coates, Edward	Winterton, Wes.	Lincoln	3	1	.	.
Coates, William	York, Albion Street, Wes.	York	3	3	.	.
Cobb, John T.	Fordoun, F. C. S.	Kincardine	.	.	2	2
Cobbing, John	Walham Green, St. John's, Ch. of Eng.	Middlesex	2	3	.	.
Coburn, Isaac	-	-	3	1	2	2
Cock, James	Lochee, Scss.	Forfar	3	2	.	.
Cock, James L.	Great Glenn, Ch. of Eng.	Leicester	.	.	1	3
Cock, John T.	Pembroke Dock, B. S.	Pembroke	2	1	.	.
Cockman, Abraham	Bermondsey, St. Paul's, Ch. of Eng.	London	.	.	2	2
Cockren, Richard (A)	Lenton, Ch. of Eng.	Nottingham	3	1	.	.
Coghlan, Edward	Home and Colonial Training	London	2	3	.	.
Colborne, Philip	-	-	3	2	.	.
Cole, Fredrick (A)	Swansea, Ch. of Eng.	Glamorgan	1	3	.	.
Cole, George	(Student, Cheltenham)	-	.	.	1	2
Cole, George H.	(Student, Cheltenham)	-	.	.	1	3
Cole, John	St. George's Road, House of Occupation.	Southwark	1	3	.	.
Cole, Thomas	Messingham, Ch. of Eng.	Kirton-in-Lindsay	3	3	.	.
Collard, Edward C.	(Ordained)	-	1	2	.	.
Collard, Henry	Bibury, Ch. of Eng.	Fairford	3	3	.	.
Collier, John	-	-	3	1	.	.
Collier, John	-	-	2	1	.	.
Collier, Thomas G.	Winsford, Ch. of Eng.	Chester	3	3	.	.
Collins, Alfred W.	St. Clement Danes', Strand, Ch. of Eng.	London	3	1	.	.
Collins, John (A)	Stretford, Ch. of Eng.	Lancaster	2	3	.	.
Collins, Joseph	(Student, Saltley)	-	.	.	1	2
Collins, Robert	(Student, Glasgow, F. C. Normal.)	-	.	.	1	2
Collinson, Thomas	Alnwick, the Duke's School, Ch. of Eng.	Alnwick	1	3	.	.
Collinson, Thomas	-	-	3	1	.	.
Collinson, William	Settrington, Ch. of Eng.	New Malton	3	2	.	.
Collis, William	-	-	3	3	.	.
Colquhoun, William	Crossford, Subscription	Lanark	.	.	1	3
Columbine, Herbert	Sutton in Ashfield, Ch. of Eng.	Mansfield	.	.	1	3
Combes, Henry	Chichester, B. S.	Sussex	2	1	.	.
Combs, George	West Ham and Stratford, Boys, B.S.	London	.	.	1	3
Comfort, Jabez A.	-	-	.	.	1	3
Connell, Duncan M.	Aberdeen, Free North Ch.	Aberdeen	3	2	.	.
Connell, John B.	-	-	3	3	.	.
Constable, John	-	-	2	3	2	2
Constable, John	Christleton, P. S.	Chester	.	.	2	2
Conway, Cornelius	-	-	.	.	1	3
Cook, Joseph	Bedminster, B. S.	Somerset	3	3	.	.
Cooke, Elijah H.	(Student, Westminster, Wes.)	-	.	.	1	3
Cooke, John	Carlton in Snaith, Ch. of Eng.	Selby	.	.	1	3

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Cooke, Samuel	Davenham, Ch. of Eng.	Northwick	3	3	.	.
Coomber, Horace	Hulme, Commercial S.	Manchester	2	3	.	.
Coomber, Thomas	-	-	2	2	2	2
Coombes, Jeremiah	Stockport Grammar S.	Chester	3	3	.	.
Coome, Robert	Falmouth, B. S.	Falmouth	3	2	.	.
Cooper, Alfred	Highbury Training S.	London	1	3	.	.
Cooper, Alfred (D)	Tidenham, Ch. of Eng.	Chepstow	.	.	2	3
Cooper, Charles	Tenterden, B. S.	Kent	3	1	.	.
Cooper, Francis (A)	Camberwell, Ch. Ch., Ch. of Eng.	Surrey	1	3	.	.
Cooper, Henry	-	-	3	1	.	.
Cooper, John R.	Dorchester, Ch. of Eng.	Dorchester	3	2	2	.
Cooper, William	(Student, Saltley)	-	.	.	1	3
Cooper, Zebina	Westminster, St. Stephen's, Ch. of Eng.	Middlesex	2	3	.	.
Copeland, Henry	-	-	3	1	.	.
Copland, John	Kilwinning, Ch. of Scot.	Ayr	3	2	.	.
Copland, Matthew J.	-	-	3	2	.	.
Coppard, Denis G.	(Student, Carmarthen)	-	.	.	1	3
Copus, George	-	-	.	.	1	3
Corbett, Joseph	-	-	3	3	.	.
Corbett, John	Manchester, St. Mary's, R.C.S.	Manchester	3	1	.	.
Corke, Richard	Streatham, Ch. of Eng.	Surrey	2	3	.	.
Corken, George	-	-	1	1	.	.
Corrin, James	Briercliffe, Ch. of Eng.	Burnley	.	.	1	3
Cossens, James	-	-	3	1	.	.
Coullie, John	Methven, F. C. S.	Methven	3	3	.	.
Coulson, John	Deptford, St. Andrew's, Ch. of Eng.	Durham	2	2	.	.
Coulthwaite, Simeon	Teston, Ch. of Eng.	Maidstone	3	3	.	.
Coupland, James	Hawkesbury, Ch. of Eng.	Gloucester	.	.	1	3
Court, Sampson	(Student, Chichester)	-	.	.	1	3
Courtney, James	Bristol, Hannah More's, Ch. of Eng.	Bristol	3	1	.	.
Coutts, John T.	Port Gordon, Est. Ch.	Banff	3	3	.	.
Covill, Henry	(Student, Chelsea, St. Mark's)	-	.	.	2	3
Covington, Richard	Hadlow Down, Ch. of Eng.	Uckfield	.	.	1	3
Cowan, George	Kirkmaiden, F. C. S.	Stranraer	3	1	.	.
Cowburn, Robert	-	-	3	3	.	.
Cowburn, William	(Student, Chester)	-	.	.	1	3
Cowcher, John A.	Fareham, Ch. of Eng.	Hants	2	3	.	.
Cowdell, Joseph M.	Holme, Ch. of Eng.	Stilton	3	2	.	.
Cowdell, Samuel	(Student, Chelsea, St. Mark's)	-	.	.	1	1
Cowell, Charles	(Student, Chester)	-	.	.	1	2
Cowen, James	Riddings, Ch. of Eng.	Alfreton	3	1	.	.
Cowen, Thomas	Shipton Moyne, Ch. of Eng.	Tetbury	.	.	1	3
Cowie, Alexander R.	Insch, F. C. S.	Aberdeen	3	3	.	.
Cowie, Hugh	Edinburgh, Advocates' Close Free High Ch.	Edinburgh	2	3	.	.
Cowley, William	Peel, Ch. of Eng.	Isle of Man	2	3	.	.
Cowper, John	Macduff, F. C. S.	Banff	2	3	.	.
Cowper, Joseph M.	Faversham, Central, Ch. of Eng.	Kent	.	.	1	1
Cox, Alfred	Burwash, Ch. of Eng.	Hurst Green	3	3	.	.
Cox, Amos	(Student, Highbury)	-	.	.	1	3
Cox, Conrad	-	-	2	3	.	.
Cox, Frederick	Ludlow, Ch. of Eng.	Salop	.	.	2	2
Cox, Henry	Sutton Valence, Ch. of Eng.	Maidstone	3	2	.	.
Cox, Samuel J.	Stokesay, Ch. of Eng.	Ludlow	.	.	1	3
Cox, Thomas	-	-	3	2	.	.
Coxhead, William P.	Devizes, Town, Ch. of Eng.	Wilts	3	1	.	.
Crabb, Alexander	-	-	1	3	.	.
Crabtree, Thomas	West Bromwich, Gold's Hill, Ch. of Eng.	Stafford	2	2	.	.
Craig, James	(Student, Glasgow, F. C. Normal,)	-	.	.	1	2
Craigie, John A.	Glasgow, Free, St. John's S.	Lanark	.	.	1	3
Cramp, Henry (A)	-	-	3	3	.	.
Crampton, Fred. R.	St. John's Wood, St. John's, Ch. of Eng.	London	1	3	.	.
Crampton, Thomas	Brentford, B. S.	Brentford	1	3	.	.
Crankshaw, William	Great Strickland, Ch. S.	Westmorland	3	2	.	.
Craston, John	East Farleigh, Ch. of Eng.	Maidstone	3	2	.	.
Craven, Joseph	(Student, Chelsea, St. Mark's)	-	.	.	2	3
Crawford, John	-	-	3	1	.	.

ASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Creed, John W.	Sheepshed, Ch. of Eng.	Loughborough	.	.	1	3
Creeft, William J.	-	-	3	3	.	.
Crees, James S.	Stow-on-the-Wold, Ch. of Eng.	Gloucester	.	.	2	3
Crellin, William	Sulby, Ch. of Eng.	Isle of Man	2	1	.	.
Crennell, John	Chelsea, St. Mark's, Practising	London	.	.	2	2
Cretchley, Wm. N.	(Student, Highbury)	-	.	.	1	2
Cretney, Thomas	-	-	.	.	1	2
Crichton, James	Perth, New Row, N.S.	Perth	.	.	1	2
Cripps, William R.	Kensington, St. Barnabas, Ch. of Eng.	London	3	1	.	.
Crispin, John	Warminster, Ch. of Eng.	Wilts	2	2	.	.
Croad, Charles W.	King's Lynn, B. S.	Norfolk	.	.	1	1
Croad, Thomas R.	Merriott, Ch. of Eng.	Crewkerne	3	2	.	.
Crocket, George	Abington, Sir E. Colebrook's S.	Lanark	3	1	.	.
Crocket, William	-	-	3	3	.	.
Crockett, William	Glasgow, Milton, Estab. Ch.	Glasgow	3	1	.	.
Crockford, Thos. S.	-	-	2	3	.	.
Cromwell, James	South Shields, Old Charity, Ch. of Eng.	Durham	3	1	.	.
Cronin, Cornelius	Birkenhead, St. Werbergh's, R. C. S.	Chester	2	1	.	.
Cronin, James	Alnwick, St. John's, R. C. S.	Northumberland	.	.	1	3
Crook, Richard	Dunmow, B. S.	Essex	.	.	1	2
Crook, Walter F.	Kirkdale, Industrial S.	Liverpool	3	1	.	.
Crookham, William	(Student, Cheltenham)	-	.	.	1	3
Crooks, William J.	City Road, St. Matthew's, Ch. of Eng.	London	2	3	.	.
Cross, Charles J.	-	-	2	2	.	.
Cross, James	Tormarton, Ch. of Eng.	Chippenham	3	1	.	.
Cross, John H.	-	-	3	1	.	.
Crossfield, John D.	Birkenhead, Trinity, Ch. of Eng.	Chester	.	.	2	3
Crossley, Eli	Halifax, Sowerby St. George's, Ch. of Eng.	-	3	3	.	.
Crotty, Thomas	-	-	3	3	.	.
Crouch, John	Deal, Parochial	Kent	2	1	.	.
Crow, Thomas	-	-	3	1	.	.
Crowden, George	Halesworth, Ch. of Eng.	Suffolk	3	3	.	.
Crowe, Robert B.	Edinburgh, Dr. Thomson's, F. C. S.	Edinburgh	2	2	.	.
Crowe, William	Habergham Eaves, Ch. of Eng.	Burnley	2	2	.	.
Crown, Thomas L.	(Student, York and Ripon)	-	.	.	1	3
Crowther, Benjamin	Hawes, Ch. of Eng.	York	.	.	1	3
Crowther, Joseph T.	-	-	3	2	.	.
Crowther, James Taylor	Chilwall, P.S.	Nottingham	.	.	1	3
Cruess, John	Northleach, P. U. S.	Gloucester	3	2	.	.
Cruickshank, James	Tillimorgan, Epis.	Aberdeen	.	.	1	3
Cruickshank, Leslie	-	-	3	2	.	.
Crump, James	(Student, Exeter)	-	.	.	1	3
Cubbin, John	(Student, Battersea)	-	.	.	1	1
Cuckow, Geo. John	Buntingford, Ch. of Eng.	Herts	2	3	.	.
Cuckow, Joseph P.	-	-	3	1	.	.
Cudlip, James F.	Bodmin, Ch. of Eng.	Cornwall	1	3	.	.
Cuffe, Andrew M.	Newcastle-on-Tyne, Jubilee, B. S.	Northumberland	3	1	.	.
Cull, Alfred	Newton-in-Mottram, Ch. of Eng.	Chester	.	.	2	3
Cumming, William	Culish, F. C. S.	Ross and Cromarty	.	.	1	3
Cummings, Henry	Derby, Curzon Street, Ch. of Eng.	Derby	3	2	.	.
Cummins, George	Westminster, St. Mary's, R.C.S.	London	2	2	.	.
Cunning, John	Fairnington, G. A. S.	Roxburgh	.	.	1	2
Cunningham, Robt.	(Student, Glasgow, F. C. Normal.)	-	.	.	1	2
Currie, Archibald	(Left England)	-	3	2	.	.
Curtin, John W.	Kendal, P. U. S.	Westmoreland	3	2	.	.
Curtis, James	Leicester, Hill Street, B. S.	Leicester	3	2	.	.
Curtis, John	Manchester, Lower Moseley Street, B. S.	Manchester	3	2	.	.
Curtis, John C.	British and Foreign Train. S.	Surrey	1	3	.	.
Curtis, Thomas S.	Hull, South Myton, Wes.	York	2	2	.	.
Curwen, Matthew	-	-	2	3	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Curwen, Mossop	Liscard, Ch. of Eng.	Chester	2	1	.	.
Cusiter, George F.	Dalkeith, Duchess of Buccleuch's S.	Edinburgh	3	1	.	.
Cusworth, Cha. (D)	Wolverhampton, St. Matthew's, Ch. of Eng.	Stafford	.	.	2	1
Cuthbert, James G.	Loanhead, Sess.	Forfar	2	2	.	.
Cuthbertson, James	Crosshouse, Ch. of Scot.	Ayr	3	2	.	.
Daffen, Thomas	Northampton, All Saints', Ch. of Eng.	Northampton	1	2	.	.
Daglish, Anthony	Worcester, St. John's, Ch. of Eng.	Worcester	3	1	.	.
Daintith, William	Bristol, Diocesan Trade S.	Gloucester	.	.	2	2
Dakin, Francis	Redbank, St. Thomas', Ch. of Eng.	Manchester	3	2	.	.
Dalby, Thomas	New Romney, Ch. of Eng.	Kent	3	3	.	.
Dalby, William	Newbury, Wes.	Berks	3	3	.	.
Dale, James	-	-	1	3	.	.
Dale, James	Leadhills, Ch. of Scot.	Lanark	1	3	.	.
Dale, James D.	Glasgow, East Miller Street, F. C. S.	Lanark	3	2	.	.
Dalley, Henry	City of London, Fourth, Ch. of Eng.	Middlesex	3	3	2	3
Dalton, Charles	Bramley, Ch. of Eng.	Leeds	3	2	.	.
Dalton, James	Barnstaple, Wes.	Devon	.	.	1	3
Dandson, John	-	-	3	2	.	.
Dare, John	Bishop's Hatfield, Ch. of Eng.	Hertford	3	2	.	.
Dart, Henry	Torquay, Ch. of Eng.	Devon	3	1	.	.
Dart, John	-	-	3	1	3	2
Davenport, Charles	(Student, Cheltenham)	-	.	.	1	3
Davey, Charles M.	Mansfield, Woodhouse, Ch. of Eng.	Nottingham	3	2	.	.
Davey, Henry M.	Woolwich, Ch. of Eng.	Kent	3	3	.	.
Davey, Walter	Walkden Moor, Ch. of Eng.	Lancaster	1	3	.	.
Davey, William T.	-	-	.	.	1	2
David, Willam	(Ordained)	-	1	3	.	.
Davidson, Andrew	Ellon, F. C. S.	Aberdeen	2	1	.	.
Davidson, Adam	-	-	3	2	.	.
Davidson, George	(Student, Durham)	-	.	.	1	1
Davidson, John	Leswalt, F. C. S.	Stranraer	2	2	.	.
Davidson, James	Portsoy Grammar, Ch. of Scot.	Banff	2	3	.	.
Davidson, James	Leith, St. James', Epis.	Edinburgh	3	2	.	.
Davidson, Robert	(Student, Glasgow, F. C. Normal.)	-	.	.	2	3
Davies, Charles E.	Coseley, Ch. Ch., Ch. of Eng.	Bilston	.	.	1	3
Davies, Daniel	Festiniog and Maentwrog, Ch. of Eng.	Merioneth	2	3	.	.
Davies, David	Deniolen, B. S.	Carnarvon	.	.	1	3
Davies, David	(Student, Carnarvon)	-	.	.	2	1
Davies, Edward	Truro, B. S.	Truro	3	3	.	.
Davies, George	-	-	2	1	.	.
Davies, John	(Student, Carmarthen)	-	.	.	1	3
Davies, John	(Student, Cheltenham)	-	.	.	1	3
Davies, John	Llangefni, Ch. of Eng.	Anglesea	3	2	.	.
Davies, John	Kensington, Free Ch. of Eng.	Middlesex	3	2	.	.
Davies, John	Bodfeirig, Ch. of Eng.	Carnarvon	3	1	.	.
Davies, John	Twerton, Ch. of Eng.	Bath	3	1	.	.
Davies, John L.	Haverfordwest, Ch. of Eng.	Pembroke	3	3	.	.
Davies, Thomas	(Student, Exeter)	-	.	.	2	3
Davies, Thos. Daniel	Dafen Tin Works, Ch. of Eng.	Carmarthen	3	3	.	.
Davies, William	Llandovery, Ch. of Eng.	Carmarthen	3	3	.	.
Davis, Benjamin D.	Redhill, Wes.	Sheffield	3	1	.	.
Davis, George B.	Woburn, B. S.	Bedford	2	2	.	.
Davis, George J.	Cainscross, Ch. of Eng.	Stroud	3	1	.	.
Davis, Henry	(Student, Cheltenham)	-	.	.	1	2
Davis, John	-	-	3	3	.	.
Davis, Uriah J.	Upton St. Leonard's, Ch. of Eng.	Gloucester	2	3	.	.
Davis, William	Liverpool, Hibernia, B. S.	Liverpool	2	1	.	.
Davis, William H.	Eccles, Broom House Lane, Ch. of Eng.	Manchester	3	1	.	.
Dawe, Charles J. S.	(Student, Chelsea, St. Mark's)	-	.	.	2	2
Dawson, Frederick C.	Spittlegate, Wes.	York	.	.	1	3
Dawson, James	(Student, Battersea)	-	.	.	1	3

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Dawson, John	- - - -	- - -	2	2	.	.
Dawson, James	- - - -	- - -	3	1	.	.
Dawson, John L.	- - - -	- - -	3	2	.	.
Dawson, Matthew	Bolton, St. Peter's and St. Paul's, R. C. S.	Lancaster	.	.	1	3
Dawson, Richard	Colton, P. S. - - - -	Milnthorpe	3	2	.	.
Dawson, Samuel	Droylesden, B. S. - - -	Manchester	3	3	.	.
Dawson, William	Westminster, Archbishop Tenison's, Ch. of Eng.	London	3	2	.	.
Dawson, William	- - - -	- - -	3	3	.	.
Day, Joseph E. (D)	Marylebone, Portman Chapel, Ch. of Eng.	London	3	2	.	.
Day, Thomas N. (A)	Staines, Ch. of Eng. - -	Middlesex	3	2	.	.
Day, William	(Student, Chelsea, St. Mark's)	- - -	.	.	1	3
Day, William	Shrewsbury, St. Mary's, Ch. of Eng.	Salop	.	.	1	1
Day, William S.	(Student, Battersea) - -	- - -	.	.	1	3
Daymond, Albert C.	Paddington, St. John's, Ch. of Eng.	London	2	2	.	.
Dayson, Jonathan O.	Stoke-upon-Trent, Ch. of Eng.	Stafford	.	.	2	3
Dayson, William	Bosbury, Ch. of Eng. - -	Ledbury	.	.	2	3
Deane, John	Dilwyn, Ch. of Eng. - -	Leominster	3	3	.	.
Dear, James	Abbotts Ann, Ch. of Eng. -	Andover	2	3	.	.
Dearman, Edw. Isaiah	- - - -	- - -	3	3	.	.
Dee, James H.	Bowdon, Ch. of Eng. - -	Altrincham	1	3	2	1
Demans, Robert	Breadalbane, F. C. S. - -	Perth	1	2	.	.
Denner, James	Whitstable and Seasalter, Ch. S.	Canterbury	3	3	.	.
Dennett, William	Redhill Philanthropic Farm S.	Reigate	2	1	.	.
Dennis, William C.	- - - -	- - -	3	3	.	.
Dennison, Jerome	- - - -	- - -	3	3	.	.
Dent, Matthew B. E.	Cromhall, S. - - - -	Gloucester	3	3	.	.
Denton, Nathaniel G.	Hanover Square, St. George's, Hanover District S.	London	2	3	.	.
Derrick, Alfred	Carn Thomas, St. Mary's, Ch. of Eng.	Scilly Isles	3	3	.	.
De Pennington, John	Rawtenstall, Ch. of Eng. -	Manchester	3	3	.	.
Derwent, Wright	Middlesbro' on Tees, B. S.	York	3	3	.	.
Des Forges, Richard	Goodnestone, Ch. of Eng. -	Kent	3	3	.	.
Devlin Mark	Litherland, R. C. S. - - -	Liverpool	3	3	.	.
Devonshire, John	Thorpe Hesley, Wes. - -	Rotherham	.	.	1	1
Dewar, John	St. Leonard's, F. C. S. - -	Perth	3	3	.	.
Dewar, Joseph	Glasgow, Free Gorbals Mission	Lanark	3	1	.	.
Dewar, Peter	Swinton, F. C. S. - - -	Coldstream	3	3	.	.
Dewar, William C.	(Student, Edinburgh, G. A. Normal.)	- - -	.	.	1	2
Dewdney, George	Farnham, Ch. of Eng. - -	Surrey	.	.	2	1
Dewhirst, George W.	Olveston, Ch. of Eng. - -	Bristol	2	3	.	.
Dewhurst, Peter N.	Burnley, St. James', Ch. of Eng.	Burnley	3	3	.	.
Dexter, Thomas P.	Highbury, Practising, Ch. of Eng.	London	3	3	.	.
Dick, Archibald H.	Bradford, Boro' West, B. S.	York	2	2	.	.
Dick, Robert	(Student, Edinburgh, G. A. Normal.)	- - -	.	.	1	1
Dick, Thomas G.	Edinburgh, F. C. Normal	Edinburgh	2	2	.	.
Dick, William	Dunbar Burgh, S. - - -	Haddington	2	3	.	.
Dick, William	(Student, Glasgow, G. A. Normal.)	- - -	.	.	1	3
Dickens, William	Manchester, All Souls', Ch. of Eng.	Lancaster	.	.	1	3
Dickie, John (A)	Glasgow, St. David's, Par.	Lanark	2	2	.	.
Dickie, James	Paisley, Neilson's Educational Institution.	Renfrew	2	2	.	.
Dickie, James	Dunfermline, St. Leonard's Works.	Fife	3	3	.	.
Dickie, William	Paisley, Abbey Parish	Renfrew	.	.	1	.
Dickinson, Robert	Lumley, Ch. of Eng. - -	Durham	3	2	.	.
Dickson, James S.	Dewsbury, Middle, Ch. of Eng.	Dewsbury	2	1	.	.
Dickson, Nicholas	Glasgow, East Gorbals, Territorial, F. C. S.	Lanark	3	2	.	.
Dickson, Thomas	Grange Pans, Subscription	Boness	3	2	.	.
Diggens, Alfred	Tonbridge Wells, Chapel Free S.	Tonbridge	2	3	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Diggens, John	Chelsea, Royal Military Asylum	Middlesex	3	1	.	.
Diggens, William	Lilleshall, Ch. of Eng.	Newport, Salop	3	3	.	.
Diggle, John	- - - - -	- - -	.	.	1	3
Dineen, John	Dufour's Place, St. Edward's, R.C.S.	London	2	3	.	.
Dingle, John	Weston, Ch. of Eng.	Bath	3	3	.	.
Dingwall, Roderic	Edinburgh, Northern District, F.C.S.	Edinburgh	2	1	.	.
Ditchfield, John	Patricroft, Mechanics' Institution.	Manchester	3	1	.	.
Dixon, Edward M.	Glasgow, Dundas Vale, Training.	Lanark	1	2	.	.
Dixon, George	Abbotts Langley, Ch. of Eng.	Hertford	2	3	.	.
Dixon, Robert J.	- - - - -	- - -	3	2	.	.
Dixon, Stephen C.	Cambridge, St. Paul's, Ch. of Eng.	Cambridge	3	2	.	.
Dixon, William	- - - - -	- - -	3	3	.	.
Dixon, William	Winterton, Ch. of Eng.	Glandford Brigg	3	1	.	.
Dixon, William T.	Oxford, Training S.	Oxford	2	2	.	.
Dobbie, Joseph	Torryburn, Ch. of Scot.	Fife	2	3	.	.
Dobie, John	(Student, Glasgow, G.A. Norm.)	- - -	.	.	1	3
Docherty, William	Thurso, F.C.S.	Caithness	2	3	.	.
Dodd, Charles	Buckingham Palace, Royal Mews S.	London	2	3	.	.
Dodd, Henry	(Student, Durham)	- - -	.	.	1	3
Dodds, Jackson	Walker, Iron and Alkali Works School.	Newcastle-on-Tyne	2	3	.	.
Dodge, William	Cheltenham Practising	Gloucester	.	.	2	1
Dodwell, John T.	Charlton King's, Ch. of Eng.	Cheltenham	3	2	.	.
Doidge, Samuel	Chelsea, St. Mark's Prac.	London	2	3	2	3
Doig, Thomas	Kinbuck Village, Ch. of Scot.	Perth	.	.	1	2
Dolman, Alexander	(Student, Edinburgh, F. C., Normal.)	- - -	.	.	2	3
Donaldson, David	Glasgow, F.C. Normal	Lanark	2	1	.	.
Donaldson, James	(Student, Edinburgh, G. A., Normal.)	- - -	.	.	2	3
Donaldson, James	Glasgow, St. Peter's, F. C. S.	Lanark	.	.	1	3
Doulevy, James (A)	Edinburgh, St. Andrew's, R.C.S.	Edinburgh	2	3	.	.
Dorothy, Nicholas	Birmingham, St. Chad's, R.C.S.	Birmingham	2	3	.	.
Dorward, Adam B.	- - - - -	- - -	3	2	.	.
Dorward, Rich. Wise	Polmont, Par. S.	Falkirk	2	2	.	.
Dougall, Æneas	Pitcairn Green, F.C.S.	Perth	3	3	.	.
Dougall, James	Edinburgh, Heriot's Hospital	Edinburgh	3	2	.	.
Douglas, Alexander	Kirkhill, F.C.S.	Inverness	3	3	.	.
Douglas, John	- - - - -	- - -	2	1	.	.
Douglas, James S.	Davidsons' Mains, Ch. of Eng.	Edinburgh	1	2	.	.
Douglas, William	Ruthwell, F.C.S.	Dumfries	.	.	2	2
Douse, Thomas	Dukinfield, Moravian, B.S.	Chester	2	1	.	.
Douthwaite, John	Hathern, Ch. of Eng.	Loughborough	2	3	.	.
Douthwaite, William	Sledmere, Ch. of Eng.	York	3	1	.	.
Dovey, John W.	Low Harrowgate, St. Mary's, Ch. of Eng.	York	3	3	.	.
Dovey, William	Pontypool, Charity, Ch. of Eng.	Monmouth	3	2	.	.
Dow, John	Falkirk, F.C.S.	Stirling	3	3	.	.
Dow, John R.	Buckie, F.C.S.	Banff	3	2	.	.
Dowling, Thomas G.	Aberdare, Ch. of Eng.	Glamorgan	.	.	1	3
Downes, John	Edinburgh, Pilrig St., F.C.S.	Edinburgh	3	2	.	.
Downie, James	- - - - -	- - -	3	3	.	.
Downing, Henry J.	Saffron Walden, Ch. of Eng.	Essex	3	2	.	.
Downing, Sampson	(Student, Exeter)	- - -	.	.	1	3
Doyle, James	Poplar, R.C.S.	London	.	.	1	3
Doyle, Michael	Wigan, St. Mary's, R.C.S.	Lancaster	.	.	1	3
Dracup, Isaac S.	- - - - -	- - -	3	2	.	.
Drage, John	Croydon, B.S.	Surrey	.	.	1	3
Drake, Arthur	West Derby, Ch. of Eng.	Liverpool	2	3	.	.
Drake, William	Hornsey, Ch. of Eng.	London	3	1	.	.
Draper, Elijah	(Student, Chelsea, St. Mark's)	- - -	.	.	1	3
Draper, Joseph	Worcester, Training S.	Saltley, Birmingham.	1	3	.	.
Drew, Henry	High Cross, Ch. of Eng.	Standon	3	3	.	.
Driver, John	Stockport, B.S.	Chester	3	3	.	.
Drodge, James	- - - - -	- - -	3	3	.	.
Dron, William	- - - - -	- - -	3	3	.	.
Druce, Joseph	Otley, Ch. of Eng.	York	.	.	2	3

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Drury, Albert	Much Dewchurch, Ch. of Eng.	Hereford	.	.	1	3
Drury, Edward	Finsbury, Wilson Street, Wes.	London	.	.	1	2
Dryden, John	Hockwold-cum-Wilton, Ch. of Eng.	Brandon	3	3	.	.
Dryer, Benjamin	St. Burian, Ch. of Eng.	Penzance	2	2	.	.
Du Bochet, Robert	- - - - -	- - -	2	3	.	.
Du Chemin, Francis E.	- - - - -	- - -	.	.	1	1
Ducker, George T.	(Student, Cheltenham)	- - -	.	.	1	1
Duff, Donald	- - - - -	- - -	3	3	.	.
Dugdale, Thomas	(Student, Westminster, Wes.)	- - -	.	.	1	3
Dugdale, William	Bristol, Red Cross Street, B. S.	Gloster	2	3	.	.
Duguid, James E.	Ellon, F. C. S.	Aberdeen	2	2	.	.
Duncan, Alexander	(Student, Glasgow, G. A. Norm.)	- - -	.	.	1	1
Duncan, James	- - - - -	- - -	.	.	1	1
Duncan, John	(Student, Edinburgh, F. C., Normal)	- - -	.	.	1	2
Duncan, Joseph E.	(Student, Highbury)	- - -	.	.	1	3
Duncan, William	Inchture, Parochial	Perth	3	3	.	.
Duncan, William	- - - - -	- - -	2	1	.	.
Duncan, William	Wooler, Presbyterian	Northumberland	2	2	.	.
Duncan, William	(Student, Highbury)	- - -	.	.	1	2
Duncan, William S.	(Student, Edinburgh, F. C., Normal)	- - -	.	.	1	2
Dungate, Thomas	Rusthall, Ch. of Eng.	Kent	3	3	.	.
Dungey, John	Truro, Fairmantle Street, Ch. of Eng.	Cornwall	2	3	.	.
Dunkerton, Francis W.	Brampton Brian, Ch. of Eng.	Shrewsbury	3	3	.	.
Dunlop, Archibald	Lanark, St. Leonard's	Lanark	3	2	.	.
Dunlop, John	(Student, Glasgow, F. C., Norm.)	- - -	.	.	1	3
Dunlop, Robert	Glasgow, Finnieston Mission, F. C. S.	Lanark	.	.	1	3
Dunstan, John H.	Dunster, Wes.	Somerset	3	3	.	.
Dunstone, Joseph J.	Mansfield, Wes.	Nottingham	3	2	.	.
Dunstone, William	Lewisham, St. Mary, Ch. of Eng.	Kent	.	.	2	3
Durban, Charles	Greenwich, Trinity, Ch. of Eng.	Kent	3	2	.	.
Durno, Alexander	Aberchirder, G. A. S.	Banff	2	1	.	.
Durose, William	Stone, Ch. Ch., Ch. of Eng.	Stafford	3	3	.	.
Dutton, William	(Student, Cheltenham)	- - -	.	.	1	3
Dyas, William	Marylebone, Ch. Ch., Ch. of Eng.	London	3	3	.	.
Dyer, Samuel	- - - - -	- - -	2	2	.	.
Dyke, Edwin G.	Martock, Ch. of Eng.	Somerset	.	.	2	3
Dymond, James	Dallington, Ch. of Eng.	Hurst Green, Sussex	3	1	.	.
Dyson, Samuel	- - - - -	- - -	2	3	.	.
Dyson, William	Gaywood, Ch. of Eng.	Lynn Regis	3	2	.	.
Dyson, William	(Student, Chelsea, St. Mark's)	- - -	.	.	1	3
Eacott, William	West Hackney, Ch. of Eng.	London	.	.	1	3
Earl, Frederick	- - - - -	- - -	2	2	2	2
Earl, James N.	Lakenham, St. Marks, Ch. of Eng.	Norwich	3	2	.	.
Earland, Henry	Bermondsey, Star Corner, Ch. of Eng.	Surrey	2	3	.	.
East, William	(Student, Highbury)	- - -	.	.	2	3
Eastman, Robert M.	(Left England)	- - -	3	1	.	.
Easton, Andrew C.	- - - - -	- - -	2	3	.	.
Easton, George	- - - - -	- - -	2	1	.	.
Easton, James (A)	Southwark, St. George's, Ch. of Eng.	Surrey	2	2	.	.
Easton, James C.	- - - - -	- - -	3	2	.	.
Easton, Robert H.	Melrose, F. C. S.	Roxburgh	3	3	.	.
Easton, William	Hereford, Scudamore S.	Hereford	1	1	.	.
Easton, William	Langholm, F. C. S.	Dumfries	3	1	.	.
Eaton, William	Stourport, Ch. of Eng.	Stourport	2	3	.	.
Eccleston, John	- - - - -	- - -	3	3	.	.
Eccleston, John	Carlisle, Fawcett's, Ch. of Eng.	Cumberland	.	.	2	.
Eckersley, Holland	Newcastle-on-Tyne Clergy Jubilee Trade S.	Northumberland	.	.	3	.
Eddison, William S.	Welton, Parochial	Lincoln	3	3	.	.
Eden, William M.	Holborn, Dunn's Passage, R. C. S.	London	.	.	1	.
Edge, Matthew	(Left England)	- - -	3	1	.	.
Edger, John	Burnley, Wes.	Lancaster	2	1	.	.
Edghill, John C.	Whitechapel, St. Mark's, Ch. of Eng.	London	2	3	2	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Edgley, Thomas C.	Hull, Salthouse Lane, Ch. of Eng.	York	2	2	.	.
Edlington, William	(Student, York and Ripon)	- - -	.	.	1	3
Edmondson, John	Lower Crumpsall, Ch. of Eng.	Manchester	2	1	.	.
Edmund, Henry	Cwmamman, Ch. of Eng.	Llandilo-Vawr	3	1	.	.
Edmunds, John	Bangor, B. S.	Bangor	2	3	.	.
Edney, William H.	Gravesend and Milton Free, Ch. of Eng.	Gravesend	2	3	.	.
Edsor, Henry	Cheltenham, Ch. Ch., Ch. of Eng.	Gloucester	1	3	.	.
Edwards, John	Salford, Scotch Pres.	Lancaster	3	2	.	.
Edwards, Kenelm W.	- - - -	- - -	.	.	1	3
Edwards, Thomas	Tonbridge, St. Stephen's, Ch. of Eng.	Kent	3	3	.	.
Edwards Thomas	(Student, Carnarvon)	- - -	.	.	1	2
Eedes, Robert	- - - -	- - -	3	2	.	.
Eggington, John	Reading, St. Lawrence, P. S.	Berks	.	.	2	1
Elder, David W.	East Wemyss, F. C. S.	Kirkaldy	3	1	.	.
Eldridge, James	Aldeburgh, Ch. of Eng.	Aldeburgh	3	3	.	.
Ellen, Charles	Aspley Guise, Ch. of Eng.	Woburn	3	3	.	.
Ellerthorpe, John	Alnwick, B. S.	Northumberland	2	2	.	.
Elliott, Andrew	St. Helen's, Lowe House, St. Mary's, R. C. S.	Lancaster	2	2	.	.
Elliott, Peter	Lamesley, Ch. of Eng.	Durham	1	2	.	.
Elliott, Thomas	Prestwich, Ch. of Eng.	Manchester	2	1	.	.
Elliott, William	- - - -	- - -	2	3	.	.
Ellis, Edward	Denbigh, B. S.	Denbigh	3	3	1	3
Ellis, Griffith	Rhos-Llanerchrugog, Ch. of Eng.	Wrexham	3	2	.	.
Ellis, Henry	Turvey, Ch. of Eng.	Newport Pagnell	3	3	.	.
Ellis, John	Masham, Charity, Ch. of Eng.	York	3	3	.	.
Ellis, Joseph	Buckley, St. Matthew's, Ch. of Eng.	Mold	2	1	.	.
Ellis, Owen R.	Llangristiolus, Ch. of Eng.	Bangor	3	3	.	.
Ellis, Thomas	Cilgerran, Ch. of Eng.	Cardigan	.	.	1	3
Ellis, William	Carnarvon, Model S.	Carnarvon	3	1	.	.
Ellis, William M.	- - - -	- - -	.	.	1	3
Emerson, Richard	Epperstone, Ch. of Eng.	Southwell	3	2	.	.
Emerson, Samuel	Leeds, All Saints', Ch. of Eng.	York	3	2	.	.
Emery, George	Maesteg, Llynvi Ironworks, B. S.	Bridgend, Glamorgan	3	3	.	.
Emery, John	(Student, Battersea)	- - -	.	.	1	1
Emmerson, John	(Student, Battersea)	- - -	.	.	1	2
England, Noah	Upton Pynes, Ch. of Eng.	Devon	2	3	.	.
Ennis, John	- - - -	- - -	3	3	.	.
Esau, Alfred J.	Lambeth, St. Thomas, Ch. of Eng.	Surrey	.	.	1	2
Escreet, William	- - - -	- - -	2	1	.	.
Essex, Robert	Woodstock, Ch. of Eng.	Oxford	2	1	2	1
Evans, Benjamin	Castle Caereinion, Ch. S.	Montgomery	.	.	2	3
Evans, David	Dolbadarn, B. S.	Carnarvon	3	1	.	.
Evans, Daniel	Holyhead, B. S.	Holyhead	3	2	.	.
Evans, David	Llanystumdwy, Ch. of Eng.	Tremadoc	3	2	.	.
Evans, Evan	Barmouth, Ch. of Eng.	Barmouth	3	2	.	.
Evans, John	(Student, Carmarthen)	- - -	.	.	2	2
Evans, John	Ipswich, District, Ch. of Eng.	Ipswich	2	3	.	.
Evans, John	Gwalchmai, B. S.	Anglesea	.	.	1	3
Evans, Robert	(Student, Carnarvon)	- - -	.	.	1	3
Evans, William	Llantwit Major, Ch. of Eng.	Glamorgan	3	3	.	.
Evans, William	- - - -	- - -	3	1	.	.
Evans, William	Edeyrn, Ch. of Eng.	Carnarvon	3	3	.	.
Evers, Henry	Plymouth, Charles, Ch. of Eng.	Devon	2	1	.	.
Ewan, Robert	Glasgow, North Woodside, St. George's Road	Lanark	2	2	.	.
Exley, John	Great Marsden, Ch. of Eng.	Burnley	3	1	.	.
Eyre, George	Rainhill, Ch. of Eng.	Prescott	3	2	.	.
Eyres, Robert A.	Wilton, Ch. of Eng.	Wilts	2	1	.	.
Fabian, Henry	Winchester, Trinity, Ch. of Eng.	Hants	.	.	2	3
Fagan, Peter	Beauly, R. C. S.	Inverness	3	3	.	.
Fairbairn, John	Petersfield, B. S.	Hants	3	1	.	.
Fairley, Robert	(Student, Edinburgh, G.A. Normal.)	- - -	.	.	1	2
Fairley, William	Maxwelltown, F. C. S.	Kirkcudbright	3	2	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Fairmaner, William	Islington, St. Mary's, P.S.	London	3	3	.	.
Falconer, Alexander	Houndwood, Grant's House, Ch. of Scot.	Berwick	3	2	.	.
Fancourt, George	(Student, Cheltenham)	-	.	.	1	2
Farey, Samuel	Skipton, B. S.	Skipton	3	3	.	.
Farish, James B.	Dalbeattie, Parochial	Dalbeattie	2	3	.	.
Farmer, Henry	(Student, Westminster, Wes.)	-	.	.	1	2
Farncomb, William	Staplecross, Wes.	Hurst Green	3	1	.	.
Farnham, James J.	Marylebone, Trinity, Ch. of Eng.	London	1	3	.	.
Farnsworth, Joseph (D)	Southwark, Wes.	Surrey	.	.	2	1
Farquharson, George	(Student, Edin., G. A. Norm.)	-	.	.	1	.
Farrar, Thomas	-	-	3	1	.	.
Farrah, William H.	(Student, Westminster, Wes.)	-	.	.	1	.
Farrell, James	Leith, R. C. S.	Edinburgh	.	.	1	.
Farrer, William	Ulverston, Town Bank S.	Lancaster	3	2	.	.
Farthing, William T.	Filey, Ch. of Eng.	York	.	.	1	.
Faulkner, James	Great Tew, Endowed, Ch. of Eng.	Oxford	3	3	.	.
Faulkner, Joseph	Madeley Wood, Wes.	Shiffnal	.	.	1	.
Fearn, Joseph	Sedgeford, Ch. of Eng.	Lynn	.	.	1	.
Fearnley, Erastus	(Student, York and Ripon)	-	.	.	1	.
Feather, James	Bungay, Ch. of Eng.	Suffolk	2	3	.	.
Fencott, Richard	(Student, Winchester)	-	.	.	1	.
Fenn, George M.	-	-	3	2	.	.
Ferney, Thomas	Melbecks, Ch. of Eng.	Richmond	.	.	2	.
Ferdinand, Lewis	Glasgow, St. Andrews, R. C. S.	Lanark	.	.	1	.
Ferguson, Alexander	Blacklunnans, G. A. S.	Alyth Meigle	3	3	.	.
Ferguson, Charles	Edinburgh, United Industrial	Edinburgh	3	3	.	.
Ferguson, Donald	Kilmarnock, Townhead District	Ayr	2	3	.	.
Ferguson, James	(Student, Glasgow, F.C. Norm.)	-	.	.	1	.
Ferguson, John	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	.
Ferguson, John	Lochaline, G. A. S.	Argyll	3	2	.	.
Ferguson, John K.	Fullarton, Established Church	Irvine	3	1	.	.
Ferguson, Robert	-	-	2	3	.	.
Ferguson, Robert	-	-	2	2	.	.
Ferguson, Robert M'Nair.	Edinburgh, Moray House, F. C. S.	Edinburgh	1	2	.	.
Ferguson, Thomas	Stornoway, G.A.S.	Ross	.	.	1	.
Fergusson, Duncan C.	Acharn, F. C. S.	Perth	2	2	.	.
Fernie, Thomas	Abercorn, F.C.S.	Linlithgow	.	.	1	.
Fernley, Jesse	Bollington, Ch. of Eng.	Macclesfield	.	.	2	.
Ferraby, Geo. Andrew	Marston Moretaine, Ch. of Eng.	Ampthill	2	2	.	.
Ferrie, James	Kilmalie, P.S.	Inverness	1	3	.	.
Fewings, John	Exeter, St. Sidwell's, Ch. of Eng.	Devon	3	2	.	.
Fewings, John A.	(Student, Borough Road)	-	.	.	1	.
Fieldhouse, Jabez	Sutton, B. S.	Hull	3	2	.	.
Filbee, John F.	Cowley, Ch. of Eng.	Oxford	3	3	3	.
Filer, Charles	Mile End New Town, Church St., B.S.	London	.	.	1	.
Fillmore, George	West Bromwich Summit, B.S.	Stafford	.	.	1	.
Finch, James	(Student, Exeter)	-	.	.	1	.
Findlay, John	Anstruther, Easter, F. C. S.	Fife	.	.	2	.
Findlay, Thomas	Pollockshaw's, Burgh S.	Renfrew	2	3	.	.
Finlayson, Alexander	(Student, Edinburgh, F. C. Normal.)	-	.	.	2	.
Finlayson, John	Inch, F. C. S.	Wigton	3	3	.	.
Finney, David	(Student, Saltley)	-	.	.	1	.
Finnigan, William P.	Durham, R. C. S.	Durham	.	.	1	.
Fish, John	Durham, Blue Coat, Ch. of Eng.	Durham	1	2	.	.
Fisher, Charles	North Thoresby, Wes.	Louth	.	.	1	.
Fisher, Edward	Wandsworth, Point Pleasant, B. S.	London	3	3	.	.
Fisher, Henry	-	-	3	1	.	.
Fisher, John	Strathbrand, F. C. S.	Dunkeld	2	3	.	.
Fisher, William	St. Pancras, Ch. Ch., Ch. of Eng.	London	2	3	.	.
Fitzgerald, Henry	Edinburgh, Free New North	Edinburgh	2	2	2	.
Fitzgerald, John	-	-	3	1	.	.
Flaxman, Samuel	South Lynn, Ch. of Eng.	Norfolk	3	1	.	.
Fleming, John	North Mymms, Ch. of Eng.	Herts	.	.	1	.
Fletcher, Frederick E.	Bromsgrove, The Lickey S., Ch. of Eng.	Worcester	3	1	2	.
Fletcher, John	Burslem, Ch. of Eng.	Stafford	3	3	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class	
			Class.	Division.	Year.	Class.
Fletcher, John	St. Helen's, Wes.	Lancaster	.	.	1	3
Fletcher, Robert	-	-	.	.	1	3
Flint, John	National Society's Central S.	Westminster	3	2	.	.
Flockheart, James	-	-	2	3	.	.
Flower, Edward Wm.	Amesbury, Ch. of Eng.	Salisbury	3	3	.	.
Floyd, Robert	-	-	2	1	.	.
Foden, John	Pershore, Ch. of Eng.	Worcester	3	3	.	.
Folkett, William	Harrietsham, Ch. of Eng.	Kent	3	1	.	.
Folley, Henry	Avening, Ch. of Eng.	Stroud	.	.	2	2
Fontaine, William	(Student, Carmarthen)	-	.	.	1	3
Forbes, Archibald	Ormiston, F. C. S.	Haddington	3	2	.	.
Forbes, Robt. T. (A)	Jerviston, Subscription	Lanark	3	3	.	.
Forbes, William	Glencoe, F. C. S.	Argyll	.	.	2	3
Ford, Matthew	(Student, Highbury)	-	.	.	1	3
Ford, Thomas	-	-	.	.	1	3
Ford, William	Salford, St. Bartholemew's, Ch. of Eng.	Manchester	.	.	1	3
Ford, William	(Student, York and Ripon)	-	.	.	1	1
Forrester, Andrew	(Student, Glasgow, G. A. Normal.)	-	.	.	1	3
Forrester, James H.	Kennoway, Ch. of Scot.	Fife	2	3	.	.
Forster, Joseph	Newcastle-on-Tyne, St. John's, Ch. of Eng.	Newcastle-on-Tyne	3	1	.	.
Forsythe, William	Chelmsford, Victoria, Ch. of Eng.	Chelmsford	3	2	.	.
Forth, Thomas P.	Melbourne, Ch. of Eng.	Derby	3	1	.	.
Fortune, Alexander	-	-	3	1	.	.
Foster, Charles	-	-	2	3	.	.
Foster, Edwin	Halifax, St. James, Cross Hills, Ch. of Eng,	York	.	.	2	1
Foster, Thomas	Charing, Ch. of Eng.	Kent	3	3	.	.
Fowcraker, Edmund T.	-	-	3	2	.	.
Fowkes, Thomas	-	-	3	3	.	.
Fowler, John T.	-	-	1	3	.	.
Fox, Joseph	Hull, Trinity, Ch. of Eng.	York	3	3	.	.
Fox, Thomas	Halesowen, Ch. of Eng.	Birmingham	3	1	.	.
Fox, William	(Student, Westminster, Wes.)	-	.	.	1	3
Francis, James	Campden, Ch. of Eng.	Gloucester	.	.	2	2
Francis, Jacob	Winsford, Over Lane, Wes.	Chester	3	3	.	.
Francis, Thomas	Gwernafield, Ch. of Eng.	Flint	3	3	.	.
Francis, William	Geldestone, B. S.	Beccles	3	2	.	.
Francis, William	(Student, Carmarthen)	-	.	.	1	3
Francis, William	Ashbourne, Ch. of Eng.	Derby	.	.	1	1
Franklin, Benjamin	Audley, Ch. of Eng.	Newcastle-under-Lyne.	.	.	1	3
Franklin, Henry	Kirtlington, Ch. of Eng.	Oxford	.	.	2	3
Fraser, Alexander	Invergordon, F. C. S.	Ross and Cromarty	3	1	.	.
Fraser, Alexander	Hamilton, St. John's, F. C. S.	Edinburgh	2	3	.	.
Fraser, Charles	-	-	3	3	.	.
Fraser, David D.	(Student, Glasgow, F. C. Norm.)	-	.	.	1	1
Fraser, Duncan	-	-	2	2	.	.
Fraser, James J.	(Student, Glasgow, F. C. Norm.)	-	.	.	1	2
Fraser, John	Arbroath, Educational Inst.	Forfar	.	.	1	1
Fraser, Thomas	Cannich Bridge, Ch. of Scot.	Inverness	3	1	.	.
Fraser, William	Aberdour, F. C. S.	Aberdeen	3	3	.	.
Frederick, Wm. T. B.	-	-	.	.	1	3
Freeman, Charles	Everton, Ch. Ch., Ch. of Eng.	Liverpool	3	3	.	.
Freeman, James	Speen, Parochial	Berks	3	2	.	.
French, John Thomas	(Student, Winchester)	-	.	.	1	3
French, Robert J.	(Student, Battersea	-	.	.	1	1
Fretwell, Gilbert B.	(Student, Chelsea, St. Mark's	-	.	.	1	3
Frizzle, Thomas	Guiseley, Endowed, Ch. of Eng.	York	3	2	.	.
Frost, George T.	-	-	3	3	.	.
Frost, John	Tewkesbury, Trinity, Ch. of Eng.	Tewkesbury	3	2	.	.
Frost, Robert	Skipton, Ch. of Eng.	York	.	.	1	3
Frost, Robert Joseph	Bayswater, Ch. of Eng.	London	3	2	.	.
Frost, Richard	Gravesend and Milton, B.S.	Kent	3	3	.	.
Frost, William	Belleau, Ch. of Eng.	Alford	.	.	1	3
Fry, Alfred	Sheffield Park, Wes.	Sheffield	2	2	.	.
Fuge, John D.	Ide, Ch. of Eng.	Exeter	2	3	.	.
Fulcher, George	Bishop's Castle, Ch. of Eng.	Bishop's Castle	3	3	.	.
Fullarton, Alexander	-	-	3	1	.	.
Fullerton, James	Glencoe, F. C. S.	Argyll	3	2	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Fyfe, Alexander	Wrexham, B.S.	Flint	3	2	.	.
Fyfe, Archibald	Dumbarton, Educat. Soc. S.	Dumbarton	.	.	1	3
Fyfe, George	Loanhead, Subscription S.	Edinburgh	.	.	1	2
Fyles, Thomas (A)	Scotter, Ch. of Eng.	Kirton-in-Lindsey	3	2	.	.
Gadie, Robert	Danby, Ch. of Eng.	Whitby	.	.	2	3
Gadsby, John	Ilkeston, Ch. of Eng.	Nottingham	.	.	2	3
Galbraith, Angus	(Student, Glasgow, F.C. Norm.)	-	.	.	1	3
Galbraith, John	(Student, Glasgow, F.C. Norm.)	-	.	.	1	3
Gallop, Edward	Marylebone, St. Matthew, Ch. of Eng.	London	.	.	1	3
Galloway, George	Houston, F.C.S.	Renfrew	2	2	.	.
Gamble, Robert	Brampton, Ch. of Eng.	Hants	3	2	.	.
Gamble, Robert	Beckley, Ch. of Eng.	Oxford	3	3	.	.
Gamblin, Charles	Winchester, St. Thomas, Ch. of Eng.	Hants	.	.	1	1
Gammage, James	-	-	3	1	.	.
Gand, John H.	Horrabridge, Secular S.	Tavistock	3	3	.	.
Gane, William	Boston, Ch. of Eng.	Lincoln	3	3	.	.
Garaway, Francis	(Student, Battersea)	-	.	.	1	2
Gardiner, John	Pitlessie, F.C.S.	Fife	2	2	.	.
Gardiner, William	-	-	3	3	.	.
Gardner, Charles J. C.	(Student, Westminster, Wes.)	-	.	.	1	3
Gardner, John	Port Glasgow, Burgh S.	Glasgow	3	2	.	.
Gardner, John	Sleaford, Wes.	Lincoln	3	1	.	.
Gardner, Maxwell	Bedale, Ch. of Eng.	York	.	.	1	3
Gardner, Thomas	Reading, St. Mary's Chapel, Ch. of Eng.	Reading	2	3	.	.
Gardner, Thomas	-	-	.	.	1	2
Gardner, William	Liverpool South, Ch. of Eng.	Lancaster	.	.	1	3
Gardner, William	(Student, Cheltenham)	-	.	.	1	1
Garner, Christopher	Ryhope, Village S.	Durham	.	.	2	3
Garrett, George H.	Ely, Ch. of Eng.	Cambridge	2	1	.	.
Garrett, John	St. Neot's, Ch. of Eng.	Huntingdon	3	3	.	.
Garrod, Joseph F.	Greenwich, West Branch, Roan's Grey Coat S.	Kent	.	.	1	2
Garside, John J.	Charlestown, St. George, Ch. of Eng.	Pendleton	2	3	.	.
Garven, James	(Student, Glasgow, G.A. Norm.)	-	.	.	1	2
Gaskell, Richard (D)	(Student, Chester)	-	.	.	2	2
Gaskill, John	Whitby, Ch. of Eng.	York	3	3	.	.
Gasson, George F.	Boston Clifford and Bramham, Wes.	Tadcaster	3	1	.	.
Gaul, Michael	Stockport, R.C.S.	Chester	3	3	.	.
Gawn, John	Yeovil, Ch. of Eng.	Somerset	1	3	.	.
Gawn, James W.	Trowbridge, Ch. of Eng.	Wilts	2	2	.	.
Geddes, John	-	-	2	1	.	.
Gedge, Charles	Cheam and Cuddington, Ch. of Eng.	Ewell	2	2	.	.
Gee, Charles J.	Goldenhill, Ch. of Eng.	Tunstall	.	.	1	3
Gee, Joseph B.	Halestead, Trinity, Ch. of Eng.	Essex	3	1	.	.
Gee, Thomas M.	Vincent Square, St. Mary's, Ch. of Eng.	Westminster	3	2	.	.
Gee, William	Sharples, Messrs. Ashworth's B.S.	Lancaster	2	3	.	.
Geldeard, George	Beckingham, Ch. of Eng.	Gainsboro'	.	.	1	3
Gemmell, James	Barrhill, F.C.S.	Girvan	3	3	.	.
Gemmill, John F.	Beith, F.C.S.	Ayr	3	2	.	.
Genner, Benjamin	(Student, Cheltenham)	-	.	.	1	3
George, Francis W.	-	-	3	1	.	.
George, John	Guildford, Holy Trinity, Ch. of Eng.	Surrey	3	3	.	.
George, William	Wakefield, Lancasterian S.	York	2	3	.	.
Gewstry, Charles	(Student, Chelsea, St. Mark's)	-	.	.	2	3
Gibb, George	Newcastle-on-Tyne, St. Andrew's, Ch. of Eng.	Newcastle-on-Tyne	2	3	.	.
Gibb, John	Aldbar, Private	Forfar	3	3	.	.
Gibbes, John	St. Erth, Ch. of Eng.	Cornwall	3	3	.	.
Giblin, John	Garstang, R.C.S.	Lancaster	.	.	1	3
Gibson, George	Wetherby, Wes.	York	3	3	.	.
Gibson, George H. (A)	Halifax, Copley Factory, Ch. of Eng.	York	1	2	.	.
Gibson, Henry	Maryburgh, Ch. of Scot.	Kinross	.	.	1	2
Gibson, John	St. Leonard's-on-Sea, Ch. of England,	St. Leonard's-on-Sea,	3	1	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Gibson, James	Dundrennan, F. C. S.	Kirkcudbright	3	1	.	.
Gibson, William	Sorbie, F. C., Congl.	Wigton	3	2	.	.
Gibson, William	Whittonstall, Ch. of Eng.	Gateshead	2	3	.	.
Gibson, William	-	-	3	2	.	.
Gilbert, James	(Student, Battersea)	-	.	.	1	3
Gilbert, James H.	Brixham, Ch. of Eng.	Devon	3	2	.	.
Gilbert, John	Friockheim, F.C.S.	Forfar	.	.	2	3
Gilchrist, Alfred	-	-	3	3	.	.
Gilchrist, John	-	-	2	3	.	.
Gilchrist, Neil	(Student, Glasgow, G.A. Normal).	-	.	.	1	3
Gilhespy, William	Newbrough, Ch. of Eng.	Hexham	2	3	.	.
Gill, John	Cheltenham, Practising School	Cheltenham	3	1	.	.
Gill, James	(Student, Chester)	-	.	.	1	1
Gill, James	Shiffnal, Ch. of Eng.	Salop	2	1	.	.
Gill, James W.	Crewe, Ch. of Eng.	Crewe	1	3	.	.
Gill, Jonas	(Student, York and Ripon)	-	.	.	1	3
Gillard, John	Exeter, St. James's, Ch. of Eng.	Devon	2	2	.	.
Gillespie, James W.	Airdrie, Free West. Ch.	Airdrie	1	3	.	.
Gillham, Henry	Landport, Lancasterian	Portsmouth	3	3	.	.
Gillingham, Walter	Wyke Regis, Ch. of Eng.	Weymouth	.	.	1	3
Gilpin, Richard	Liverpool, Princes' Park, St. Paul's, Ch. of Eng.	Lancaster	.	.	1	3
Ginn, Henry P.	-	-	.	.	1	3
Glanville, John J.	Bengo, Ch. of Eng.	Hertford	3	2	.	.
Glass, Edward W.	-	-	2	2	.	.
Glendinning, Arch.	-	-	3	1	.	.
Glidhill, Joseph	(Student, Battersea)	-	.	.	1	2
Glover, Alfred W.	(Student, Chelsea, St. Mark's)	-	.	.	1	3
Glover, Henry	Liverpool, Corporation North School, Ch. of Eng.	Liverpool	3	3	.	.
Goble, William	Stoke Newington, Wes.	London	3	1	.	.
Goddard, Edward	King's Somborne, Ch. of Eng.	Hants	2	2	.	.
Goddard, James (D)	(Student, Borough Road)	-	.	.	2	3
Godsil, Richard	Talbot, R. C. S.	Preston	2	2	.	.
Golling, William (D)	Long Bennington, Ch. of Eng.	Lincoln	.	.	1	2
Good, Edward	-	-	2	3	.	.
Good, Edwin	Redhill, St. John's, Ch. of Eng.	Reigate	2	3	.	.
Good, Thomas	Devonport, Royal Naval and Free S.	Devonport	3	1	.	.
Goodall, Francis	(Student, Highbury)	-	.	.	1	3
Goodall, John	-	-	2	1	.	.
Goodfellow, William	Covenham, St. Mary's, Ch. of Eng.	Louth	2	2	.	.
Gooding, Charles	Upper Chelsea, Trinity, Ch. of Eng.	London	3	1	.	.
Goodwin, James H.	Belper, Ch. of Eng.	Derby	3	3	.	.
Goodwin, William H.	(Student, Chelsea, St. Mark's)	-	.	.	2	3
Gordon, Charles	-	-	3	3	.	.
Gordon, Francis M.	Framilode, B.S.	Stroud	.	.	1	2
Gordon, James	Port Glasgow, Episcopal	Renfrew	.	.	1	3
Gordon, John	Carlisle, B. S.	Cumberland	3	3	.	.
Gore, Thomas E.	-	-	2	3	2	3
Gorham, Charles	Gt. Berkhampstead and Northchurch, Ch. of Eng.	Herts	.	.	1	3
Gornall, Henry	Burley, Ch. of Eng.	Otley	.	.	2	3
Gornall, James	Lawton, Ch. of Eng.	Chester	3	3	.	.
Gornall, Thomas	Salford, St. Simon's, Ch. of Eng.	Manchester	3	3	.	.
Gortley, Thomas	Ashford, B.S.	Kent	3	3	.	.
Gosling, John	Gilmorton, Parish S.	Lutterworth	.	.	1	3
Gosney, Samuel	-	-	.	.	1	3
Goshawk, Frederick	Minster, Ch. of Eng.	Ramsgate	.	.	1	3
Gossling, Stephen	Sherstone, B.S.	Malmesbury	.	.	1	3
Gould, Thomas J.	Lymington, Ch. of Eng.	Hants	.	.	1	3
Goulden, William	Madeley Wood, Wes. S.	Shiffnal	3	3	.	.
Gourlay, David	Smailholm, F. C. S.	Roxburgh	3	3	.	.
Gover, Charles E.	-	-	.	.	2	1
Gover, Thomas	Limehouse, Wes.	London	3	3	.	.
Goyne, Richard M.	Cardiff, St. Mary's, Ch. of Eng.	Cardiff	1	3	.	.
Graffham, John	Leeds, P. U. S.	York	3	3	.	.
Graham, David B.	-	-	3	3	.	.
Graham, Gilbert	Edinburgh, F. C. Normal	Edinburgh	2	1	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Graham, James	Rochester, St. Nicholas, Ch. of Eng.	Kent	2	1	.	.
Graham, James B.	Girvan, F. C. S.	Ayr	3	3	.	.
Graham, John	Snaith, Wes.	York	2	3	.	.
Graham, John (A)	Kilmarnock Academy	Ayr	2	2	.	.
Graham, John	Calne, Middle, Ch. of Eng.	Wilts	3	3	.	.
Graham, Joseph R.	Welburn, Ch. of Eng.	York	3	2	.	.
Graham, Robert	Ladybank, Ch. of Scot.	Fife	3	1	.	.
Graham, Richard D.	Grouville, Ch. of Eng.	Jersey	.	.	2	3
Graham, Thomas	Student, Hammersmith, R. C. S.	-	.	.	1	2
Graham, William	Denino, St. Andrew's, Ch. of Scot.	Fife	3	1	.	.
Grainger, Joseph	Pollington, Ch. of Eng.	York	2	2	.	.
Grange, John	Walton, Ch. of Eng.	Tadcaster	3	3	.	.
Grant, James	Glenlivat, G.A.S.	Banff	.	.	1	1
Grant, James	Northend, Burgh S.,	Forfar	2	2	2	1
Grant, James	Lossiemouth, G. A. S.	Elgin	3	3	.	.
Grant, John	Dornoch, F. C. S.	Dumfries	3	3	.	.
Grant, John	Strone of Calley, G. A. S.	Perth	3	3	.	.
Grant, John	(Student, Edinburgh, F. C. Normal).	-	.	.	2	3
Grant, John D.	Edinburgh United Industrial	Edinburgh	3	2	.	.
Grant, Lewis	Deskford, P. S.	-	3	3	.	.
Grant, Richard	Whitford, Ch. of Eng.	Holywell	3	2	.	.
Grant, William T.	(Student, Chelsea, St. Mark's)	-	.	.	1	2
Grant, William M.	Burnley, Ch. of Eng.	Burnley	2	3	.	.
Graves, Caleb	Bowood, Ch. of Eng.	Wilts	.	.	1	3
Graves, Henry B.	Lincoln, North District, Ch. of Eng.	Lincoln	.	.	1	3
Gray, Charles	Hanover Square, St. George's, United Day, Ch. of Eng.	Middlesex	3	3	.	.
Gray, John	Lanark, Burgh School	Lanark	3	3	.	.
Gray, James	Peterhead, St. Peter's Epis.	Aberdeen	.	.	1	1
Gray, Philip Leman	Portsea, St. John's, Ch. of Eng.	Hants	.	.	1	2
Gray, Robert	Newbottle, Parochial	Fence Houses	2	3	.	.
Gray, Robert	-	-	3	1	.	.
Gray, Robert	-	-	2	2	.	.
Gray, Robert	Banchory Devenick, F.C.S.	Aberdeen	2	3	.	.
Gray, Thomas	Carnoustie, F.C.S.	Forfar	2	2	.	.
Gray, William	Pimlico, St. Barnabas, Ch. of Eng.	London	3	3	2	3
Gray, William E.	Ardwick, St. Thomas', Ch. of Eng.	Manchester	3	3	.	.
Grayston, Charles	Fairford, Endowed, Ch. of Eng.	Gloucester	.	.	1	3
Green, Charles B.	Pendleton, St. Thomas', Ch. of Eng.	Manchester	2	3	.	.
Green, George	-	-	3	2	.	.
Green, Henry	Ipswich, Trinity, Ch. of Eng.	Ipswich	3	3	.	.
Green, John	Royston, Ch. of Eng.	Herts	.	.	1	3
Green, Joseph H.	-	-	2	2	.	.
Green, John Horner	-	-	1	3	.	.
Green, William	-	-	3	2	.	.
Green, William	Bentley, Ch. of Eng.	Ashbourne	.	.	1	3
Greenacre, Benjamin	Westminster, Ch. Ch., Ch. of Eng.	London	.	.	1	3
Greenfield, James Z.	Westminster, St. Martin's Northern, Ch. of Eng.	London	3	2	.	.
Greenhalgh, Handel	-	-	2	1	.	.
Greening, Alfred	Lewes, B.S.	Sussex	2	2	.	.
Greenshields, James	(Student, Culham)	-	.	.	1	2
Greenstreet, Will. A.	-	-	.	.	2	3
Greenwood, Ambrose	Wharton, Ch. of Eng.	Northwich	.	.	1	3
Greenwood, William	Bierley, Ch. of Eng.	Bradford	3	1	2	3
Gregory, John	Dornoch, Parochial	Sutherland	1	3	.	.
Gregory, James	Staithes, Ch. of Eng.	Whitby	.	.	2	2
Gregory, Joseph	Barton-on-Humber, Wes.	Lincoln	3	2	.	.
Gregory, William	Iver, Ch. of Eng.	Uxbridge	.	.	2	3
Gregson, James	Denton, Ch. Ch., Ch. of Eng.	Manchester	.	.	1	3
Greig, Frederick W.	Whittlesey, Ch. of Eng.	Cambridge	3	1	.	.
Greig, James	Smailholme, F.C.S.	Roxburgh	.	.	1	3
Grey, Robert R. (A)	Warrington, Ch. of Eng.	Lancaster	1	3	.	.
Grier, Thomas	-	-	2	1	.	.
Grierson, George	Inverness, F.C.S.	Inverness	2	1	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Grierson, William	Campbeltown, Dallintober, Miss Campbell's Charity.	Argyll	3	1	.	.
Griffin, Alexander C.	(Left England)	-	2	2	.	.
Griffith, John W.	Llansantffraid-Glan-Conway, Ch. of Eng.	Denbigh	.	.	1	3
Griffiths, Charles	Blandford, Ch. of Eng.	Blandford	3	2	.	.
Griffiths, David	(Student, Carmarthen)	-	.	.	1	3
Griffiths, Edward	Chiselhurst, Ch. of Eng.	Kent	3	1	.	.
Griffiths, George	-	-	3	1	.	.
Griffiths, James	Welwyn, Ch. of Eng.	Herts	2	3	.	.
Griffiths, John	Llangollen, B. S.	Denbigh	3	3	.	.
Griffiths, Joseph	Mold, B. S.	Flint	3	3	.	.
Griffiths, Robert	-	-	3	3	.	.
Grigg, John S.	Chester, Grosvenor, Ch. of Eng.	Chester	2	3	.	.
Grimsdale, Elisha	-	-	3	3	.	.
Grindley, Thomas	Sheffield, Brunswick Wes.	Yorkshire	.	.	1	3
Groome, Charles	New Brighton, Ch. of Eng.	Lancashire	3	3	2	2
Ground, Jonathan	Liverpool, St. Luke's, Ch. of Eng.	Lancaster	.	.	1	3
Grove, John W.	Hertford, Endowed, Ch. of Eng.	Hertford	.	.	2	2
Groves, Richard	Stourbridge, New Road, Wes.	Worcester	.	.	2	2
Gruchy, Philip	Richmond, Wes.	York	3	2	.	.
Gruzelier, Francis	Chelsea, St. Mark's, Practising	Chelsea	3	1	2	3
Gubb, Edwin J.	Abingdon, B. S.	Berks	.	.	1	3
Guilmartin, Patrick	Wapping, Red Lion St., R. C. S.	London	.	.	1	2
Gunn, John	(Student, Edinb., F.C. Norm.)	-	.	.	1	2
Gunn, William	-	-	2	2	.	.
Guthrie, David G.	Pathhead and Sinclairtown, Ch. of Scot.	Fife	2	1	.	.
Guthrie, George	-	-	2	2	.	.
Gwilliam, Samuel	-	-	3	3	.	.
Gwinn, George	Oxford, St. Mary Magdalene, P.S.	Oxford	.	.	2	2
Gwynne, Samuel G.	Audley, Wes.	Newcastle-under-Lyne.	3	2	.	.
Gwynne, Joseph	Tonbridge, Wes.	Kent	.	.	1	3
Gwyther, Henry M.	(Student, Saltley)	-	.	.	1	3
Gwyther, Wm. James	Tunstall, Ch. of Eng.	Stafford	.	.	1	3
Gyles, Edwin	Winchester, Diocesan Training	Winchester	1	2	.	.
Hacking, John	Bury, Clerke St., Wes.	Lancaster	3	3	.	.
Hackwood, Edward	Bilston, St. Mary's, Ch. of Eng.	Stafford	3	1	.	.
Haddon, Samuel J.	(Student, Culham)	-	.	.	2	3
Hadfield, Joseph R.	Ramsgate, Ch. Ch., Ch. of Eng.	Kent	.	.	2	2
Hagger, Henry T.	Kirkdale, Industrial	Liverpool	2	1	.	.
Hagger, John	Worcester, St. Peter's, Ch. of Eng.	Worcester	3	3	.	.
Hague, Samuel	Halliwell, Dean Mills, B. S.	Bolton-le-Moors	2	2	.	.
Hale, Henry	Stoke Climsland, Ch. of Eng.	Cornwall	3	3	.	.
Hale, Henry	Portsmouth, Ch. of Eng.	Portsmouth	2	2	.	.
Hales, Thomas	North Surrey Industrial	Croydon	3	3	.	.
Hall, Alexander	-	-	3	3	.	.
Hall, George	-	-	2	2	.	.
Hall, Hector	Garmouth, F.C.S.	Elgin	3	1	.	.
Hall, Henry E.	Birmingham, St. Mark's, Ch. of Eng.	Warwick	.	.	2	2
Hall, James	West Bromwich, Wes.	West Bromwich	3	2	.	.
Hall, James	Manchester, St. John's, Ch. of Eng.	Lancaster	3	3	.	.
Hall, John	(Student, Chelsea, St. Mark's)	-	.	.	1	2
Hall, Joseph	Conway, Ch. of Eng.	Carnarvon	2	2	.	.
Hall, Joshua	Kirk Andreas, P.S.	Isle of Man	.	.	1	2
Hall, Robert E.	Lewes, Ch. of Eng.	Sussex	2	3	.	.
Hall, Thomas E.	Bishop Wearmouth, Ch. of Eng.	Durham	3	1	.	.
Hall, Vincent	Liverpool, Moorfields, Old Charity, Ch. of Eng.	Lancaster	3	2	.	.
Hall, William	-	-	3	2	.	.
Hall, William	Wolstanton, Ch. of Eng.	Newcastle-under-Lyne.	3	3	.	.
Hall, William	Radcliffe, Wes. S.	Bury	.	.	1	3
Hall, William R.	Eaglescliffe, Ch. of Eng.	Yarm	3	1	.	.
Hallett, Ebenezer	(Student, Exeter)	-	.	.	1	2

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Hallifax, Thomas E.	Hammersmith, St. Mary's, R. C. S.	Middlesex	1	2	.	.
Hallows, John	Ketley, Ch. of Eng.	Wellington	3	2	.	.
Hallows, Thomas	Sudbury, Lord Vernon's S.	Derby	2	3	.	.
Halsted, Benjamin	Hereford, Cathedral, Ch. of Eng.	Hereford	2	1	.	.
Hambling, Silas	Pucklechurch, Ch. of Eng.	Bristol	3	3	2	3
Hambling, William J.	-	-	1	3	.	.
Hamilton, James	Dundee, Gen. Sess.	Dundee	2	2	.	.
Hamilton, William	-	-	3	2	.	.
Hamilton, William	Inverary, St. Mary's, Epis.	Argyll	.	.	1	3
Hammond, William	Charterhouse, St. Thomas', Ch. of Eng.	London	2	1	.	.
Hammond, William Hampton, Hemming G.	-	-	3	1	.	.
	(Student, Culham)	-	.	.	1	3
Hancock, Edward	St. Pancras, Ch. of Eng.	London	2	3	.	.
Hancock, James H.	(Student, Westminster, Wes.)	-	.	.	1	2
Hancock, John	Chelsea, St. Jude's, Ch. of Eng.	Middlesex	2	2	.	.
Hancock, Richard	Thorverton, Ch. of Eng.	Collumpton	3	1	2	2
Handford, William	-	-	.	.	1	1
Handley, Robert	Penryn, Wes.	Cornwall	3	1	.	.
Hands, Henry	Middle, Ch. of Eng.	Shrewsbury	3	2	.	.
Hanford, Henry M.M.	Leicester, Alderman Newton's S.	Leicester	3	2	.	.
Hanford, Robert W.	-	-	3	3	.	.
Hanlon, John	Barnsley, Holyrood, R. C. S.	York	.	.	1	2
Hanly, Robert	Brocklesby Park, Ch. of Eng.	Lincoln	3	2	.	.
Hannaford, Alfred	Bermondsey, St. James', Ch. of Eng.	London	2	1	.	.
Hannah, Adam	(Student, Glasgow, F.C. Norm.)	-	.	.	1	3
Hanton, Robert	-	-	2	3	.	.
Hanwell, William	South Myton, Wes.	Hull	2	2	.	.
Harbor, Henry	(Student, Winchester)	-	.	.	1	3
Hardcastle, Charles	Keighley, Wes.	York	.	.	1	3
Hardcastle, Joseph	(Left England)	-	2	2	.	.
Hardesty, Charles	-	-	3	1	.	.
Harding, John	Ramsey, Wes.	Isle of Man	.	.	1	3
Harding, Philip H.	Elham, Ch. of Eng.	Canterbury	3	2	.	.
Harding, Richard C.	Great Yarmouth, St. Peter's, Ch. of Eng.	Great Yarmouth	3	1	.	.
Harding, Thomas C.	Leeds, St. Andrew's, Ch. of Eng.	York	2	1	.	.
Harding, William	Dean Forest, Trinity, Ch. of Eng.	Gloucester	3	3	.	.
Hardman, James	-	-	.	.	1	3
Hardman, Joseph T.	Manchester, Cheetham Hill, St. Mark's.	Manchester	2	2	.	.
Hardman, Robert	Walsall, Blue Coat, Ch. of Eng.	Stafford	2	1	.	.
Hardy, Francis	Norwich, St. Stephen's, Ch. of Eng.	Norfolk	2	3	.	.
Hardy, George	South Islington and Pentonville, B. S.	Middlesex	3	3	.	.
Hardy, John	Hull, St. Stephen's, Ch. of Eng. land.	York	2	1	.	.
Hardy, John E.	Chester, Model, Ch. of Eng.	Chester	2	1	.	.
Haresceugh, Joseph	Headingley Town, Ch. of Eng.	Leeds	3	2	.	.
Hargreaves, Edward	Wombwell, Ch. of Eng.	York	.	.	2	2
Hargreaves, James	Hoddesdon, Ch. of Eng.	Lancaster	.	.	1	3
Hargreaves, John	Spalding, Ch. of Eng.	Lincoln	2	2	.	.
Harley, James	(Student, Edinb., F.C. Norm.	-	.	.	1	2
Harmsworth, Alfred	(Student, Chelsea, St. Mark's)	-	.	.	2	3
Harper, Alex. (A)	Monimail, Subscription	Fife	2	1	.	.
Harper, Richard	Bacup, Wes.	Lancaster	3	3	.	.
Harper, Samuel	Manningham, St. Paul's, Ch. of Eng.	Bradford	3	3	.	.
Harrap, Thomas	Acton, Ch. of Eng.	London	.	.	1	2
Harris, Francis	Melksham, Ch. of Eng.	Wilts	3	3	.	.
Harris, John	Plympton St. Mary's, Ridgway District, Ch. of Eng.	Devon	2	3	.	.
Harris, Joseph	-	-	3	2	.	.
Harris, John	Reading, St. Giles, Ch. of Eng.	Berks	3	1	.	.
Harris, Joseph Peter	-	-	3	3	.	.
Harris, Thomas	-	-	3	2	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Harris, Thomas	-	-	3	2	.	.
Harris, William	Brampford Wood Reformatory	Exeter	2	2	.	.
Harrison, Henry	Oldham, P. U. S.	Lancaster	3	3	.	.
Harrison, John	Ledbury, P. U. S.	Hereford	3	1	.	.
Harrison, Peter	Crosthwaite, Free, Ch. of Eng.	Keswick	3	3	.	.
Harrison, William H.	-	-	.	.	1	2
Harrup, George	-	-	2	2	.	.
Hart, Edward	-	-	.	.	2	3
Hart, Henry M.	(Student, York and Ripon)	-	.	.	1	3
Hart, Joseph	-	-	3	3	.	.
Hart, William W.	Wem, Ch. of Eng.	Salop	3	2	.	.
Hartland, Henry G.	-	-	2	1	.	.
Hartley, Frederick R.	-	-	3	1	.	.
Hartnell, William P.	(Student, Carmarthen)	-	.	.	1	3
Harvie, David	Westbourne S.	Paddington, London.	3	1	.	.
Hassall, Charles	Stanley, St. Leonard's, Ch. of Eng.	Stonehouse	3	1	.	.
Hatt, Frederick	(Student, Culham)	-	.	.	1	1
Hatton, Thomas C.	Duxford, Ch. of Eng.	Cambridge	3	3	.	.
Haughton, Thomas	York, Manor, Ch. of Eng.	York	2	3	.	.
Havill, John W.	North Petherton, Ch. of Eng.	Bridgewater	3	2	.	.
Hawkes, Benjamin	Birmingham, St. Matthew's, Ch. of Eng.	Warwick	.	.	1	2
Hawkins, Hezekiah	Margate, St. John's, Ch. of Eng.	Kent	1	3	.	.
Hawkins, Job	-	-	2	1	.	.
Hawkins, Thomas	Epsom, Ch. of Eng.	Surrey	2	3	.	.
Hawkins, William	Kilsby, Ch. of Eng.	Rugby	3	3	.	.
Haworth, Abraham	Exeter, Training School	Devon	1	2	.	.
Haworth, Joseph	Bethnal Green, St. Bartholomew's, Ch. of Eng.	Middlesex	3	1	2	3
Haworth, Thomas J. (A)	Worcester, Diocesan Practising.	Saltley, Birmingham.	1	3	.	.
Haworth, William	-	-	2	1	.	.
Hay, George	Fyvie, All Saints, Epis.	Aberdeen	.	.	1	2
Hay, John	Springburn, Murdoch's Boys' Ch. of Scot.	Lanark	2	1	.	.
Hay, John H.	Kennington Oval, Ch. of Eng.	Surrey	3	1	.	.
Hay, James K.	Kirkliston, F. C. S.	Linlithgow	.	.	1	3
Hay, William	Madras Academy	Cupar	2	1	.	.
Hayden, Edward	St. Bride's Major, Ch. of Eng.	Bridgend	3	3	.	.
Hayes, Charles J.	Bethnal Green, P. U. S.	London	.	.	1	3
Hayes, Henry	Edenbridge, B.S.	Kent	.	.	2	3
Hayne, Richard	Launceston, Ch. of Eng.	Cornwall	3	3	.	.
Haynes, Thomas	Leatherhead, Ch. of Eng.	Surrey	3	3	.	.
Heald, Jonathan	Preston, Trinity, Ch. of Eng.	Lancaster	3	3	.	.
Healy, Edward	Wolverhampton, St. Patrick's and St. George's, R. C. S.	Stafford	3	3	1	3
Heap, Charles J.	(Student, Battersea)	-	.	.	1	1
Heap, John	Skipton, Ch. of Eng.	York	3	3	.	.
Heaphy, Richard W.	Stella, R. C. S.	Gateshead	3	1	.	.
Hearfield, David	Aigburth, Ch. of Eng.	Liverpool	2	2	.	.
Heathman, Rich. J.	Swinton, Ch. of Eng.	Rotherham	.	.	2	1
Heaton, Squire	Didsbury, Ch. of Eng.	Stockport	3	2	.	.
Heaviside, Percy	Irlams o' the Height, Heywood's, B.S.	Lancaster	3	3	.	.
Hebenton, Andrew	Bishopmill, G. A. S.	Elgin	2	1	.	.
Hedgelong, Charles	-	-	3	3	.	.
Hedges, Richard	-	-	3	3	2	3
Hedgman, Edward	Boston, B.S.	Lincoln	3	3	.	.
Hegarty, Daniel	-	-	3	2	.	.
Heggie, David	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	1
Hellewell, Isaac	Kirklington, Ch. of Eng.	Bedale	.	.	1	3
Hellyer, James	Dittisham, Ch. of Eng.	Torquay	.	.	2	2
Helps, William	(Student, Exeter)	-	.	.	1	3
Hemming, Edward W.	Nottingham, St. Mary's, Ch. of Eng.	Nottingham	.	.	2	2
Hemmings, George	-	-	.	.	1	3
Henderson, Andrew	Meikleour, Sess.	Perth	.	.	1	2
Henderson, Christ.	Port St. Mary, Ch. of Eng.	Isle of Man	3	3	.	.
Henderson, Robert	Bellingham, Free, Ch. of Eng.	Hexham	3	2	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Henderson, Robert	- - - -	- - -	2	2	.	.
Henderson, Thomas	- - - -	- - -	3	2	.	.
Henderson, Thomas	John O'Groats, G. A. S. - -	Caithness - -	.	.	1	3
Henlock, Charles	Pontefract, St. Mary the Grange, R. C. S.	York - - -	3	3	.	.
Henlock, William	Allerton Mauleverer, R. C. S. -	York - - -	3	2	.	.
Henry, Jeremiah	Brading, Ch. of Eng. - -	Isle of Wight - -	2	2	.	.
Henry, Michael	Lancaster, R. C. S. - - -	Lancaster - -	3	1	.	.
Henson, James	Bolton, Fletcher St., Wes. -	Lancashire -	.	.	2	1
Henville, Edward	Birmingham, St. Luke's, Ch. of Eng.	Warwick -	3	2	.	.
Henwood, Henry	- - - -	- - -	2	2	.	.
Hepher, John	(Ordained) - - - -	- - -	2	3	.	.
Heppard, William	Ibstock, B. S. - - -	Ashby-de-la-Zouch	.	.	2	2
Heppinstall, Henry	Pocklington, Ch. of Eng. -	York - - -	3	3	.	.
Hepton, Thomas	Ayton, B. S. - - - -	Stokesley - -	.	.	1	1
Hepworth, James	Leicester, Great Meeting, B. S.	Leicester - - -	3	2	.	.
Hetherington, John	Seaham Harbour, Ch. of Eng.	Durham - - -	3	2	.	.
Hewett, George	Hyson Green, St. Paul's, Ch. of Eng.	Nottingham -	3	3	.	.
Hewett, William	Newington, Ch. of Eng. - -	Hythe - - -	.	.	2	3
Hewitt, James	Battersea, Training - - -	Surrey - - -	1	1	.	.
Hewitt, Joseph J.	Kendal, Ch. of Eng. - -	Westmoreland -	3	2	.	.
Hewitt, Robert	- - - -	- - -	3	3	.	.
Hewitt, William	- - - -	- - -	.	.	1	3
Heyliger, Robert	Bassingham, Wes. - - -	Newark - -	3	2	.	.
Heywood, Edward H.	- - - -	- - -	2	3	.	.
Heywood, John	Lockwood, Ch. of Eng. - -	Huddersfield -	3	1	.	.
Heywood, Thomas	Hayton, Ch. of Eng. - -	Brampton - -	3	3	.	.
Hibbins, William	Bristol, Industrial S. - -	Gloucester - -	3	3	.	.
Hibbs, James	Corfe Castle, Ch. of Eng. -	Dorset - - -	.	.	1	2
Hickin, Henry	Letterston, Ch. of Eng. - -	Pembroke - -	.	.	2	2
Hicks, Henry	Longbridge Deverill, Ch. of Eng.	Warminster - -	3	3	.	.
Hicks, Robert	Hulme, St. John the Baptist, Ch. of Eng.	Manchester - -	.	.	1	3
Hicks, William	Clapham, Bowyer School, Ch. of Eng.	Surrey - - -	3	1	.	.
Higginbottam, Matthew.	Accrington, Ch. Ch., Ch. of Eng.	Lancaster - -	3	3	.	.
Higgins, George	(Student, Highbury) - -	- - -	.	.	2	3
High, John W.	Winchester, Central, Ch. of Eng.	Hants - - -	2	2	.	.
Highton, Edward	Brigham, Mixed, Ch. of Eng. -	Cockermouth -	3	3	.	.
Hill, Benjamin G.	- - - -	- - -	.	.	1	3
Hill, Henry	High Wycombe, Ch. of Eng. -	Buckingham -	3	1	.	.
Hill, Henry	Foxdale, Ch. of Eng. - -	Isle of Man - -	.	.	1	3
Hill, James	Nailsea, Ch. of Eng. - -	Bristol - - -	3	1	.	.
Hill, James	Upholland Moor, Ch. of Eng. -	Wigan - - -	3	3	.	.
Hill, Thomas	Kendal, B. S. - - -	Kendal - - -	2	2	.	.
Hill, Thomas	New Hedges (Tenby), Ch. of Eng.	Pembroke -	.	.	2	3
Hillier, Joseph	Cemmes, B. S. - - - -	Machynlleth -	3	3	.	.
Hillman, Thomas	Lyndhurst, Ch. of Eng. - -	Hants - - -	3	3	.	.
Hind, Samuel R.	- - - -	- - -	3	3	.	.
Hind, Wm. L. (D)	- - - -	- - -	3	1	.	.
Hindshaw, David D.	Errol, F. C. S. - - - -	Perth - - -	3	2	.	.
Hindshaw, William	Salford, Ch. Ch., Ch. of Eng. -	Manchester - -	2	1	.	.
Hines, Edwin	Sleaford Alvey, Endowed -	Lincoln - -	2	3	2	3
Hirst, Joseph W.	Thurstonland, Endowed, Ch. of Eng.	York - - -	2	3	.	.
Hirst, Matthew	Dowlais, Ch. of Eng. - -	Merthyr Tydfil -	3	1	.	.
Hirst, William	Newark, Wes. - - - -	Notts - - -	3	1	.	.
Hislop, George	Dundee, Chalmers', F. C. S. -	Forfar - - -	.	.	1	3
Hislop, John	Newport, F. C. S. - - - -	Dundee - - -	3	2	.	.
Hobbs, Henry	Londesborough, Ch. of Eng. -	Market Weighton	3	1	.	.
Hobley, Frederick	Brightwell, Ch. of Eng. - -	Wallingford -	2	3	.	.
Hobson, Henry	Croft, Ch. of Eng. - - -	Darlington - -	3	2	.	.
Hodges, Ambrose	Kersall, St. Paul's, Ch. of Eng.	Lancaster - -	2	3	.	.
Hodges, Abraham	Old Dalby, B. S. - - -	Melton Mowbray	3	3	.	.
Hodges, Benjamin J.	- - - -	- - -	3	3	.	.
Hodges, Geo. H. (A)	Birmingham, St. Thomas', Ch. of Eng.	Birmingham -	1	3	.	.
Hodges, William	(Student, Chichester) - -	- - -	.	.	1	3

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Hodgkinson, James	Rostherne, Boys' S.	Knutsford	.	.	2	2
Hodgson, John	Byers Green, Ch. of Eng.	Bishop Auckland	3	3	.	.
Hodgson, William	Aspatria, Ch. of Eng.	Cumberland	3	3	.	.
Hodson, Joseph	Winkfield, School of Industry, Ch. of Eng.	Windsor	3	3	.	.
Hogg, James	-	-	2	3	.	.
Holbrey, Thomas L.	-	-	3	2	.	.
Holey, John	(Student, Westminster, Wes.)	-	.	.	1	3
Holiday, Adam (A)	Richmond, Corporation, Ch. of Eng.	York	3	1	.	.
Holland, Abraham	Hammersmith, R. C. S.	London	.	.	1	2
Holliday, Anthony	Marylebone, Nutford Place, Diocesan.	Middlesex	3	3	.	.
Holliday, William	Wetheral Village, Ch. of Eng.	Carlisle	.	.	2	3
Hollis, Thomas	-	-	3	1	.	.
Holloway, Arthur D.	St. Ives, Ch. of Eng.	Huntingdon	.	.	2	2
Holloway, George	Kildwick, Ch. of Eng.	Skipton	3	3	.	.
Holloway, John	St. Marylebone, Trinity, Ch. of Eng.	London	2	3	.	.
Holloway, Thomas	Folkestone, B. S.	Kent	3	2	.	.
Holloway, William	Westminster, Wes., Practising	London	3	2	.	.
Holm, John	-	-	3	1	.	.
Holmes, David	Hereford, P. U. S.	Hereford	.	.	2	3
Holmes, George	Hulme, Commercial School	Lancaster	2	3	.	.
Holmes, George	Camberwell, Crawford Street, B. S.	Surrey	3	2	.	.
Holmes, Jonathan	-	-	3	3	.	.
Holmes, James	Broughton-cum-Filkins, Ch. of Eng.	Oxford	2	3	2	2
Holmes, John	Combe St. Nicholas', Ch. of Eng.	Chard	2	1	.	.
Holmes, Robert	Oakworth, Ch. of Eng.	Keighley	2	3	.	.
Holmes, Richard Hind Hedger.	Worcester, St. Martin's, Ch. of Eng.	Worcester	2	1	.	.
Holmes, Thomas	-	-	.	.	1	3
Holmes, William	(Left England)	-	3	3	.	.
Holmes, William H.	Windsor, P. U. S.	Berks	3	2	.	.
Holt, William H.	Madeley, Endowed, Ch. of Eng.	Stafford	2	2	.	.
Holtaway, Wm. H.	Oxton, Ch. of Eng.	Chester	2	3	.	.
Holton, John	Lincoln, Wes.	Lincoln	3	3	.	.
Honisett, Charles R.	Catsfield, Ch. of Eng.	Battle	.	.	1	3
Hood, Alexander	Dundee, St. Andrew's, F. C. S.	Dundee	3	3	.	.
Hood, William	Glasgow, Renfield St., United Presbyterian Ch. Mission	Lanark	.	.	1	2
Hooper, Fred. Wm.	Littlebury, Endowed S.	Saffron Walden	3	3	.	.
Hooper, John	Birmingham, St. Paul's, Ch. of Eng.	Warwick	3	1	.	.
Hooper, William	Torrington, Blue Coat, Ch. of Eng.	Devon	3	1	.	.
Hooper, William	(Student, Culham)	-	.	.	1	3
Hope, William	Sunderland, Gray School, Ch. of Eng.	Sunderland	2	3	.	.
Hopkins, Samuel	-	-	3	2	.	.
Hopper, Thomas	Heddon-on-the-Wall, Ch. of Eng.	Newcastle-on-Tyne	.	.	2	1
Hopwood, Joseph C.	Goxhill, Wes.	Barton-on-Humber	.	.	1	2
Hornby Nehemiah	(Student, Cheltenham)	-	.	.	1	3
Horne, George	-	-	.	.	2	1
Horne, John	Carroushore, G. A. S	Stirling	.	.	1	3
Horner, John G. (A)	Windsor, Great Park, Royal S.	Berks	2	3	.	.
Hornsby, Thos. W.	Denby Grange, Ch. of Eng.	Wakefield	2	3	.	.
Horsfield, Isaac	Pendleton, Weaste Lane, Ch. of Eng.	Manchester	3	2	.	.
Horsfield, John (D)	Deane, Ch. of Eng.	Bolton	3	1	.	.
Horsman, Thomas	Chelsea, St. Luke's, P. S.	Chelsea	3	2	1	3
Horton, Francis C. (D)	Wolverhampton Collegiate Ch. S.	Stafford	.	.	2	1
Hoskin, Thomas M.	Bethnal Green, Gascoigne Place, B. S.	Middlesex	3	2	.	.
Hossack, Buckham	-	-	2	1	.	.
Hough, Simeon	-	-	2	3	.	.
Hough, Thomas	-	-	3	1	.	.
Hough, Thomas	Failsworth, Ch. of Eng.	Manchester	3	3	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Houghton, Emanuel	Cockermouth, Ch. of Eng.	Cumberland	3	3	.	.
Houghton, James	(Left England)	.	2	3	.	.
Houldsworth, Benj.	Leeds, Ch. Ch., Ch. of Eng.	York	2	3	.	.
Houlson, George	Bristol, Lewin's Mead (Infants'), B. S.	Bristol	3	3	.	.
Hourston, Samuel	Stromness, F. C. Congregational.	Orkney	3	2	.	.
Howard, Frederick	Wolverhampton, St. Paul's, Ch. of Eng.	Stafford	.	.	2	2
Howard, Henry	.	.	3	2	.	.
Howarth, Edwin	(Student, Battersea)	.	.	.	1	2
Howarth, William	Greenwich, East Branch Greycoat Endowed.	Kent	2	3	.	.
Howe, Charles	.	.	3	1	.	.
Howe, George	Butleigh, Ch. of Eng.	Glastonbury	2	2	.	.
Howell, George	Dane Bridge, Ch. of Eng.	Northwich	3	3	.	.
Howell, William	Glanogwen, Ch. of Eng.	Carnarvon	3	2	.	.
Howie, William	Wells Park, F. C. S.	Lanark	.	.	1	3
Howitt, Charles	(Student, Battersea)	.	.	.	1	1
Howitt, William	Camden Town, Ch. of Eng.	London	3	1	.	.
Howitt, William	Stanwix, Ch. of Eng.	Carlisle	3	3	.	.
Hoyle, Thomas F.	Shincliffe, P.S.	Durham	.	.	1	2
Hudson, James	.	.	.	.	1	3
Hudson, Wm. (D)	Mortlake, Ch. of Eng.	Surrey	2	3	2	3
Hudson, William	.	.	.	.	2	1
Hugh, William	Cripplegate, Chapel Street, Domestic Mission S.	London	.	.	1	2
Hughes, Charles	.	.	3	3	.	.
Hughes, Edward	Milford Haven, Endowed, Ch. of Eng.	Pembroke	3	3	.	.
Hughes, Henry	Oxford, Blue Coat, Ch. of Eng.	Oxford	3	3	.	.
Hughes, John	Llandeusant, Ch. of Eng.	Carmarthen	2	3	.	.
Hughes, John	Rhos-y-bol, B. S.	Anglesea	3	3	.	.
Hughes, Joshua P	Doncaster B.S.	York	3	2	.	.
Hughes, John T.	Llanarmon-in-Yale, Ch. of Eng.	Ruthin	2	3	2	2
Hughes, Owen	Laversdale, Ch. of Eng.	Carlisle	3	1	.	.
Hughes, Richard	(Student, Carnarvon)	.	.	.	2	3
Hughlings, John P.	.	.	2	3	.	.
Hugill, William	Leeds, St. Thomas, Ch. of Eng.	York	.	.	1	2
Hulford, Henry (D)	Bloomsbury, St. George's, Ch. of Eng.	London	2	3	.	.
Hullah, George	Escrick, Park School, Ch. of Eng.	York	3	2	.	.
Humphrey, Thomas	Hawkhurst, Ch. of Eng.	Staplehurst	2	1	.	.
Humphrey, William	Millbridge, Ch. of Eng.	York	2	3	.	.
Humphreys, Aaron	(Student, York and Ripon)	.	.	.	1	3
Humphreys, George	.	.	.	.	1	2
Humphreys, Hugh	.	.	.	.	1	3
Humphreys, Hen. W.	Bath, Weymouth House, Ch. of Eng.	Somerset	3	3	.	.
Humphreys, William	Westcott, Ch. of Eng.	Dorking	2	2	.	.
Humphries, David	.	.	3	3	.	.
Humphries, Richard	Wath Free Grammar	Ripon	3	1	.	.
Hunt, Frederick G.	(Student, Chelsea, St. Mark's)	.	.	.	1	2
Hunt, James	Shepperton, Ch. of Eng.	Chertsey	.	.	1	3
Hunt, Samuel	.	.	3	1	.	.
Hunter, Alexander	Covington, P.S.	Lanark	2	3	.	.
Hunter, Davidson	Edinburgh, Maclean's S.	Edinburgh	3	3	.	.
Hunter, George	Boston Spa, Ch. of Eng.	Tadcaster	3	2	.	.
Hunter, George	Dumbarton Burgh Academy	Dumbarton	3	2	.	.
Hunter, James	Bothwell, P.S.	Lanark	2	3	.	.
Hunter, James	Mearns, Par.	Renfrew	.	.	1	2
Hunter, James C.	Bannockburn, Subscription	Stirling	2	1	.	.
Hunter, Thomas	Milborne Port, Ch. of Eng.	Sherborne	3	3	2	3
Huntley, George	(Student, Carmarthen)	.	.	.	1	3
Hurst, Chs. Jas. B.	.	.	2	3	.	.
Hurst, George H.	Denholme Gate, Ch. of Eng.	Bradford	.	.	2	3
Hurst, Nicholas	Filling Chemical Works S.	Gateshead	2	3	.	.
Hurworth, Christ.	Seacombe, Wes.	Liverpool	3	3	.	.
Hurworth, Robert	Penrith, Wes.	Penrith	3	3	.	.
Husbands, Robert	(Student, Cheltenham)	.	.	.	1	3
Hussey, John	Lamborne, Ch. of Eng.	Berks	.	.	1	3
Hustler, Simeon	(Student, York and Ripon)	.	.	.	1	3

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Hutchins, Frederic	Staleybridge, B. S.	Ashton-under-Lyne	3	2	.	.
Hutchinson, James	Llanfihangel Aberbythick, Ch. of Eng.	Llandilofawr	3	2	.	.
Hutchinson, John	-	-	2	3	.	.
Hutchinson, Robert	Rotherham and Masbro', B.S.	Rotherham	.	.	1	3
Hutchinson, Wm.	Nuneham Courtney, Ch. of Eng.	Oxford	2	3	.	.
Hutchinson, Wm.	Leeds, Hunslet, Ch. of Eng.	Yorkshire	3	3	.	.
Hutchinson, Wm.	Wolverhampton, Darlington Street, Wes.	Wolverhampton	3	1	.	.
Hutchison, Charles	(Student, Edinb., F. C. Norm)	-	.	.	1	2
Hutchison, David	-	-	3	1	.	.
Hutt, James	Lowestoft, St. John's, Ch. of Eng.	Lowestoft	3	1	.	.
Hutton, William	(Student, Battersea)	-	.	.	1	1
Hyde, Henry	Colney Hatch, Ch. of Eng.	St. Alban's	2	3	.	.
Hyde, Thomas J.	Coggleshall, Grammar S.	Essex	3	2	.	.
Hynd, David	(Student, Glasgow, G.A. Norm.)	-	.	.	1	3
Imrie, Robert	(Student, Edinburgh F. C., Nor.)	-	.	.	2	1
Inch, John	Blairgowrie, F. C. S.	Perth	3	3	.	.
Ingleton, Thomas	Hadleigh, B. S.	Suffolk	.	.	1	3
Ingram, Alexander	Victoria, F. C. S.	Leith	3	2	.	.
Ingram, William	West Hendred, Ch. of Eng.	Wantage	3	3	.	.
Ingamells, Joseph	Nafferton, Wes.	Great Driffield	.	.	1	3
Ingrams, William	Croydon, St. George, Ch. of Eng.	Surrey	3	3	.	.
Innes, Alexander	Kinfauns, F.C. Congregational	Perth	3	3	.	.
Innes, Edward	-	-	3	1	.	.
Innes, Robert	-	-	3	3	.	.
Instone, George	(Student, Saltley)	-	.	.	1	3
Ireland, James	-	-	2	3	.	.
Ironside, James L.	New Pitsligo, Par.	Aberdeen	.	.	1	2
Isaac, Abraham	Martock, Ch. of Eng.	Somerset	2	3	.	.
Isaac, Joseph	Southwold, Ch. of Eng.	Suffolk	3	3	.	.
Isted, John	-	-	.	.	1	3
Ives, William F. (A)	Limehouse, St. John's, Ch. of Eng.	Middlesex	2	3	.	.
Ivory, William	Berriew, Endowed, Ch. of Eng.	Montgomery	3	1	.	.
Izod, Thomas	(Ordained)	-	1	3	.	.
Jackman, Henry	-	-	.	.	2	3
Jackson, Christopher	(Student, Durham)	-	.	.	1	2
Jackson, David	Balderton, Ch. of Eng.	Newark	.	.	1	3
Jackson, James	Belhaven, F. C. S.	Dunbar	2	2	.	.
Jackson, James	-	-	.	.	2	3
Jackson, John	Birmingham, All Saint's, Ch. S.	Birmingham	2	2	.	.
Jackson, John	Ingrow, Ch. of Eng.	Keighley	.	.	1	2
Jackson, Robert	-	-	3	3	2	3
Jackson, Samuel	Bridgnorth, Ch. of Eng.	Salop	3	1	.	.
Jackson, William	Appleton Roebuck Ch. of Eng.	Tadcaster	.	.	1	3
Jago, George	Plymouth, Public Free S.	Devon	2	3	.	.
Jago, John	Deal, Ch. of Eng.	Kent	.	.	2	3
James, Griffith	Hentland and Hoarwithy, Ch. of Eng.	Ross, Hereford	2	3	.	.
James, Henry	Sheffield, Central, Ch. of Eng.	Sheffield	3	2	.	.
James, Henry T.	Brereton, Ch. of Eng.	Rugeley	3	2	.	.
James, John	Wallasey, Free Grammar S.	Liverpool	2	2	.	.
Jameson, Thomas	-	-	2	3	.	.
Jamie, William	Leuchars, P. S.	Fife	.	.	1	2
Jamieson, William	Linwood, P.S.	Renfrew	.	.	1	2
Jamieson, William	Arden Subscription	Lanark	.	.	1	3
Jarmain, George (A)	Almondbury, Central, Ch. of Eng.	Huddersfield	2	2	.	.
Jarret, Albert	Salford, St. Mathias, Ch. of Eng.	Lancaster	.	.	2	2
Jarvie, Peter	Crosshill Branch, P. S.	Lanark	2	2	.	.
Jeayes, Luke	-	-	3	3	.	.
Jeffcock, Edward	Ormskirk, United Charity	Lancaster	.	.	1	3
Jeffery, Benjamin J.	-	-	2	2	.	.
Jeffery, James	Clapham, Bowyer S.	London	.	.	1	3
Jeffery, Walter	Gloucester, Blue Coat, Ch. of Eng.	Gloucester	2	1	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Jeffrey, George	- - - - -	- - -	2	2	.	.
Jeffrey, James	Largs, Brisbane Endowed	Ayr	1	3	.	.
Jenkins, Charles	Chester, St. Mary's, Ch. of Eng.	Chester	.	.	1	3
Jenkins, Daniel T.	Cardigan, St. Mary's, Ch. of Eng.	Cardigan	3	2	.	.
Jenkins, Edward	(Left England)	- - -	3	3	.	.
Jenkins, Frederic J.	Rocester, Ch. of Eng.	Uttoxeter	3	3	.	.
Jenkins, John	Sherborne, B. S.	Dorset	.	.	1	2
Jenkins, John E.	Bradford, Ch. Ch., Ch. of Eng.	York	3	3	.	.
Jenkins, William	Swindon, Ch. of Eng.	Wilts	3	2	2	3
Jenkyns, William N.	Pwllheli, Ch. of Eng.	Carnarvon	3	3	.	.
Jennett, Edward H.	(Student, Borough Road)	- - -	.	.	1	1
Jennings, Charles	Maidstone, All Saints', Ch. of Eng.	Maidstone	3	1	.	.
Jennings, George	Brighton, St. Mary's, R.C.S.	Brighton	2	1	.	.
Jennings, James	Kidsgrove, Ch. of Eng.	Newcastle-under-Lyne.	2	2	.	.
Jennings, John	Crosby-upon-Eden, Ch. of Eng.	Carlisle	.	.	1	2
Jennings, Joseph	Edinburgh United Industrial	Edinburgh	.	.	1	1
Jerman, Hugh (D)	West Butterwick, Ch. of Eng.	Lincoln	.	.	2	3
Jerrom, Jabez	Bassingham, Ch. of Eng.	Newark	3	1	.	.
Jessup, Joseph	Islington, All Saint's, Ch. of Eng.	London	2	3	.	.
John, Thomas	- - - - -	- - -	.	.	1	3
Johnson, Charles	Upper Holloway, St. John's, Ch. of Eng.	London	3	2	.	.
Johnson, Edwin	- - - - -	- - -	3	2	2	2
Johnson, Elias B.	Sutton-at-Hone, Ch. of Eng.	Dartford	3	3	.	.
Johnson, Frederick	Draycott and Wilne, Ch. of Eng.	Derby	.	.	1	3
Johnson, James	Haworth, Ch. of Eng.	Bradford	3	3	2	3
Johnson, James	Goole, Wes. - - - -	York	3	3	.	.
Johnson, John	Monkwearmouth, Ch. of Eng.	Sunderland	3	2	.	.
Johnson, John	South Shields, Jarrow Chemical Co. S.	Durham	3	2	.	.
Johnson, Richard	Saltney-cum-Lache, Ch. of Eng.	Chester	3	2	.	.
Johnson, Richard S.	- - - - -	- - -	3	3	.	.
Johnson, Thomas	- - - - -	- - -	3	3	.	.
Johnson, William	- - - - -	- - -	3	3	.	.
Johnson, William	East Malling, Ch. of Eng.	Maidstone	.	.	1	3
Johnson, William	Chester, St. Paul's, Ch. of Eng.	Chester	.	.	1	2
Johnson, William	(Student, York and Ripon)	- - -	.	.	1	3
Johnson, William J.	Bradford, Richmond Place, Wes.	York	3	3	.	.
Johnston, Adam D.	Rothesay, East, F. C. S.	Isle of Bute	2	1	.	.
Johnston, William	Castle Douglas, Par.	Kirkcudbright	3	2	.	.
Johnstone, Jas. Hay	Morpeth, Presbyterian	Northumberland	.	.	2	1
Johnstone, John	Goodhope, Parochial	Lockerbie	3	2	.	.
Johnstone, John	Morningside, F. C. S.	Edinburgh	.	.	1	2
Johnstone, Theodore	Sorbie, Parochial	Wigton	2	3	.	.
Johnstone, William	Dunfermline Abbey, F. C. S.	Dunfermline	3	2	.	.
Jolly, George	Lower Crumpsall, Ch. of Eng.	Lancaster	.	.	2	1
Jona, Henry	Newington, Trinity, Ch. of Eng.	Surrey	3	3	.	.
Jones, Abraham	Liverpool, St. Catherine's, Ch. of Eng.	Lancaster	2	3	.	.
Jones, Alfred	Derby, B. S. - - - -	Derby	2	3	.	.
Jones, Alfred	Poplar and Blackwall, Free B.S.	London	3	2	.	.
Jones, Charles	Downham Market, Ch. of Eng.	Norfolk	3	3	.	.
Jones, Charles	(Student, Carnarvon)	- - -	.	.	2	2
Jones, Edward	Blaina and Cwm Celyn, B. S.	Abergavenny	2	3	.	.
Jones, Edward	Festiniog Slate Quarries, B.S.	Tan-y-Bwlch	.	.	1	2
Jones, Edward D.	(Organizing Master)	- - -	2	2	.	.
Jones, Evan	Flint, Ch. of Eng.	Flint	2	3	.	.
Jones, George	Brighton, Warwick Street, Ch. of Eng.	Brighton	3	2	.	.
Jones, Griffith	Llanfrothen, Ch. of Eng.	Port Madoc	.	.	1	3
Jones, Griffith	(Student, Carnarvon)	- - -	.	.	1	3
Jones, Griffith W.	Bodfean, Ch. of Eng.	Pwllheli	.	.	1	3
Jones, Henry	(Student, Chester)	- - -	.	.	1	2
Jones, Henry	Stoney Middleton, Ch. of Eng.	Bakewell	.	.	1	3
Jones, Henry	Tewkesbury, Ch. of Eng.	Gloucester	3	1	.	.

MASTER

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Jones, Hugh	Lixwm, B. S.	Mold	2	3	.	.
Jones, Isaac B.	Cadoxton, Ch. of Eng.	Neath	3	3	.	.
Jones, Jonathan	Ellesmere, St. John's, Middle, Ch. of Eng.	Ellesmere	2	1	.	.
Jones, John	Reigate, Ch. of Eng.	Surrey	3	3	.	.
Jones, John	Harewood, Ch. of Eng.	Leeds	2	3	.	.
Jones, John	Welshpool, Ch. of Eng.	Montgomery	3	2	.	.
Jones, John	St. Asaph, Ch. of Eng.	Flint	3	3	.	.
Jones, John	Denbigh, Ch. of Eng.	Denbigh	2	3	.	.
Jones, John	Ockham, Industrial	Ripley	2	2	.	.
Jones, John Lewis	(Student, Cheltenham)	.	.	.	1	3
Jones, John S.	-	.	.	.	1	3
Jones, Joseph D	Ruthin, B. S.	Denbigh	.	.	1	2
Jones, Joshua	Irlam, Endowed School	Lancaster	3	2	.	.
Jones, Lewis	Chilton, Ch. of Eng.	Hungerford	.	.	1	3
Jones, Michael S.	Machynlleth, Ch. of Eng.	Montgomery	3	1	.	.
Jones, Owen	(Student, Carnarvon)	.	.	.	2	2
Jones, Pryce L.	Llandygwydd, Ch. of Eng.	Newcastle Emlyn	.	.	2	3
Jones, Robert	Windsor, St. Clement's, Ch. of Eng.	Liverpool	2	3	.	.
Jones, Thomas	Llangollen, Ch. of Eng.	Denbigh	3	2	.	.
Jones, Thos. Jeffrey	Harpurhey, Ch. Ch., Ch. of Eng.	Manchester	3	1	.	.
Jones, Tom Owain	Bickerstaffe, Ch. of Eng.	Ormskirk	3	2	.	.
Jones, Thomas W.	-	.	3	3	.	.
Jones, William	Tyn Twr, Ch. of Eng.	Bangor	2	3	.	.
Jones, William	Halsall, Ch. of Eng.	Ormskirk	3	2	.	.
Jones, William	Llanrwst, Ch. of Eng.	Denbigh	.	.	1	1
Jones, William	Huntingdon, Walden's Charity S.	Huntingdon	3	3	.	.
Jones, William	Llanstephen, Ch. of Eng.	Carmarthen	.	.	1	3
Jones, William B.	(Student, York and Ripon)	.	.	.	2	3
Jordan, William J.	(Student, Highbury)	.	.	.	1	3
Joslin, Thomas	Cheadle St. Giles, R. C. S.	Cheadle	3	2	.	.
Jowitt, William	Leeds, St. Mary's, Quarry Hill, Ch. of Eng.	Leeds	3	3	.	.
Joyner, Henry	-	.	3	1	.	.
Joyner, William	-	.	3	2	.	.
Jubb, Samuel	Blackburn, St. Michael's, Ch. of Eng.	Lancaster	3	2	.	.
Judd, Albert	Westminster, St. James, Ch. of Eng.	London	.	.	1	1
Judd, Thomas	Bethnal Green, St. Peter's, Ch. of Eng.	London	2	3	.	.
Justice, David (A)	South Shields, St. John's, Sessional.	Durham	1	3	.	.
Kaighin, Robert J.	Pendleton, St. Thomas, Ch. of Eng.	Lancaster	.	.	2	2
Kay, Henry	Liverpool, St. John's, Ch. of Eng.	Lancaster	.	.	2	3
Kay, James	(Student, Battersea)	.	.	.	1	1
Kay, John	Rockingham, Ch. of Eng.	Northampton	3	2	.	.
Kay, William	-	.	3	1	.	.
Kean, John	Houghton-le-Spring, R. C. S.	Fence Houses	3	1	.	.
Kean, Thomas	-	.	2	1	.	.
Keddell, Ambrose H.	Mitcham, Ch. of Eng.	Surrey	3	3	.	.
Keddie, Alexander	-	.	3	2	.	.
Keedwell, Robert	Newtown, Ch. of Eng.	Montgomery	2	2	.	.
Keeling, Thomas G.	London, St. Sepulchre's, Ch. of Eng.	London	2	3	.	.
Keenan, Henry	Rainhill, R. C. S.	Prescot	2	3	.	.
Keenor, James	Ilfracombe, Ch. of Eng.	Devon	2	1	2	1
Keer, William B.	Kendall, Wes.	Cumberland	.	.	1	3
Keller, John	York, St. Mary's, R. C. S.	York	2	2	.	.
Kellow, Edward T.	Fordingbridge, Ch. of Eng.	Hants	.	.	1	3
Kelly, Andrew	Liverpool, St. Francis Xaviers, R. C. S.	Liverpool	.	.	1	2
Kelly, James	Birmingham, St. Peter's, R.C.S.	Warwick	3	2	1	3
Kelly, Michael	Creswell, St. Mary's, R. C. S.	Stafford	2	3	.	.
Kelly, William F.	Kingswood, Ch. of Eng.	Epsom	3	3	.	.
Kemp, George	Banchory Ternan, F. C. S.	Kincardine	.	.	2	1
Kemp, Henry (A)	Camberwell, Camden Church, Ch. of Eng.	Surrey	3	2	.	.
Kemp, James	Grangemouth, Subscription	Stirling	2	3	.	.
Kempe, John	-	.	3	3	.	.
Kendall, John	Stroud, Ch. of Eng.	Gloucester	3	2	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Kennedy, Edward	-	-	1	3	.	.
Kennedy, William	Ladyloan, F. C. S.	Forfar	2	2	.	.
Kenney, John	Wolverhampton, St. George's, Ch. of Eng.	Stafford	3	3	.	.
Kent, Alfred	Kidderminster, St. Mary's, Ch. of Eng.	Worcester	3	2	.	.
Kent, Alfred	(Student, Westminster, Wes.)	-	.	.	1	3
Kent, Francis A.	Kesgrave, District S.	Suffolk	3	3	.	.
Kent, George	Houghton Regis, Ch. of Eng.	Dunstable	2	1	.	.
Keppie, John	Laurencekirk, Ch. of Scot.	Kincardine	3	1	.	.
Kerby, Caleb	Attleborough, Ch. of Eng.	Nuneaton	3	3	.	.
Kerby, Isaac	Putney, St. Mary's, Ch. of Eng.	Surrey	2	2	.	.
Kernan, Patrick	Nottingham, St. Barnabas', R. C. S.	Nottingham	2	2	.	.
Kerr Alexander	-	-	2	1	.	.
Kerr, John	-	-	2	3	.	.
Kerr, James	Greenlaw, F. C. S.	Berwick	2	2	2	3
Kerr, James S.	Gourock, F. C. S.	Renfrew	.	.	2	2
Kerr, Quintin	(Student, Glasgow, F.C. Norm.)	-	.	.	1	2
Kerr, Robert	(Student, Glasgow, F.C.Norm.)	-	.	.	2	3
Kerry, Charles	Bray, Ch. of Eng.	Maidenhead	2	3	.	.
Kerslake, Roger	Paulton, Ch. of Eng.	Bristol	.	.	1	1
Kevern, William	Tewkesbury, B. S.	Gloucester	3	2	.	.
Kidd, George P.	Milne Graden S.	Berwick	.	.	1	3
Kidd, John	-	-	2	2	.	.
Kidd, John S.	Aberdeen, East Par. Sess.	Aberdeen	3	3	.	.
Kidd, William	(Left England)	-	2	2	.	.
Kiddell, James Hart	Bramley, Ch. of Eng.	Guildford	3	3	.	.
Kilburn, Benjamin H.	Birstall, Ch. of Eng.	York	.	.	1	3
Kimber, Richard	Southampton, St. Mary's, Ch. of Eng.	Hants	3	2	.	.
Kimm, William	Louth, B. S.	Lincoln	2	3	.	.
Kimpton, William	Marylebone, Western, Ch. of Eng.	Middlesex	3	3	.	.
Kinchett, Henry	Walmer, Ch. of Eng.	Dover	.	.	1	3
King, Alfred	-	-	3	2	3	3
King, Alfred C.	St. Mark's Training School	Chelsea	2	1	.	.
King, Grant	Huddersfield, Armitage Bridge, Ch. of Eng.	York	3	2	.	.
King, James B.	Hawick, St. Mary's, Epis.	Roxburgh	3	3	.	.
King, John	Weybridge, Ch. of Eng.	Chertsey	.	.	1	3
King, Robert	Bishopton, F. C. S.	Renfrew	3	3	.	.
Kingham, Robert	Great Marlow, Ch. of Eng.	Buckingham	3	3	.	.
Kinghorn, William	Denny, Par.	Stirling	.	.	1	2
Kingswood, Wm. B.	Wednesbury, St. Bartholomew's, Ch. of Eng.	Stafford	.	.	1	3
Kinstray, Robert	(Student, Chelsea, St. Mark's)	-	.	.	1	2
Kinton, John L.	Westminster, Wes., Training S.	London	2	1	.	.
Kirby, George Y.	Whitby, Public S.	York	3	2	.	.
Kirk, Benjamin	Farringdon, P. U. S.	Berks	3	3	.	.
Kirk, Henry	Hurworth, Wes.	Darlington	3	3	.	.
Kirk, Thomas	-	-	.	.	1	2
Kirkby, James	-	-	3	1	.	.
Kirkham, William	(Student, Highbury)	-	.	.	2	3
Kirkman, Lawrence (^)	-	-	3	1	2	2
Kirkpatrick, James	Glendaruel, Subscription S.	Argyll	.	.	2	1
Kirkwood, George	Glasgow, St. Paul's, Bell's S.	Lanark	3	2	.	.
Kitchingham, John	Rugby, St. Matthew's, Ch. of Eng.	Warwick	3	1	.	.
Kitson, George	(Student, Highbury)	-	.	.	1	1
Klamborowski, Adol.	Chepstow, Ch. of Eng.	Monmouth	.	.	2	2
Knight, Alfred	Gosport, St. Matthias', Ch. of Eng.	Hants	3	3	.	.
Knight, Henry	Hurst Pierpoint, Ch. of Eng.	Sussex	2	3	2	3
Knight, Richard	(Student, Chelsea, St. Mark's)	-	.	.	1	3
Knowles, William	(Student, Battersea)	-	.	.	1	2
Knowles, William	Tattenhall, Ch. of Eng.	Whitchurch	.	.	1	3
Knox, John	Crieff, Taylor's Institution	Perth	3	3	.	.
Knox, John	Farnworth, Wes.	Great Bolton	3	2	.	.
Krinks, William H.	King's Lynn, St. Margaret's, Ch. of Eng.	Norfolk	2	1	.	.
Kyd, Thomas (A)	Cupar Angus, F. C. S.	Cupar Angus	2	2	.	.
Kydd, Alexander	(Student, Edin. F. C. Normal.)	-	.	.	2	2

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Lacey, George	West Pinchbeck, Ch. of Eng.	Spalding	.	.	1	2
Lacey, George	- - - -	- -	3	2	.	.
Laidlaw, John	Paisley, Neilson's Educational Institution.	Renfrew	3	3	.	.
Laidlaw, John	- - - -	- -	1	3	.	.
Laidlow, Adam	Perth, West Ch. Sess.	Perth	2	2	.	.
Laing, Frederick A.	Greenock, Highlanders' Acad.	Renfrew	3	2	.	.
Laing, William W.	(Student, Chester) - - -	- -	.	.	1	2
Lake, George	Haggerstone, St. Mary's, Ch. of Eng.	London	2	1	.	.
Lake, William J.	City of London, Second, Ch. of Eng.	London	3	1	.	.
Lakin, Storer M.	(Ordained.)	- -	2	2	.	.
Lambe, William G.	- - - - -	- -	2	3	2	2
Lambert, William	Lostock Graham, Ch. of Eng.	Northwich	3	3	.	.
Lambie, William	Leith, Mariner's, F. C. S.	Leith	2	3	.	.
Lamble, John	- - - -	- -	3	1	.	.
Lamont, James	Lochhearnhead, G. A. S.	Perth	.	.	1	3
Lamplough, Manners	Hull, St. Mark's, Ch. of Eng.	York	3	2	.	.
Lamsdale, Henry	Droitwich, St. Peter's, Ch. of Eng.	Worcester	.	.	2	1
Land, William	- - - -	- -	3	3	.	.
Lane, Esau	Kington, Ch. of Eng.	Hereford	3	3	.	.
Lane, John	Cheltenham, Old Charity, Ch. of Eng.	Gloucester	2	3	.	.
Lane, John	Maryport, B. S.	Maryport	3	1	.	.
Lane, John J.	Colnbrook and Horton, Ch. of Eng.	Buckingham	2	3	.	.
Langler, John R.	Westminster, Wes. Training	London	2	1	.	.
Langton, Jehu	Borough Road, B. S.	London	2	1	.	.
Larcombe, John S.	(Student, Exeter) - - -	- -	.	.	1	3
Large, James J.	(Student, Battersea) - -	- -	.	.	1	3
Latham, Thomas	Twickenham, Archdeacon Cambridge's, Ch. of Eng.	Middlesex	3	3	.	.
Latter, William	(Student, Battersea) - -	- -	.	.	1	2
Latto, William D.	Benholm, F. C. S.	Kircudbright	3	1	.	.
Laurie, Thomas	Oundle, Ch. of Eng.	Northampton	3	3	.	.
Lawford, Thos. H.	Meltham Church, Ch. of Eng.	Huddersfield	2	3	.	.
Lawler, Edward	Settle, Ch. of Eng.	York	3	3	.	.
Lawless, John W.	- - - -	- -	3	2	.	.
Lawrence, David	Stane, Wilson's S.	Lanark	.	.	1	3
Lawrie, Gilbert	- - - -	- -	3	1	2	3
Lawrie, William	(Student, Edinburgh, F. C. Normal.)	- -	.	.	1	1
Laws, Thomas	Scisset, Ch. of Eng.	Huddersfield	.	.	2	2
Lawson, Joseph (D)	(Student, Durham) - -	- -	.	.	2	1
Lawson, John	Castle Douglas, F. C. S.	Kirkcudbright	.	.	1	2
Lawson, Roderick	- - - -	- -	1	3	.	.
Lawson, Robert	New Gilston, Subscription	Fife	3	3	2	3
Lawson, Wm. (D)	Durham, St. Oswald's, Ch. of Eng.	Durham	2	1	.	.
Lawton, Thomas	Bollington, Wes.	Macclesfield	3	3	.	.
Lax, Joseph	Staindrop, Ch. of Eng.	Barnard Castle	3	3	.	.
Laycock, Peter	Rotherhithe, Trinity, Ch. of Eng.	London	.	.	1	3
Lazenby, James	(Left England)	-	3	1	.	.
Leach, Robert	Littleport, Ch of Eng.	Ely	3	3	.	.
Leache, Walter H.	(Student, Winchester)	- -	.	.	1	3
Leahane, Patrick	Preston, St. Ignatius, R. C. S.	Lancaster	2	2	.	.
Leaper, William	Ashton in Mackerfield, R.C.S.	Lancaster	2	1	.	.
Leask, John	Stirling, Allan's S.	Stirling	1	3	.	.
Le Brocq, Philip	Alderney, Wes.	Alderney	.	.	1	3
Leck, Thomas	Eastwood, Ch. of Eng.	Nottingham	.	.	1	3
Leckie, Robert	- - - -	- -	2	3	.	.
Ledgard, George	(Student, Westminster, Wes.)	- -				
Ledger, George	Broseley, Ch. of Eng.	Salop				
Lee, Alexander J.	Maidstone, Trinity Ch., Model.	Kent				
Lee, George	Barnwell, Ch. of Eng.	Cambridge				
Lee, John W.	(Student, Highbury)	- -				
Lee, John O.	Newtown, B. S.	Montgomery				
Lee, Robert	(Student, Chelsea, St. Mark's)	- -				
Leech, Edwin	Gomersal, Ch. of Eng.	Leeds				
Leech, John H.	Edinburgh, St. Andrew's Hall, Model.	Edinburgh				

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Leek, Alexander	- - - - -	- - - -	3	2	.	.
Leeming, William B.	(Student, Cheltenham) - -	- - -	.	.	1	3
Lees, Joseph - -	Malpas, Allport's Endowed, Ch. of Eng.	Chester - -	3	2	.	.
Lees, Samuel S. (D)	Oswestry, Ch. of Eng. - -	Salop - - -	2	2	.	.
Leete, Frederick -	- - - - -	- - - -	3	1	.	.
Legg, Alfred - -	Hay, Ch. of Eng. - - -	Brecon - - -	3	1	2	2
Leitch, James - -	Ardrossan, Par. S. - - -	Ayr - - -	2	1	.	.
Leitch, William -	- - - - -	- - - -	2	2	.	.
Lennie, George -	- - - - -	- - - -	2	3	.	.
Lenton, James - -	Leominster, B. S. - -	Arundel - -	.	.	1	3
Leslie, Alexander -	- - - - -	- - - -	3	2	.	.
Levins, Thos. - -	Liverpool, Holy Cross, R. C. S.	Liverpool - -	3	1	.	.
Lewin, William -	Peel, Mathematical, Ch. of Eng.	Isle of Man - -	3	1	.	.
Lewis, Abraham L. -	Bethesda, Wes. - - -	Bangor - - -	3	2	.	.
Lewis, David - -	Ettingshall, Wes. - - -	Wolverhampton -	3	2	.	.
Lewis, David - -	Rhymney Iron Works, B. S.	Newport - -	3	1	.	.
Lewis, James - -	Northampton, St. Giles', Ch. of Eng.	Northampton -	2	2	.	.
Lewis, James - -	- - - - -	- - - -	.	.	2	3
Lewis, John - -	Llanrhyddlad, B. S. - -	Holyhead - -	3	3	.	.
Lewis, John - -	Highnam, Ch. of Eng. - -	Gloucester - -	.	.	2	2
Lewis, Richard -	- - - - -	- - - -	1	3	.	.
Lewis, Thomas G. -	- - - - -	- - - -	.	.	2	1
Lewis, William -	Llangedwin, Ch. of Eng. -	Llanfyllin - -	3	2	.	.
Lewton, Samuel -	Nayland, B. S. - - -	Colchester - -	.	.	1	1
Liddiard, William J.	Walthamstow, Ch. of Eng. -	Essex - - -	2	3	.	.
Liddle, William -	Redding, Muirhead S. - -	Stirling - - -	.	.	1	3
Lidgate, Robert (A)	- - - - -	Surrey - - -	2	2	.	.
Lidgate, William -	Hatcham, St. James, Ch. of Eng.	Deptford - -	3	3	.	.
Lightburn, John -	(Student, Cheltenham) - -	- - - -	.	.	1	3
Lillie, Robert - -	Dunse, F. C. S. - - - -	Berwick - -	2	2	.	.
Lillie, Thomas - -	Callendar, F. C. S. - - -	Perth - - -	2	1	.	.
Lindeman, John J. -	Urswick, Ch. of Eng. - -	Ulverstone - -	2	1	.	.
Lindley, John - -	Wadworth, Ch. of Eng. - -	York - - -	3	3	.	.
Lindsay, Alexander -	Lesmahagow, F. C. S. - -	Lanark - -	3	3	.	.
Lindsay, George -	Shaddon Works, Ch. of Eng. -	Carlisle - -	2	1	.	.
Lindsay, John - -	Lauder, Parochial - - -	Berwick - -	2	2	.	.
Lindsey, David -	- - - - -	- - - -	.	.	2	2
Line, Charles N. -	Romsey, Ch. of Eng. - -	Hants - - -	.	.	1	2
Linn, James - -	Blairmains, G. A. S. - - -	Ayr - - -	2	2	.	.
Lister, Michael -	Berwick-on-Tweed, Charity Ch. of Eng.	Northumberland -	1	3	.	.
Lister, Thomas E. -	Hadfield, Wes. - - -	Derby - - -	.	.	2	3
Lithgow, Gilbert -	Renton, Public F. C. S. - -	Dumbarton - -	.	.	1	2
Litting, George -	Saxmundham Ch. of Eng. -	Suffolk - - -	.	.	2	1
Little, John - -	Glenrinnes, G. A. S. - -	Banff - - -	2	3	.	.
Little, Matthew -	- - - - -	- - - -	3	3	.	.
Little, Robert - -	- - - - -	- - - -	3	3	.	.
Little, William J. -	Great Waltham, Ch. of Eng. -	Chelmsford - -	2	3	.	.
Littlewood, Joseph A.	Edinburgh, St. Columba's, Ep.	Edinburgh - -	.	.	1	3
Littlewood, Thos. M.	(Student, Cheltenham) - -	- - - -	.	.	1	1
Livingston, Colin -	Sabiston, G. A. S. - - -	Orkney - - -	2	2	.	.
Livingston, Malcolm	Skibo, G. A. S. - - - -	Sutherland - -	3	1	.	.
Llewellyn, Lewis -	Bratton, B. S. - - - -	Westbury - -	.	.	1	3
Lloyd, Alfred (D) -	St. George in the East, Ch. Ch., Ch. of Eng.	London - -	2	2	.	.
Lloyd, George - -	Fisherton Anger, Ch. of Eng.	Wilts - - -	3	2	.	.
Lloyd, Richard -	Sherborne, Ch. of Eng. - -	Dorset - - -	3	3	.	.
Lloyd, Robert - -	Llanrhaiadr-yng-himmeirch, Ch. of Eng.	Denbigh - -	.	.	1	3
[illegible]oader, Edmund -	Hampstead, Par. S. - - -	London - -	2	1	.	.
[illegible]am, John - -	Tavistock, Ch. of Eng. - -	Devon - - -	3	3	.	.
[illegible] -	Huddersfield, Trinity, Ch. of Eng.	York - - -	3	1	.	.
[illegible].	- - - - -	- - - -	3	1	.	.
[illegible]D.	Friern Barnett, Ch. of Eng. -	Middlesex - -	3	3	.	.
[illegible] -	Ninfield, Ch. of Eng. - -	Battle - - -	.	.	1	3
[illegible] -	(Student, Battersea) - -	- - - -	.	.	1	3
[illegible] -	(Organizing Master) - -	- - - -	1	3	.	.
[illegible] -	(Student, Exeter) - - -	- - - -	.	.	1	2
[illegible] -	Holborn, St. Andrew's, Ch. of Eng.	London - -	3	1	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Long, Frederic C.	- - -	- - -	2	3	.	.
Long, Harry A.	Cambridge, B. S. - - -	Cambridge - -	.	.	1	3
Long, Joseph -	Bradford, Stott Hill, Ch. of Eng.	York - - -	2	2	.	.
Long, James - -	Ryton, Greenside School -	Newcastle-on-Tyne	3	2	.	.
Long, James A. -	Forest Row, Ch. of Eng. -	Sussex - - -	2	3	.	.
Long, John - -	(Student, Saltley) - - -	- - -	.	.	1	1
Long, John K. (D)	Rodington, Ch. of Eng. - -	Shrewsbury -	.	.	2	3
Long, Thomas - -	Broughton, Ch. of Eng. - -	Mold - - -	.	.	1	3
Longley, John - -	Rainham, Ch. of Eng. - -	Sittingbourne -	.	.	1	3
Lord, Richard M. -	(Student, Culham) - - -	- - -	.	.	1	2
Lord, Stephen W. (A)	- - - -	- - -	3	1	.	.
Lord, William - -	Ripponden, Ch. of Eng. - -	Halifax - -	3	3	.	.
Loughlin, John -	Westbury, Ch. of Eng. - -	Salop - - -	3	1	.	.
Loutet, John (A) -	Auchtermuchty, F. C. S. -	Fife - - -	2	3	2	3
Lovell, George H. -	Hull, St. James', Ch. of Eng. -	York - - -	.	.	1	3
Lovsey, Thomas -	Skirbeck, Ch. of Eng. - -	Boston - - -	3	3	.	.
Low, David - -	Burntisland Burgh S. - -	Fife - - -	2	2	.	.
Lowe, Frederick R. -	Preston, St. Peter's, Ch. of Eng.	Lancaster - -	2	1	.	.
Lowe, Joseph - -	Pendlebury, St. John's, Ch. of Eng.	Manchester - -	3	2	.	.
Lowe, Rich. Fred. -	- - - -	- - -	3	2	.	.
Lowres, Jacob - -	Bethnal Green, St. Jude's, Ch. of Eng.	London - -	2	2	.	.
Lowris, John - -	Nuneaton, Ch. of Eng. - -	Warwick - -	2	2	.	.
Lowrison, John -	Hunwick, Ch. of Eng. - -	Bishop'sAuckland	3	2	2	3
Lowry, Francis -	Faringdon, B.S. - - -	Berks - - -	.	.	2	3
Lowry, James C. -	- - - -	- - -	2	1	.	.
Lucas, Frederick -	Poynton, Ch. of Eng. - -	Stockport - -	3	2	.	.
Lucas, George H. -	Milford, Ch. of Eng. - -	Lymington - -	.	.	1	3
Lucas, William -	- - - -	- - -	2	3	.	.
Lucette, Charles -	Bridgewater, Dr. Morgan's, Endowed.	Bridgewater -	.	.	1	3
Lugg, Joseph - -	Thornbury, Ch. of Eng. -	Gloucester - -	2	3	.	.
Lulham, Robert -	Shaftesbury, Holy Trinity, Ch. of Eng.	Dorset - - -	3	3	2	3
Lumby, Joseph R. -	- - - -	- - -	2	3	.	.
Lumsden, Alexander	(Student, Edinburgh, G. A. Normal.)	- - -	.	.	1	2
Lumsden, Fred. R.	- - - -	- - -	3	3	.	.
Lund, Samuel - -	Healey, Ch. of Eng. - -	Rochdale - -	3	1	.	.
Lundie, William H.	Auchterarder, John Shedden's S.	Perth - - -	.	.	1	3
Lundy Joseph - -	New Windsor, B.S. - - -	Bucks - - -	.	.	1	3
Lunnon, Thomas -	- - - -	- - -	2	1	.	.
Luxford, Alfred -	New Radford, Ch. of Eng. -	Nottingham -	.	.	2	3
Lyall John B. - -	Peebles, F. C. S. - - -	Peebles - -	3	3	.	.
Lyall, Joseph C. -	Haggs, G. A. S. - - -	Stirling - -	2	2	.	.
Lyle, George - -	Pitsmoor, Ch. of Eng. - -	Sheffield - -	3	3	.	.
Lyle, James - -	Innerleithen, Par. - - -	Selkirk - -	.	.	1	3
Lyne, Henry - -	York, Micklegate, Ch. of Eng.	York - - -	3	3	.	.
Lyne, John H. - -	Leeds, St. George's, Ch. of Eng	Leeds - - -	3	2	.	.
Lynes, Charles C. -	- - - -	- - -	3	3	.	.
Mabbett, George D.	(Student, Culham) - - -	- - -	.	.	1	3
Macartney, Ebenezer H.	- - - -	- - -	1	3	.	.
Macauley, Bryce J. -	Gartsherrie, St. James', Ch. of Scot.	Coatbridge -	2	1	.	.
Macaulay, James -	Glasgow, Estab. Ch., Normal	Lanark - -	.	.	1	1
Macauliffe, John F. -	- - - -	- - -	3	2	.	.
Mace, Thomas - -	Great Bardfield, B. S. - -	Braintree - -	3	2	.	.
Macharg, Edward -	Gartsherrie, Fourth S. - -	Lanark - -	2	3	.	.
Mackereth, Thomas -	Salford, New Jerusalem, B. S.	Manchester - -	3	3	.	.
Mackie, James - -	- - - -	- - -	3	1	2	3
Mackie, William -	Port Gower, G. A. S. - -	Sutherland - -	.	.	1	3
M'Ainsh, John -	Gartmore, F. C. S. - - -	Perth - -	2	3	.	.
M'Aleer, Daniel -	Coatbridge, St. Patrick's, R.C.S.	Lanark - -	3	2	.	.
M'Alpine, John -	- - - -	- - -	3	3	.	.
M'Andrew, James -	Holt, Ch. of Eng. - - -	Norfolk - -	3	3	.	.
M'Andrew, James -	(Student, Edin., G. A., Norm.)	- - -	.	.	1	1
M'Auley, Donald -	Knockfin, Par. S. - - -	Inverness - -	.	.	1	3
M'Auley, James -	Airdrie, St. Margaret's, R. C. S.	Lanark - -	3	3	.	.
M'Birnie, Jas. McF.	Glasgow, F. C. Normal - -	- - -	2	3	.	.
M'Callum, John -	Gairloch, P. S. - - - -	Ross - - -	3	3	.	.
M'Callum, John -	Greenock, Ann Street, Sess. and Assembly,	Renfrew - -	3	2	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
M'Callum, Peter	Glasgow, St. Peter's, F. C. S.	Lanark	3	2	.	.
M'Carron, Daniel	Carlisle, St. Patrick's, R. C. S.	Cumberland	.	.	1	3
M'Carthy, Charles	Warrington, St. Alban's, R.C.S.	Lancaster	1	2	.	.
M'Carthy, Daniel C.	Bristol, Pennywell Road, St. Nicholas, R. C. S.	Gloucester	2	3	.	.
M'Chlery, John	Dunfermline, M'Lean's Endowed.	Dunfermline	3	3	.	.
M'Clelland, Charles	Halewood, Ch. of Eng.	Prescot	3	3	.	.
M'Clure, Hugh	West Kilbride, P. S.	Ayr	.	.	2	2
M'Clure, James	- - - -	- - -	3	3	.	.
M'Coll, Alexander	Alloa, Epis.	Clackmannan	3	2	.	.
M'Coll, Dugald	Shandon, F. C. S.	Dumbarton	3	3	.	.
M'Coll, Duncan	- - - -	- - -	3	3	.	.
M'Coll, Daniel	Lambhill (Maryhill), Sess.	Lanark	.	.	2	1
M'Coll, John	Ardrishaig, Epis.	Argyll	3	2	.	.
M'Cosh, Robert	Glasgow, F. C. Normal	Glasgow	.	.	2	1
M'Cowan, James	Glasgow, St. Matthew's, F.C.S.	Glasgow	2	2	.	.
M'Coy, Robert	Knowsley, Ch. of Eng.	Prescot	.	.	1	2
M'Craith, Archibald	Edmondstone Colliery S.	Edinburgh	.	.	1	2
M'Credie, John	Coatbridge, F.C.S.	Lanark	3	1	.	.
M'Cubby, William	Gillmoss, St. Swithin's, R.C.S.	Liverpool	3	3	.	.
M'Curdy, Dennis	Liscard, St. Alban's, R. C. S.	Liverpool	.	.	1	2
M'Curdy, John	Manchester, St. Chad's, R.C.S.	Manchester	2	1	.	.
M'Currich, David	Hightae, F. C. S.	Dumfries	3	3	.	.
M'Diarmid, Duncan	Fort William, F. C. S.	Inverness	3	1	.	.
M'Diarmid, Daniel	- - - -	- - -	3	1	.	.
M'Diarmid, Finlay	Dundee, St. David's, F. C. S.	Forfar	3	3	.	.
M'Diarmid, Hugh	Daviot, F. C. S.	Inverness	.	.	1	3
M'Diarmid, Hugh	(Student, Glasgow, F. C. Normal.)	- - -	.	.	1	2
M'Donald, Andrew	Kirknewton, P. S.	Edinburgh	3	2	.	.
M'Donald, Allan	- - - -	- - -	3	3	.	.
M'Donald, Alexander	- - - -	- - -	3	3	.	.
M'Donald, Duncan	Dundee, St. Peter's, F. C. S.	Forfar	3	2	.	.
M'Donald, Daniel	Dudhope, F. C. S.	Dundee	3	2	.	.
M'Donald, Donald	Cullicudden, F. C. S.	Ross	3	2	.	.
M'Donald, George	- - - -	- - -	3	1	2	2
M'Donald, James	- - - -	- - -	2	2	.	.
M'Donald, John	- - - -	- - -	3	3	.	.
M'Donald, John	(Student, Glasgow, G. A. Normal.)	- - -	.	.	1	1
M'Donald, Kenneth	Maryburgh, F. C. S.	Ross	.	.	1	2
M'Donald, Murdoch	- - - -	- - -	3	2	.	.
M'Donald, Robert	Colbost, Ch. of Scot.	Inverness	3	3	.	.
M'Donald, Thomas	- - - -	- - -	3	2	.	.
M'Donald, William	Rogart, P. S.	Sutherland	3	3	.	.
M'Donald, William	Ripon, Trinity, Ch. of Eng.	York	3	3	.	.
M'Donald, William	Strathaven, F. C. S.	Lanark	3	2	.	.
M'Donald, Wm. F.	Creich, F. C. Congregational	Sutherland	3	3	.	.
M'Donnell, Donald	- - - -	- - -	3	3	.	.
M'Dougall, Alexander	- - - -	- - -	3	2	.	.
M'Dougall, Donald	(Student, Edinburgh, G. A. Normal.)	- - -	.	.	1	2
M'Dougall, James	Horncliffe, B. S.	Northumberland	3	1	.	.
M'Dougall, James	Tarbert, G. A. S.	Argyll	3	1	.	.
M'Dougall, John	(Student, Glasgow, G. A. Normal.)	- - -	.	.	1	3
M'Dougall, Josephus B.	- - - -	- - -	3	2	.	.
M'Dougall, Robert	- - - -	- - -	3	2	.	.
M'Eachern, Peter	- - - -	- - -	3	2	.	.
M'Ewen, Archibald	Loth, Parochial	Golspie	3	3	.	.
M'Farland, A. T. (A)	Alverstoke, Ch. of Eng.	Gosport	.	.	1	3
M'Farland, Jas. (A)	Petersfield, Ch. of Eng.	Hants	3	1	.	.
M'Farlane, Duncan	- - - -	- - -	3	1	.	.
M'Farlane, John	Port Charlotte, G. A. S.	Argyll	3	3	.	.
M'Farlane, John	Penicuick, F. C. S.	Edinburgh	3	3	.	.
M'Farlane, John	Edinburgh, Canongate, Christian Society.	Edinburgh	.	.	1	2
M'Farlane, John	- - - -	- - -	3	2	2	3
M'Farlane, James	- - - -	- - -	2	3	.	.
M'Farlane, Peter	Edinburgh, St. Bernard's, Sess.	Edinburgh	3	1	.	.
M'Farlane, Peter	(Student, Glasgow, G. A. Normal.)	- - -	.	.	1	2

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
M'Farlane, Thomas	Edinburgh, Queen Street Academy	Edinburgh	1	2	.	.
M'Farlane, William	Dunichen, Parochial	Forfar	3	3	.	.
M'Fater, Duncan	Glasgow, College, Parish S.	Lanark	3	2	.	.
M'Gillivray, Archib.	Strathnairn, Epis.	Inverness	3	1	.	.
M'Gillivray, Donald	-	-	2	1	.	.
M'Gillivray, Duncan	Foreland, F. C. S.	Argyll	2	3	.	.
M'Gillivray, John	Culloden, F. C. S.	Inverness	3	3	.	.
M'Gillivray, John	Highfield, Epis.	Ross	3	3	.	.
M'Gilp, John	West Kilbride, F. C. S.	Ayr	3	1	.	.
M'Gladrigan, Hugh	Sheffield, St. Vincent de Paul, R. C. S.	York	.	.	1	2
M'Glashein, Alex.	Pencaitland, P. S.	Haddington	2	2	.	.
M'Gregor, Alexander	Fort Augustus, G. A. S.	Inverness	2	3	.	.
M'Gregor, Donald	-	-	3	2	.	.
M'Gregor, James	Uig, G. A. S.	Invernesss	.	.	1	3
M'Gregor, Joseph	Port Elphinstone, F. C. S.	Aberdeen	3	2	.	.
M'Hardy, James	-	-	3	1	.	.
M'Hattie, John	Dalkeith Academy	Edinburgh	3	2	.	.
M'Innes, Alexander	Eastwood, Par. S.	Renfrew	2	2	2	2
M'Intosh, Charles	Largoward, Ch. of Scot.	Fife	3	1	.	.
M'Intosh, John	Inverness, F. C. Model	Inverness	3	1	.	.
M'Intosh, Kenneth	Conon, F. C. S.	Dingwall	3	3	.	.
M'Intosh, Malcom	New Milns, F. C. S.	Ayr	2	3	.	.
M'Intosh, Robert	Duirnish, Ch. of Scot.	Inverness	3	2	.	.
M'Intosh, William	Portland Prison, Officers' Sch.	Dorset	2	3	.	.
M'Intyre, Adam	-	-	3	2	.	.
M'Intyre, Gilbert	Strathhallodale, G.A.S.	Sutherland	.	.	1	3
M'Intyre, Murdo	Glasgow, St. George's, F. C. S.	Lanark	3	3	.	.
M'Intyre, Robert	Kincardine, Parochial	Bonar Bridge	3	3	.	.
M'Irvine, George	Aboyne, P. S.	Aberdeen	.	.	1	3
M'Kay, Alexander	Cameron, P. S.	Fife	3	1	.	.
M'Kay, Andrew S.	-	-	1	2	.	.
M'Kay, Robert	-	-	1	3	.	.
M'Kay, William	-	-	3	1	.	.
M'Kay, William	(Student, Edin., F. C. Norm.)	-	.	.	1	2
M'Kay, William S.	Peninver, G. A. S.	Argyll	.	.	1	3
M'Kenzie, Alexander	Chorlton-on-Medlock, Grosvenor Square, Presbyterian.	Lancaster	3	2	.	.
M'Kenzie, Alexander	-	-	2	2	.	.
M'Kenzie, Alexander	-	-	3	1	.	.
M'Kenzie, Angus	-	-	3	3	.	.
M'Kenzie, Charles	Sunderland, Villiers Street Academy.	Durham	3	3	.	.
M'Kenzie, James	North Audley Street, St. Mark's, Ch. of Eng.	London	.	.	2	2
M'Kenzie, Peter S.	Aldgirnaig, G. A. S.	Perth	3	3	.	.
M'Kenzie, Roderick	Mossfield, Gaelic Association	Invergordon	3	3	.	.
M'Kenzie, Thomas	Inverness, F. C. S.	Inverness	3	1	.	.
M'Kenzie, Thomas	Darlington, St. Augustine's, R. C. S.	Durham	2	2	.	.
M'Keon, William J.	(Student, Cheltenham)	-	.	.	2	1
M'Kimmie, James	-	-	3	1	.	.
M'Kinlay, Peter	Whitehill, Colliery S.	Edinburgh	.	.	2	1
M'Kinnell, John	Cumnock, F. C. S.	Ayr	2	2	.	.
M'Kinnon, Edward	(Student, Glasgow, F.C.Norm.)	-	.	.	1	3
M'Kintosh, Joshua	-	-	2	3	.	.
M'Kintosh, James	Dalnambreac, G. A. S.	Sutherland	3	2	.	.
M'Kintosh, John	Cramond, F. C. S.	Edinburgh	.	.	1	3
M'Lachlan, John	Edinburgh, Niddry Street, Dr. Bell's.	Edinburgh	2	1	.	.
M'Lachlan, John	(Student, Glasgow, F. C. Norm.)	-	.	.	1	3
M'Lachlan, Thomas	-	-	3	2	.	.
M'Laren, Archibald	-	-	2	2	.	.
M'Laren, Gilbert	Blair Athol, Parochial	Perth	2	1	.	.
M'Laren, John R.	Edinburgh, F. C. Normal	Edinburgh	2	2	2	2
M'Laren, Thomas	Govan, F. C. S.	Lanark	.	.	1	3
M'Lauchlan, David	South Woodside, F. C. S.	Lanark	.	.	2	3
M'Lean, Donald	Stratherrick, F. C. S.	Inverness	3	2	.	.
M'Lean, Roderick	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	2
M'Leish, John	Almondbank, G.A.S.	Perth	3	3	.	.
M'Leish, Robert	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	3

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
M'Lellan, Andrew	(Student, Edinburgh, G. A. Normal.)	- - -	.	.	1	1
M'Lennan, Charles	Kyleakin, G. A. S.	Inverness	3	2	.	.
M'Leod, Alexander	- - -	- - -	3	3	.	.
M'Leod, Donald	Nairn, F.C.S.	Nairn	3	3	.	.
M'Leod, James	Cranage, Ch. of Eng.	Middlewich	3	2	.	.
M'Leod, John	- - -	- - -	3	2	.	.
M'Leod, James	Polmont, F. C. S.	Stirling	3	2	.	.
M'Mahon, Thomas A.	Newcastle-on-Tyne, St. Andrew's, R. C. S.	Northumberland	.	.	1	3
M'Martin, Donald	(Student, Edinb., F. C. Norm.)	- - -	.	.	1	2
M'Martin, Donald	Dunipace, F. C. S.	Denny	3	3	.	.
M'Master, Donald	Stornoway, F. C. S.	Ross and Cromarty	3	3	.	.
M'Master, Hugh	(Student, Glasgow, F.C., Norm.)	- - -	.	.	1	2
M'Millan, Dugald	(Student, Edinb., G. A. Norm.)	- - -	.	.	1	3
M'Millan, John	Leith, Free, St. John's	Edinburgh	.	.	2	2
M'Millard, Dugald	Edinburgh, Canon Mills, F.C.S.	Edinburgh	2	3	.	.
M'Mullan, William	Cobridge, St. Peter's, R. C. S.	Newcastle-under-Lyne.	3	1	.	.
M'Murchy, John	(Student, Glasgow, F.C. Norm.)	- - -	.	.	1	2
M'Murchy, John	Campbeltown, F. C. S.	Campbeltown	3	2	.	.
M'Nab, Duncan	Newbigging, F. C. S.	Musselburgh	3	1	.	.
M'Nab, James	Markinch, F. C. S.	Fife	.	.	1	3
M'Nab, Robert	- - -	- - -	3	1	.	.
M'Nair, William	Dalry, Par. S.	Ayr	.	.	1	2
M'Nally, Patrick	Macclesfield, St. Alban's, R.C.S.	Chester	3	1	.	.
M'Namara, John	Dowlais, R. C. S.	Glamorgan	3	3	.	.
M'Namara, Michael	- - -	- - -	3	3	.	.
M'Naughten, John	Cawdor, Par. S.	Nairn	2	3	.	.
M'Naughton, George	Yester, F. C. S.	Haddington	3	1	.	.
M'Neil, Archibald	Student, Edinb., F. C. Norm.)	- - -	.	.	1	1
M'Niven, Malcolm	Glengarry, G. A. S.	Inverness	3	3	.	.
M'Niven, Neil	Lochinver, G. A. S.	Sutherland	.	.	1	3
M'Phail, Archibald C.	- - -	- - -	3	3	.	.
M'Phail, Donald	Stornoway, G. A. S.	Ross	3	1	.	.
M'Phail, John	Stanley Auxiliary, Par. S.	Perth	3	3	.	.
M'Pherson, George	Earlstown, F. C. S.	Berwick	3	2	.	.
M'Pherson, Geo. L	(Student, Glasgow, G. A. Norm.)	- - -	.	.	1	2
M'Pherson, Malcolm	- - -	- - -	2	2	.	.
M'Queen, John	Brampton, Ch. of Eng.	Cumberland	2	2	.	.
M'Queen, Richard R.	- - -	- - -	2	2	2	2
M'Rae, Donald	- - -	- - -	2	1	.	.
M'Rae, Donald	(Student, Edinb., F.C. Norm.)	- - -	.	.	1	2
M'Rae, Farquhar	(Student, Glasgow, F.C. Norm.)	- - -	.	.	2	1
M'Rae, John	- - -	- - -	2	1	.	.
M'Ritchie, Colin	Stornoway, F. C. S.	Ross	3	1	2	2
M'Rostie, Peter	- - -	- - -	.	.	1	3
M'Rostie, Peter (A)	Monzievaird and Strowan, P.S.	Perth	2	2	.	.
M'Swiney, John	- - -	- - -	1	3	.	.
M'Taggart, Archibald	Glasgow, G.A., Practising	Lanark	.	.	1	2
M'Whan, George	Carlisle, Holy Trinity, Ch. of Eng.	Cumberland	.	.	2	2
M'William, Alex.	Forgue-side, Ch. of Scot.	Aberdeen	2	2	.	.
M'William, Thomas	Sorn, Parochial	Mauchline	3	1	.	.
Maddern, Richard	(Student, Battersea)	- - -	.	.	1	2
Mainwaring, William	Bolton-le-Moors, Ch. Ch., Ch. of Eng.	Lancaster	.	.	2	2
Mair, George	Glasgow, Old Wynd, F.C.S.	Lanark	.	.	1	3
Makins, William W.	West Bromwich, Trinity, Ch. of Eng.	Stafford	2	1	.	.
Malcolm, James	(Student, Edinb., G.A. Norm.)	- - -	.	.	1	2
Malcolm, John	Samuelston S.	Haddington	2	2	.	.
Malcolmson, James	Carlisle, Ch. Ch., Ch. of Eng.	Cumberland	3	3	.	.
Manley, George	- - -	- - -	.	.	1	3
Manley, James	Rockwell Green, Ch. of Eng.	Somerset	3	2	.	.
Manley, William	Wellington, Ch. of Eng.	Somerset	3	2	.	.
Manners, William	(Student, Glasgow, G. A. Normal.)	- - -	.	.	1	3
Manning, Edward	- - -	- - -	.	.	1	1
Manning, Wm. B.	(Ordained)	- - -	3	3	.	.
Mansford, Charles	Westminster Training	Westminster	2	1	2	1
Manson, John	(Student, Glasgow, G.A. Norm.)	- - -	.	.	1	2
Marcus, Frederick	Bromsgrove, Ch. of Eng.	Worcester	3	1	.	.
Mardon, Samuel	(Student, Exeter)	- - -	.	.	1	1

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Margerison, Wm.	Elland, Ch. of Eng.	Halifax	3	1	.	.
Marks, Charles E.	Marylebone, Central, Ch. of Eng.	London	2	3	.	.
Marks, Edward N.	-	-	3	3	.	.
Marks, Robert	Wandsworth Trade S.	London	2	3	2	1
Marlow, William	Netley, St. Matthew's, Ch. of Eng.	Southampton	.	.	1	2
Marony, Edwin	-	-	3	3	.	.
Marren, James	(Student, York and Ripon)	-	.	.	2	3
Marriott, Joseph W.	(Left England)	-	1	3	.	.
Marrison, Thomas R.	Hampstead, Ch. Ch., Ch. of Eng.	London	2	3	.	.
Marsden, Austin J.	Hartlepool, St. Hilda's, R.C.S.	Durham	.	.	1	3
Marsden, Joseph	Tipton, Wes.	Stafford	3	2	.	.
Marsh, George	Warboys, Ch. of Eng.	Huntingdon	3	1	.	.
Marsh, Giles W.	Stroud, P. U. S.	Gloucester	2	3	.	.
Marsh, Henry	Twyford, Ch. of Eng.	Winchester	2	2	.	.
Marsh, John	Hurstbourne Priors, Earl Portsmouth's S.	Andover	3	2	.	.
Marsh, Richard	Hulme, Trinity Ch. of Eng.	Lancaster	1	3	.	.
Marshall, Charles (A)	Ardrossan, Parochial	Ayr	2	1	.	.
Marshall, Ebenezer J.	Brighton, Ch. Ch., Ch. of Eng.	Brighton	2	3	.	.
Marshall, George	Flamborough, Ch. of Eng.	York	.	.	1	3
Marshall, Henry	Toddington, Wes.	Bedford	3	3	.	.
Marshall, John	-	-	1	2	.	.
Marshall, John	Tavistock, B. S.	Devon	2	1	.	.
Marshall, Joseph S.	Osmaston, Ch. of Eng.	Ashbourne	.	.	2	3
Marshall, Theoph. S.	Blairingone S.	Dollar	3	3	.	.
Marshall, William	Heywood, St. James', Ch. of Eng.	Lancaster	2	3	.	.
Marshall, William	(Student, Glasgow, G.A. Norm.)	-	.	.	1	2
Marshman, George	St. Ives, Wes.	Huntingdon	3	1	.	.
Marsland, James	Preston, St. Paul's, Ch. of Eng.	Lancaster	2	3	2	2
Martin, Frederick	Cheddington, Ch. of Eng.	Tring	3	2	.	.
Martin, James	Shelton, Granville S.	Stafford	2	1	.	.
Martin, James	Paisley, Causeyside Sess.	Renfrew	2	2	.	.
Martin, Thomas	Much Wenlock, Ch. of Eng.	Salop	3	3	.	.
Martin, William	-	-	1	3	.	.
Martin, William	(Student, Edinb., F. C., Norm.)	-	.	.	1	2
Martin, William J.	Great Horton, Wes.	Bradford, Yorkshire	3	3	.	.
Martyn, George H.	St. Giles in the Fields, Ch. of Eng.	London	3	2	.	.
Mason, Alexander	Carnwath, Parish S.	Lanark	.	.	1	1
Mason, William G.	Winchester, St. Michael's, Ch. of Eng.	Winchester	1	3	.	.
Mason, William	Godalming, Commercial S.	Surrey	2	3	.	.
Massey, John	Manchester Radcliffe Instn., B. S.	Lancaster	.	.	1	3
Masson, Andrew	Knockbain, Ch. of Scot.	Ross	3	2	.	.
Masson, James	(Student, Edinb., F. C. Norm.)	-	.	.	1	2
Matheson, Alexander	-	-	2	1	.	.
Matheson, John	Ardrishaig, F. C. S.	Argyll	.	.	2	2
Mathewson, Robert	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	1
Mathias, Russell	Tenby, Ch. of Eng.	Pembroke	3	1	.	.
Mathieson, Finlay	Culcaboch, F. C. S.	Inverness	3	2	.	.
Mathison, Peter	(Student, Edinb., G. A. Norm.)	-	.	.	1	2
Mathwin, Henry	Bolton, Bridge Street, Wes.	Lancaster	2	3	.	.
Matthews, George	Weobley, Parochial	Hereford	3	1	.	.
Matthews, Thomas	-	-	3	3	.	.
Maver, David	Aberdeen, Bon Accord, F.C.S.	Aberdeen	3	3	.	.
Mavor, James	Stranraer, F. C. S.	Wigton	3	1	.	.
Mavor, John	North Shields, Pres.	Newcastle-upon-Tyne	3	2	.	.
Mawbey, Henry	North Caves, Wes.	Brough	.	.	1	3
Mawrey, Joseph	Betley, Ch. of Eng.	Newcastle-under-Lyne	.	.	1	3
Maxwell, William	(Student, Edinburgh, F. C. Normal.)	-	.	.	2	2
May, Henry S.	Organizing Master	-	1	3	.	.
Mayer, Jacob	Derby, Trinity, Ch. of Eng.	Derby	3	1	.	.
Mayhew, Caleb B.	(Student, Highbury)	-	.	.	1	3
Maynard, John	(Ordained)	-	3	3	.	.
Maynard, John C.	Belper, P. U. S.	Derby	2	3	2	2
Maynard, William J.	-	-	.	.	1	2

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Mayne, John P.	(Ordained)	-	1	3	.	.
Mayor, Thomas	Preston, Croft Street, Wes.	Lancaster	3	3	.	.
Mead, John	Ramsgate, St. George's, Ch. of Eng.	Kent	3	3	.	.
Meaden, Hen. P. (D)	Chester Training S.	Chester	2	2	3	2
Meadows, William	Halstead, St. Andrew's, Ch. of Eng.	Halstead	3	2	.	.
Meeson, John T.	(Student, Cheltenham)	-	.	.	1	1
Meikle, John	Faifley, Ch. of Scot.	Dumbarton	.	.	1	1
Mellor, John	-	-	3	3	.	.
Mensing, John	Kentish Town, Ch. of Eng.	London	.	.	2	2
Menzies, Alexander	Oatfield, G. A. S.	Campbeltown	3	1	.	.
Menzies, George	-	-	3	3	.	.
Menzies, James	Montrose, St. John's, F. C. S.	Forfar	2	3	.	.
Menzies, Robert	Tullibardine, Ch. of Scot.	Perth	3	2	.	.
Menzies, Thomas	Dalmanach, Endowed	Dumbarton	2	3	.	.
Mercer, John	Dunse, Parochial	Berwick	2	3	.	.
Mercer, Thomas W.	(Student, Saltley)	-	.	.	1	3
Merchant, George	Snenton, Ch. of Eng.	Nottingham	1	3	.	.
Mercier, Jerome J. (D)	Chelsea, St. Mark's, Training	-	3	2	3	3
Meredith, John C.	Ferryside, St. Thomas', Ch. of Eng.	Carmarthen	3	3	.	.
Merrick, Richard	Manchester, St. Barnabas', Ch. of Eng.	Manchester	3	3	.	.
Merrifield, John	St. Mary Tavy, Ch. of Eng.	Tavistock	2	1	.	.
Merriman, Henry J.	Risca, B. S.	Newport, Mon.	.	.	1	2
Merriman, Joseph	-	-	1	2	.	.
Messenger, Thomas	Bridlington, Ch. of Eng.	York	3	3	.	.
Messer, William	Guilden Morden, Ch. of Eng.	Royston	3	1	.	.
Metcalf, John	Sturton, Ch. of Eng.	East Retford	.	.	2	2
Metcalfe, Thomas	Heywood Mechanic's Institute, B.S.	Manchester	.	.	1	2
Meyer, Conrad	(Student, Highbury)	-	.	.	1	2
Michael, John	Brinklow, Ch. of Eng.	Warwick	.	.	2	3
Michie, Alexander	-	-	2	3	.	.
Middlemas, Thos. F.	(Student, Durham)	-	.	.	1	2
Midgley, George	Cradley, Ch. of Eng.	Stourbridge	3	3	2	3
Milbourn, Thomas	Escombe and Wilton Iron Works, Ch. of Eng.	Bishops Auckland	3	2	.	.
Miles, Henry	Loughor, Ch. of Eng.	Swansea	3	3	.	.
Miles, William	Wednesbury, St. John's, Ch. of Eng.	Stafford	3	1	.	.
Millar, Francis	Hillingdon and Cowley, Ch. of Eng.	Uxbridge	2	1	.	.
Millar, George	(Student, Edinburgh, G.A. Normal).	-	.	.	1	2
Millar, John	(Student, Glasgow, G.A. Norm.)	-	.	.	1	3
Millard, Henry John	Stratford, Ch. Ch., Ch. of Eng.	Essex	3	3	.	.
Miller, James	Stonehouse, F.C.S.	Lanark	.	.	2	1
Miller, James	Lundin Mill, Subscription	Fife	.	.	1	3
Miller, John	(Student, Saltley)	-	.	.	1	3
Miller, Kenneth M'Iver	Kilkerran, Hillside S.	Ayr	.	.	1	1
Miller, Saml. H. (D)	Wisbeach, B. S.	Cambridge	3	3	.	.
Miller, Thomas	Perth, Water Gate, Ch. of Scot.	Perth	3	2	.	.
Miller, Walter	Exeter Episcopal Charity	Exeter	2	2	.	.
Millington, Charles	Derby, Ch. Ch., Ch. of Eng.	Derby	3	2	.	.
Millington, John	Alderley Edge S.	Manchester	3	1	.	.
Millington, William	Kirby Misperton, Par. S.	Pickering	.	.	2	3
Mills, Charles L.	West Malling, P. S.	Maidstone	3	2	.	.
Mills, Frederick	Cuxton, Ch. of Eng.	Rochester	.	.	1	3
Mills, George	Dunstable, Ch. of Eng.	Bedford	3	2	2	3
Mills, George	-	-	3	2	.	.
Mills, Henry J. (A) (D)	South Lambeth, St. Barnabas', Ch. of Eng.	Surrey	2	3	.	.
Mills, Samuel	Southampton, Newtown Dist.	Hants	3	3	.	.
Mills, William F.	Newtonhill, Epis.	Kincardine	.	.	1	2
Mills, William J.	Bowling, St. John's, Ch. of Eng.	Bradford	3	2	.	.
Millward, William	-	-	3	2	.	.
Milne, David	-	-	2	3	.	.
Milne, John	(Left England)	-	3	1	.	.
Milne, James	-	-	3	1	.	.
Milne, James	Aberdeen, John Knox's, F.C.S.	Aberdeen	3	2	.	.
Milne, Thomas	(Student, Edinburgh, F. C. Normal.)	-	.	.	2	3

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Milnes, William W.	Horsforth Towns, Ch. of Eng.	Leeds	3	1	.	.
Mimms, James	Chelsea, Ch. Ch., Ch. of Eng.	Middlesex	3	1	.	.
Mitchell, David	Bridge of Earn, F. C. S.	Perth	3	3	.	.
Mitchell, George	(Student, York and Ripon)	-	.	.	1	3
Mitchell, James	(Student, Glasgow, F.C. Normal	-	.	.	1	2
Mitchell, John	Kilmuir Easter, Parochial	Parkhill	3	1	.	.
Mitchell, John	-	-	1	3	.	.
Mitchell, Joseph	Baldwin's Gardens, Ch. of Eng.	London	3	1	2	2
Mitchell, Joseph A.	Short Heath, Wes.	Willenhall	.	.	2	3
Mitchell, Joseph W.	-	-	3	1	.	.
Mitchell, Thomas	(Student, Chelsea, St. Mark's)	-	.	.	1	3
Mitchell, William	Shirley, Ch. of Eng.	Solihull	3	2	.	.
Mitchell, William	Bolsterstone, Ch. of Eng.	Sheffield	3	3	.	.
Mitcheson, William	Hexham Subscription, Ch. of Eng.	Northumberland	1	3	.	.
Mobbs, Samuel N.	Hippings, Wes.	Lancaster	.	.	1	3
Moir, James	Perth, Free West Church	Perth	2	3	.	.
Molineux, John	Manchester, Paddington, St. Paul's, Ch. of Eng.	Lancaster	3	1	.	.
Molineux, Moses	Hindley, Ch. of Eng.	Wigan	3	2	2	2
Monahan, James	Muirkirk, Iron Works S.	Ayr	.	.	1	3
Moncrieff, Stewart D.	Perth, St. Ninian's Epis.	Perth	3	3	.	.
Monday, William	St. Martin's-in-the-Fields, Ch. of Eng.	London	3	3	.	.
Mondey, Thomas	-	-	3	3	.	.
Money, John	Blantyre, Par.	Lanark	.	.	2	3
Monk, William	-	-	2	3	.	.
Monro, George N.	-	-	2	3	.	.
Monro, Henry L.	Court-y-bella, Ch. of Eng.	Monmouth	3	3	.	.
Montgomery, Archbd.	Garelochhead, Estab. Ch.	Dumbarton	.	.	2	2
Montgomery, Alex.	-	-	3	3	.	.
Moore, Henry J.	Cheltenham, B. S.	Cheltenham	3	2	.	.
Moore, John S.	Penrith, B.S.	Cumberland	.	.	1	2
Moore, Samuel	Winterton, Ch. of Eng.	Glandford Brigg	.	.	1	3
Moore, Thomas (A)	Madeley, Ch. of Eng.	Salop	2	3	.	.
Moorhouse, Giles	Meltham Mills, Ch. of Eng.	Huddersfield	3	3	.	.
Moorhouse, John	Barwick-in-Elmet, Ch. of Eng.	York	3	3	2	3
Moorhouse, Ralph	Long Houghton, Ch. of Eng.	Alnwick	.	.	1	3
More, John	(Student, Edinburgh, G.A. Normal.	-	.	.	1	2
Moreton, John F.	Accrington, St. James's, Ch. of Eng.	Blackburn	3	1	2	2
Morey, Thomas	Pontesbury, Ch. of Eng.	Shrewsbury	2	3	.	.
Morgan, Charles	-	-	2	2	.	.
Morgan, David	Bromyard, B.S.	Hereford	.	.	1	2
Morgan, James	Cosheston, Ch. of Eng.	Pembroke	.	.	1	2
Morgan, William	Chardstock, Ch. of Eng.	Axminster	.	.	2	3
Morley, William	Draycott and Wilne, Ch. of Eng.	Derby	.	.	1	3
Morphett, George	(Student, Highbury)	-	.	.	1	3
Morrin, James	Glasgow, Calton, St. Mary's, R.C.S.	Lanark	.	.	1	2
Morris, Benjamin	-	-	3	2	.	.
Morris, Benjamin	Nantwich, Wes.	Chester	3	2	.	.
Morris, David	Leeds, St. Peter's, Ch. of Eng.	York	2	3	.	.
Morris, George	-	-	2	2	.	.
Morris, Henry	-	-	3	3	.	.
Morris, John	Mains, Parochial	Dundee	2	2	.	.
Morris, John	Llandebie, Ch. of Eng.	Llandilo Vawr	.	.	1	3
Morris, Robert	Manchester, Argyll Street, B.S.	Lancaster	3	2	.	.
Morris, Richard	Bethnal Green, St. Matthew's, Ch. of Eng.	London	2	3	2	2
Morris, Thomas	Abergwessin, Ch. of Eng.	Brecon	.	.	1	3
Morris, William	Cottingham, Ch. of Eng.	Hull	3	3	.	.
Morrison, Alexander	(Student, Edin., G.A. Norm.)	-	.	.	1	2
Morrison, Archibald	(Student, Glasgow, G. A. Normal.)	-	.	.	2	3
Morrison, George	Edinburgh, Fountain Bridge, F.C.S.	Edinburgh	3	1	.	.
Morrison, Kenneth	Rogart, F.C.S.	Sutherland	.	.	1	3
Morrison, Thomas	Glasgow, F. C. Normal	Lanark	2	1	.	.
Mortimer, Frederic	Linton, Ch. of Eng.	Cambridge	3	3	.	.
Mortimer, John	(Student, Winchester)	-	.	.	1	3
Mortimore, Henry	Lichfield, Miner's School	Lichfield	2	2	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Morton, Benjamin	Bradford, St. Jude's, Ch. of Eng.	York	3	2	.	.
Morton, James	Roecliffe, Ch. of Eng.	Boroughbridge	3	2	.	.
Moses, John James	- - - -	- - -	2	1	.	.
Moss, Charles J.	Oxford, St. Paul's, Ch. of Eng.	Oxford	2	3	.	.
Moss, David C.	(Student, Westminster, Wes.)	- - -	.	.	1	3
Moss, Hugh	Rhodes, Ch. of Eng.	Manchester	2	3	.	.
Moss, James	(Student, Battersea)	- - -	.	.	1	1
Moss, Thomas F. (D)	East Dulwich and Peckham Rye, Ch. of Eng.	London	3	3	.	.
Moss, William	Henbury, Ch. of Eng.	Macclesfield	3	3	.	.
Moss, William H.	Culham Practising, Ch. of Eng.	Abingdon	2	3	.	.
Moulton, Isaac	Doncaster, Ch. Ch., Ch. of Eng.	Doncaster	3	2	.	.
Mouncie, Archibald	- - - -	- - -	2	3	.	.
Mounsey, Alexander	Kilmaurs, Parl.	Ayr	2	2	.	.
Mowatt, Martin	(Student, Edin., F.C. Norm.)	- - -	.	.	1	2
Mowbray, Alfred R.	East Pinchbeck, Ch. of Eng.	Lincoln	3	3	.	.
Mowbray, William	Leicester, St. Margaret's, Ch. of Eng.	Leicester	3	3	2	3
Moxey, Charles H.	Ramsey, Wes. - - - -	Isle of Man	.	.	1	2
Moyse, Henry O.	Cheltenham, Trinity, Ch. of Eng.	Cheltenham	1	3	.	.
Mudie, James C.	Tranent, F. C. S.	Haddington	2	3	.	.
Mugford, Frederick	Axminster, Ch. of Eng.	Devon	3	2	.	.
Muir, Thomas	Ninewells, Ch. of Scot.	Berwick	3	2	.	.
Mullany, John	Headless Cross, Ch. of Eng.	Redditch	.	.	1	3
Mullen, Francis	Hull, Canning St., R.C.S.	York	.	.	1	3
Mullin, James	Chorley, St. Mary's, R.C.S.,	Liverpool	.	.	1	3
Mumby, John I.	Nottingham, St. John's, Ch. of Eng.	Nottingham	3	3	.	.
Mumford, James	Highgate, B. S.	Middlesex	3	1	.	.
Munns, John W.	Finsbury, Wilson St., Whitecross Place, B.S.	London	3	3	.	.
Munro, Archibald	- - - -	- - -	2	2	.	.
Munro, John G.	Golspie, F.C. Congregational	Sutherland	3	1	.	.
Munro, Peter	Kilmodan, F.C. S.	Argyll	3	2	.	.
Munro, Simon	Fordyce, F. C. S.	Banff	3	1	.	.
Munro, William	- - - -	- - -	3	3	.	.
Murby, Thomas	Camberwell, Leipsic Road, B.S.	London	3	2	.	.
Murchie, John	- - - -	- - -	3	2	.	.
Murphy, Felix E.	(Student, Highbury)	- - -	.	.	1	3
Murphy, James	Derby, St. Mary's, R. C. S.	Derby	3	1	.	.
Murphy, James A.	Bath, R. C. S.	Somerset	3	1	.	.
Murphy, John Lee	- - - -	- - -	3	1	.	.
Murr, William, H.E.	(Student, Westminster, Wes.)	- - -	.	.	1	2
Murray, Alfred	Barrow, Ch. of Eng.	Rotherham	2	1	.	.
Murray, Alexander	Fettercairn, F. C. S.	Kincardine	3	3	.	.
Murray, Alexander	- - - -	- - -	1	3	.	.
Murray, Donald	Glasgow, Highland Society's S.	Lanarkshire	3	3	.	.
Murray, George	Dalry, Kersland Barony S.	Ayr	3	3	.	.
Murray, John Henry	(Left England)	- - -	3	2	.	.
Murray, John L.	- - - -	- - -	2	1	.	.
Murray, Walter	Kincardine, F. C. S.	Ross	3	3	.	.
Murton, Frederick	Chesterford, Ch. of Eng.	Saffron Walden	.	.	1	3
Musgrave, Edwin G. (A)	Silverdale, Ch. of Eng.	Newcastle-under-Lyne.	3	3	.	.
Musgrave, Richard M.	Whitehaven, Holy Trinity, Ch. of Eng.	Cumberland	3	1	.	.
Mushet, James	Paisley, Quarrelton Abbey Par.	Renfrew	.	.	1	2
Muxlow, Thomas	Barnard Castle, Wes.	Durham	.	.	2	2
Mylne, John	- - - -	- - -	2	3	.	.
Myron, Morris	Burghead, G. A. S.	Elgin	3	1	.	.
Nall, John	Taxal and Furnilie, Ch. of Eng.	Chester	3	3	.	.
Naismith, Ebenezer	Greenock, Ladyburn, F.C.S.	Lanark	3	2	.	.
Nash, James	(Left England)	- - -	2	3	.	.
Nash, John G.	(Student, Cheltenham)	- - -	.	.	1	3
Nash, William	(Student, Chelsea, St. Mark's	- - -	.	.	1	2
Nash, William	Liverpool, Edge Hill, Ch. of Eng.	Lancaster	3	1	.	.
Neal, James	- - - -	- - -	1	3	.	.
Neal, Robert	Brathay, District, Ch. of Eng.	Ambleside	3	2	.	.
Neat, George	Melksham, B. S.	Wilts	3	3	.	.
Neate, William	Corsham, B. S.	Chippenham	.	.	1	3
Needham, George	Beighton and Hackenthorpe, Ch. of Eng.	Chesterfield	3	3	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or [County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Neill, Charles	Fochabers, Milnes Institution	Elgin	.	.	1	3
Neill, Thomas	Glasgow, Gorbals Youth	Lanark	.	.	1	2
Neilson, David	Doune, F. C. S.	Perth	2	3	.	.
Neilson, John	Blair Drummond, Moss S.	Stirling	.	.	2	2
Nelmes, Richard W.	- - - -	- -	2	1	.	.
Neppred, George T.	Dundee, St. Paul's, Epis.	Forfar	.	.	1	3
Nesbit, William	- - - -	- -	.	.	1	3
Ness, John	Stanley, F. C. S.	Perth	3	2	.	.
Ness, John	Blantyre Works, S.	Lanark	2	3	.	.
Ness, Robert	Glasgow, St. Matthew's, Sess.	Lanark	2	1	.	.
Nettleingham, Wm.	(Student, Chichester)	- -	.	.	1	3
Nettleship, George	- - - -	- -	3	3	.	.
Nettlingham, John	Dursley, Ch. of Eng.	Gloucester	3	1	2	2
Neville, James	Willenhall, Trinity, Ch. of Eng	Walsall	3	3	.	.
Newland, Henry	Knutsford, Ch. of Eng.	Chester	3	3	.	.
Newlyn, John	Brompton, Ch. of Eng.	Chatham	3	3	.	.
Newman, Henry	Ulverstone, P. U. S.	Lancaster	3	1	.	.
Newman, William B.	Calstock, Ch. of Eng.	Callington	3	3	.	.
Newnam, Henry	Wordsley, Ch. of Eng.	Dudley	3	3	.	.
Newton, Charles	Everton, St. Chrysostom's, Ch. of Eng.	Liverpool	2	3	.	.
Newton, Francis	Leeds, St. James', Ch. of Eng.	Leeds	3	2	.	.
Newton, John	- - - -	- -	3	3	.	.
Newton, Robert	Carnarvon, Model S.	Carnarvon	1	3	.	.
Newton, Thomas	Llandudno, Ch. of Eng.	Carnarvon	3	3	.	.
Nibbs, James S.	- - - -	- -	3	3	.	.
Nichol, James	Fintry, Ch. of Scot.	Stirling	3	2	.	.
Nicholas, Jason	- - - -	- -	3	2	.	.
Nicholls, Henry	- - - -	- -	2	2	.	.
Nicholls, John	(Student, Chelsea, St. Mark's)	- -	.	.	1	3
Nicholson, Donald	St. Martin's, The Lodge, Ch. of Eng.	Chirk	1	3	.	.
Nicholson, John	Kincardine, P. S.	Perth	2	2	.	.
Nicol, Robert	Newmarnock, F. C. S.	Banff	2	3	.	.
Nicol, William D.	- - - -	- -	1	3	.	.
Nield, Benjamin	- - - -	- -	3	1	.	.
Nield, John	- - - -	- -	3	1	.	.
Niness, John	Chasewater, Ch. of Eng.	Truro	.	.	1	3
Nixon, Alfred	St. George's in the East, St. Matthew's, Ch. of Eng.	London	2	1	.	.
Nixon, Henry	Manchester, Rusholme Road, Wes.	Lancaster	3	2	.	.
Nixon, John R. (A)	Ickleford, Ch. of Eng.	Hitchin	2	3	.	.
Noall, Richard K.	- - - -	- -	3	2	.	.
Noble, John	- - - -	- -	2	2	.	.
Noble, Robert	Newbattle Colliery, Ch. of Scot.	Edinburgh	3	3	.	.
Noble, William	Wylam Village, B. S.	Gateshead	.	.	2	2
Noddle, George P.	Melksham, P. U. S.	Wilts	3	3	.	.
Norman, Ebenezer	Downe, Ch. of Eng.	Bromley	3	2	.	.
Norman, Robert	South Molton, Wes.	Devon	3	1	.	.
Normandale, Mark (A)	West Tanfield, Ch. of Eng.	York	2	3	.	.
Norris, Henry	Brymbo Charity, Ch. of Eng.	Wrexham	.	.	1	3
Norris, John H.	Alvechurch, Ch. of Eng.	Bromsgrove	2	2	.	.
Norris, William S.	Halifax, King's Cross, Ch. of Eng.	York	2	1	.	.
Northey, John	Westminster, Ch. Ch., Ch. of Eng.	Middlesex	.	.	2	2
Norton, Benjamin	Alwalton, Earl Fitzwilliam's S.	Peterborough	3	2	.	.
Norton, Samuel	Gloucester, B. S.	Gloucester	2	3	.	.
Norvill, George	(Student, Cheltenham)	- -	.	.	2	1
Noyce, Alfred	Broughton and Bossington, Ch. of Eng.	Stockbridge	.	.	2	3
Nye, William	Enfield Highway, St. James's, Ch. of Eng.	Middlesex	3	3	.	.
Oakley, Henry	- - - -	- -	3	2	.	.
O'Connor, Hugh F.	- - - -	- -	2	2	.	.
O'Connor, Martin B.	Cheadle, St. Wilfred's, R.C.S.	Stafford	.	.	1	3
O'Donnell, Henry	Burley, Daily, Ch. of Eng.	Ringwood	3	3	.	.
Ogden, Joseph	Kilnhurst, Ch. of Eng.	Rotherham	3	2	.	.
Ogden, Josiah	Shaw, Wes.	Rochdale	3	2	.	.
Ogilvie, Peter	Lochgellie, Company's School, Ch. of Scot.	Fife	1	3	.	.
Oke, Silas	Illogan, Ch. of Eng.	Redruth	2	2	.	.
Oldham, George (D)	Rochdale, Wes.	Lancaster	.	.	2	3

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Oldham, Thomas	Buersil and Lower Place S.	Rochdale	.	.	2	3
Olding, Samuel	Romsey, B. S.	Hants	3	3	.	.
Oliff, George W.	Grantham, Ch. of Eng.	Lincoln	3	3	.	.
Oliff, Jonathan	-	-	3	2	.	.
Olivant, Benjamin	Wreay, Ch. of Eng.	Carlisle	2	3	.	.
Oliver, George (A)	Wisbeach, St. Peter's, Ch. of Eng.	Wisbeach	3	1	.	.
Oliver, John	Bideford, Ch. of Eng.	Devon	3	3	.	.
Onions, Isaac	Coalbrookdale Co's., Boys, B.S.	Wellington	.	.	1	3
Onions, Walter E.	Swinton, Industrial	Manchester	2	1	.	.
Onn, William T.	(Student, Battersea)	-	.	.	1	2
Orford, George	Boxley, Ch. of Eng.	Maidstone	3	2	.	.
Orkney, Daniel C.	Jamestown, Bonhill, F. C. S.	Dumbarton	3	3	.	.
Orrin, James	Mumbles, B. S.	Swansea	3	2	.	.
Osborn, Thomas	Cardiff, St. John the Baptist, Poor S.	Glamorgan	.	.	2	2
Osborne, George	-	-	3	1	.	.
Osborne, John	Beechwood, B. S.	Southampton	3	3	.	.
Osborne, John	Batley, Wes.	Dewsbury	3	1	.	.
Osborne, William	Kilmarnock, Reformatory	Ayr	.	.	1	3
Osborne, William	York, Hope Street, B. S.	York	2	3	.	.
Osmond, William	Newark, Ch. Ch., Ch. of Eng.	Notts	.	.	1	3
O'Sullivan, Dion	-	-	2	2	.	.
O'Sullivan, George	St. John's Wood, R. C. S.	London	1	3	.	.
Outhwaite, Joseph	(Student, Borough Road)	-	.	.	1	3
Outhwaite, William	Elham, B. S.	Canterbury	.	.	1	3
Owen, Elias	Llanllechid, Ch. of Eng.	Bangor	3	3	.	.
Owen, Moses	Brynford, Ch. of Eng.	Holywell	.	.	2	2
Owen, Thomas	Penmon, Ch. of Eng.	Beaumaris	.	.	1	3
Owen, Thomas	(Left England)	-	1	3	.	.
Owen, William	(Student, Carnarvon)	-	.	.	1	3
Owen, William	Strood, Ch. of Eng.	Rochester	.	.	1	2
Owens, John	-	-	.	.	1	3
Owers, Charles	Springfield, Ch. of Eng.	Chelmsford	3	1	.	.
Page, Charles A.	Wickham, Ch. of Eng.	Fareham	2	1	.	.
Page, Edwin	-	-	2	2	.	.
Page, Henry	Newcastle-on-Tyne, St. Thomas', Ch. of Eng.	Newcastle-on-Tyne	2	3	.	.
Page, James	-	-	2	3	.	.
Page, Thomas	Weymouth, Ch. of Eng.	Dorset	.	.	2	1
Paine, George	Walworth, Beresford Chapel, Epis.	London	2	1	3	2
Palmer, Edward (D)	Hythe, Ch. of Eng.	Kent	2	3	.	1
Palmer, George W.	Wantage, Ch. of Eng.	Berks	3	3	.	.
Palmer, Henry	Attercliffe, Ch. of Eng.	York	3	3	.	.
Palmer, James T.	Ravenhead British Plate Glass Co., B. S.	St. Helens	3	3	.	.
Palmer, John	-	-	3	3	.	.
Palmer, John	East St. Pancras, Ch. of Eng.	Middlesex	.	.	2	3
Palmer, William	Chipping Norton, Ch. of Eng.	Oxford	2	1	.	.
Pape, John T.	Stanley, St. Peter's, Ch. of Eng.	Wakefield	.	.	1	2
Paramour, John	(Student, Westminster, Wes.)	-	.	.	1	1
Pardoe, Joseph	Ipswich, St. Margaret's, Ch. of Eng.	Suffolk	3	3	.	.
Parham, William	Dover, Trinity Dist., Ch. of Eng.	Kent	.	.	1	3
Park, John	(Left England)	-	3	1	.	.
Parker, John	Saffron Hill, St. Peter's, Ch. of Eng.	Middlesex	1	3	.	.
Parker, Samuel	-	-	2	3	.	.
Parkin, William	Convict School	Isle of Portland	3	2	.	.
Parkinson, Richard	-	-	3	1	.	.
Parkinson, Robert	Delamere, Ch. of Eng.	Chester	3	2	.	.
Parkinson, Thomas	Kirkby Malzeard, Ch. of Eng.	Ripon	.	.	1	3
Parr, Thomas	Daventry, B. S.	Northampton	.	.	1	3
Parrish, James	Watford, P. U. S.	Herts	3	1	.	.
Parry, John	Liverpool, Mount Pleasant, B. S.	Lancaster	.	.	1	1
Parry, William	(Student, Carnarvon)	-	.	.	1	3
Parry, William	(Student, Carnarvon)	-	.	.	1	3
Parsons, Amos	-	-	3	3	.	.
Parsons, George	East Tisted, Ch. of Eng.	Alton	3	3	.	.
Parsons, James	-	-	.	.	1	3
Parsons, William E.	Camelford, St. Breward, Ch. of Eng.	Cornwall	3	1	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Pascoe, John	Tresco, Mixed, Ch. of Eng.	Scilly Isles	.	.	2	3
Passingham, William	Portsea, All Saints', Ch. of Eng.	Portsea	1	3	.	.
Passmore, Henry L.	Marazion, Sir E. Cole's S.	Cornwall	3	1	.	.
Paterson, John	Portpatrick, F. C. S.	Wigton	3	3	.	.
Paterson, Robert C.	St. Monance, P. S.	Fife	.	.	2	3
Paterson, Wanchope	Denino, P. S.	Fife	2	1	.	.
Paton, James M.	Troon, F. C. S.	Ayr	.	.	1	3
Paton, John	Derby, St. Alkmund's, Ch. of Eng.	Derby	.	.	1	3
Paton, William	-	-	3	3	.	.
Patrick, William	Fairfield, Moravian S.	Manchester	3	3	.	.
Pattison, Robert	Uplawmoor, Public S.	Renfrew	3	2	.	.
Pattinson, Thos. (A)	Market Weighton, Ch. of Eng.	York	3	1	.	.
Pattinson, Thomas	(Student, Durham)	-	.	.	1	2
Payne, George	(Student, Saltley)	-	.	.	1	3
Payne, William	-	-	3	3	.	.
Payne, William	Piddletrenthide, Ch. of Eng.	Dorchester	.	.	1	3
Peach, Joseph	Radstock, Ch. of Eng.	Bath	3	2	.	.
Peachey, George	Macclesfield, Old Church, Ch. of Eng.	Macclesfield	3	1	.	.
Peachey, John	Ipswich, Wes.	Ipswich	2	3	.	.
Peacock, John	Havant and Bedhampton, Ch. of Eng.	Hants	3	2	.	.
Pearce, Frederick R.	-	-	3	3	.	.
Pearce, John	Menheniot, Ch. of Eng.	Liskeard	.	.	1	3
Pearce, William C.	Kew, Queen's S., Ch. of Eng.	Surrey	3	3	.	.
Pears, Edwin	-	-	2	3	2	1
Pearson, John	Liskeard, B. S.	Liskeard	3	3	.	.
Pearson, Richard	-	-	3	3	.	.
Pearson, William	Brampton Bierlow, Ch. of Eng.	York	3	2	.	.
Peck, William	Fenstanton, Ch. of Eng.	Huntingdon	2	3	.	.
Peddie, Robert	Perth, Stewart's Free Trade School.	Perth	2	3	.	.
Peebles, John	(Student, Edinburgh, G. A. Normal)	-	.	.	1	2
Pegg, William H.	-	-	.	.	1	3
Pegler, George	Willingham, B. S.	St. Ives (Hunts)	3	2	.	.
Pegler, Henry T.	Hucknall Torkard, Ch. of Eng	Nottingham	3	3	2	3
Pellow, Edwin	Thorney Abbey, Ch. of Eng.	Peterborough	2	2	.	.
Pember, John	(Student, Saltley)	-	.	.	1	1
Pendlebury, William	Battyeford, Ch. of Eng.	Dewsbury	2	2	.	.
Penney, John K.	Culross, Parochial	Culross	2	3	.	.
Penrose, Samuel G.	Tetford, Wes.	Horncastle	.	.	1	3
Peploe, George	New Alresford, P. S.	Hants	2	2	.	.
Percival, John	(Left England)	-	3	1	.	.
Percival, William R.	Wells, Blue Coat S.	Somerset	3	2	.	.
Percy, John	-	-	3	2	.	.
Pereira, John	Westminster, St. James' Offertory.	London	3	1	.	.
Perkins, George	Appledore, Ch. of Eng.	Bideford	3	3	.	.
Perry, Geo. W. (D) (A)	Pimlico, St. Michael's, Ch. of Eng.	London	2	3	.	.
Peters, John	Towyn and Pennal, B. S.	Merioneth	3	3	.	.
Petit, Patrick	-	-	3	1	.	.
Petrie, David	Dundee, St. John's, F. C. S.	Dundee	3	2	.	.
Pettit, William	Brown Candover, Ch. of Eng.	Andover	3	3	.	.
Phey, John	Alloa, Infant and Juvenile	Clackmannan	.	.	2	3
Phillips, Charles H.	-	-	3	1	.	.
Phillips, Isaac Chas.	Godstone, Ch. of Eng.	Surrey	3	2	.	.
Phillips, James	-	-	3	3	.	.
Phillips, Joel	(Student, Cheltenham)	-	.	.	1	2
Phillips, John	(Student, Caermarthen)	-	.	.	1	3
Phillips, Joseph	-	-	.	.	2	3
Phillips, Joseph J.	-	-	3	1	.	.
Phillips, Richard	(Left England)	-	2	2	.	.
Phillips, Thomas	-	-	3	1	.	.
Phillips, William A.	Benson, Ch. of Eng.	Wallingford	3	3	.	.
Picard, Peter K.	-	-	3	2	.	.
Pick, John	Garforth, Wes.	Leeds	2	2	.	.
Pickard, Joseph	Measham, Ch. of Eng.	Atherstone	3	1	.	.
Pickard, Joseph	Salford, Broughton Road, Wes.	Manchester	2	3	.	.
Pickard, Wm. J. (D)	(Student, Culham)	-	.	.	2	1

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Pickering, Richard	Chester, Ch. Ch., Ch. of Eng.	Chester	3	2	.	.
Pickles, William H.	(Student, Cheltenham)	-	.	.	2	2
Pigott, Thomas	-	-	2	1	.	.
Pincott, Ebenezer	Audenshaw, Ch. of Eng.	Lancaster	3	3	.	.
Pincott, James	Streatham, Ch. Ch., Ch. of Eng.	London	3	3	.	.
Pinder, Henry	Milverton, P. S.	Somerset	3	3	.	.
Pinder, Thomas R.	Carmarthen Training S.	Carmarthen	1	3	.	.
Pinder, William	St. Michael's-on-Wyre, Ch. of Eng.	Lancaster	2	1	.	.
Pine, William F.	Codnor and Loscoe, Ch. of Eng.	Derby	.	.	1	3
Pinhorn, Charles H.	Tenbury, Ch. of Eng.	Worcester	3	3	.	.
Pink, Robert	-	-	1	3	.	.
Pink, Samuel H.	Wakefield, Wes.	York	.	.	2	3
Pinney, John H.	Halberton, Ch. of Eng.	Tiverton	.	.	1	3
Pinson, William	Virginia Water, Ch. Ch., Ch. of Eng.	Chertsey	.	.	1	2
Piper, Solomon	Bussage, Ch. of Eng.	Stroud	3	3	.	.
Pirie, John	-	-	3	1	.	.
Pirt, John	South Shields, St. Stephen's, Ch. of Eng.	Durham	2	3	.	.
Pitchford, John W.	(Student, Westminster, Wes.)	-	.	.	1	3
Pithie, Alexander D.	Aberdeen, Dr. Bell's	Aberdeen	2	2	.	.
Pitt, Edward C.	(Student, Culham)	-	.	.	1	3
Pitway, Edward J. H.	(Student, Cheltenham)	-	.	.	1	2
Plank, George T.	Hindon, Ch. of Eng.	Wilts	3	2	.	.
Platt, Samuel H.	Cheltenham, St. John's, Ch. of Eng.	Cheltenham	3	1	2	3
Platten, Philip	Gaywood, Ch. of Eng.	Lynn Regis	3	2	.	.
Platts, Charles	Congleton, Wagg Street, Wes.	Chester	3	3	.	.
Pleace, James	-	-	3	2	.	.
Pleasants, William	Liverpool, St. John the Baptist's, Ch. of Eng.	Liverpool	2	3	.	.
Please, James	Stepney, Red Coat, Ch. of Eng.	Middlesex	3	1	.	.
Plested, Ingram	Stroud, B. S.	Gloucester	.	.	1	3
Plowright, Robert H.	Griffydham, Wes.	Ashby-de-la-Zouch	3	3	.	.
Pointer, Henry	Buckingham, Ch. of Eng.	Buckingham	3	3	.	.
Pollard, John	Frodsham, End., Ch. of Eng.	Chester	3	1	.	.
Pollock, James	Fintry, Stewart's Endowed, Ch. of Scot.	Stirling	3	1	.	.
Pollock, James M.	Falkirk, Par.	Stirling	.	.	1	3
Ponsford, William	-	-	3	1	.	.
Poole, Joseph	Burbage, Wes.	Hinckley	.	.	1	3
Poore, Edward	Cranley, Ch. of Eng.	Godalming	3	3	.	.
Pope, Albert J.	Mayfield, B. S.	Manchester	.	.	2	1
Pope, Michael	Swinton, Industrial	Manchester	.	.	1	2
Popple, Thomas	Liverpool, St. Barnabas, Ch. of Eng.	Lancaster	2	2	.	.
Porter, Charles A.	(Student, Borough Road)	-	.	.	1	2
Porter, Gregory	Nottingham, B. S.	Nottingham	3	2	.	.
Porter, John	-	-	2	3	.	.
Porter, Job	-	-	3	3	.	.
Porter, Thomas	Manchester, St. Philip's, Ch. of Eng.	Manchester	.	.	1	3
Poston, Richard	Westminster, St. Anne's, P. S.	London	.	.	2	3
Potts, Adam	-	-	3	2	.	.
Potts, George	Mickley, Ch. of Eng.	Northumberland	.	.	1	3
Potts, Lewis W.	Baldwin's Place, St. John's, Ch. of Eng.	London	.	.	2	3
Powell, William	(Student, Chelsea, St. Mark's)	-	.	.	1	2
Poyner, Harry	Leicester, County, Ch. of England.	Leicester	2	3	.	.
Poynter, Samuel	(Student, Chelsea, St. Mark's)	-	.	.	1	3
Prain, David	Brechin, Parochial	Brechin	2	1	.	.
Prain, John	-	-	3	3	.	.
Prain, William	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	2
Pratt, James	(Student, Westminster, Wes.)	-	.	.	1	1
Pratt, Joseph B.	Spalding, B. S.	Lincoln	3	2	.	.
Pratt, William	East Tytherley, Ch. of Eng.	Stockbridge	.	.	1	2
Presslie, William	Aberdeen, St. Andrew's, Epis.	Aberdeen	.	.	1	1
Preston, George	Stourbridge, P. U. S.	Worcester	3	1	.	.
Preston, John T.	Lancaster Blue Coat, Ch. of Eng.	Lancaster	2	3	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Preston, William	Whixley, Ch. of Eng.	York	.	.	1	3
Prewett, William	Laverstock, Ch. of Eng.	Salisbury	3	3	.	.
Price, Enoch	Montrose, St. Mary's, Epis.	Forfar	.	.	1	2
Price, Edward	Wellington, Ch. of Eng.	Salop	3	3	.	.
Price, Francis	Brighton, P. U. S.	Sussex	3	3	.	.
Price, George	East Dean, Ch. of Eng.	Romsey	.	.	1	3
Price, John	Fressingfield, Ch. of Eng.	Suffolk	2	3	2	2
Price, John	Bala, B. S.	Merioneth	2	1	.	.
Price, Thomas	Dyffryn, B. S.	Barmouth	2	3	.	.
Price, William	Kensington, Free, Ch. of Eng.	London	.	.	1	3
Pridham, John	St. Ewe, Ch. of Eng.	St. Austell	3	1	.	.
Priestland, William	(Student, Cheltenham)	-	.	.	1	1
Priestly, William	Earls Eaton, Ch. of Eng.	Dewsbury	3	2	.	.
Pring, Henry J.	-	-	3	3	.	.
Pringle, John	-	-	2	2	.	.
Pringle, Robert	Ratho, New Sub.	Edinburgh	3	2	.	.
Prinsep, Joseph	(Student, Cheltenham)	-	.	.	1	3
Pritchard, Griffith	-	-	2	3	.	.
Pritchard, James	Walsall, Blue Coat, Ch. of Eng.	Stafford	3	3	.	.
Probert, John	Glandford Brigg, Ch. of Eng.	Lincoln	3	2	.	.
Proffitt, William	Barkestone, Ch. of Eng.	Melton Mowbray	.	.	1	3
Proudfoot, John	Kinross, F. C. S.	Kinross	1	3	.	.
Proudfoot, Peter	Kilconquhar, Ch. of Scot.	Fife	3	3	.	.
Prouse, Charles	St. Peter's Port B. S.	Guernsey	3	3	.	.
Prowse, John R.	Wyke, Ch. of Eng.	Leeds	.	.	2	3
Pryer, William S.	Liverpool, Hope Street, B. S.	Lancaster	2	2	.	.
Pugh, Edward	Stokenham, Ch. of Eng.	Kingsbridge	3	3	.	.
Pullen, Moses	Painswick, Ch. of Eng.	Gloucester	3	1	.	.
Pullin, Alfred T.	Abergwili, Ch. of Eng.	Carmarthen	3	1	2	3
Pullin, Edward W.	Bengeworth, Ch. of Eng.	Evesham	.	.	1	2
Purdie, Alexander	Melvich, G.A.S.	Thurso	3	3	.	.
Purnell, Joseph	Kirkham, Ch. of Eng.	Lancaster	.	.	1	3
Purslow, Adam	Petersham, B. S.	Surrey	3	2	.	.
Purves, James	Fisherrow, F.C.S.	Musselburgh	3	3	.	.
Putman, John	Steyning, Ch. of Eng.	Sussex	.	.	2	3
Putterill, William	-	-	3	2	.	.
Puttick, Robert	-	-	1	3	.	.
Quarterman, Joseph	-	-	3	3	.	.
Racine, John	Surbiton, Ch. of Eng.	Kingston-upon-Thames.	3	3	.	.
Radburn, Thomas C.	Westmeon, Ch. of Eng.	Petersfield	2	2	.	.
Rae, James	(Student, Glasgow, G.A. Norm.)	-	.	.	1	3
Rae, John	-	-	.	.	1	2
Rae, John	(Student, Glasgow, F.C. Norm.)	-	.	.	2	2
Rait, William	Aberdeen, Bon Accord, Infants', F.C.S.	Aberdeen	3	3	.	.
Ramage, Alexander	Wick, F. C. S.	Caithness	1	3	.	.
Ramsay, Alexander	-	-	2	1	.	.
Ramsay, Frederick	Hanwell, Ch. of Eng.	Middlesex	3	2	.	.
Ramsay, John	Paxton, Village S.	Berwick	3	3	.	.
Randall, Joseph	Westminster, St. James', Ch. of Eng.	London	2	3	.	.
Randall, William H.	Brecknock, St. John's, Ch. of Eng.	Brecknock	2	2	.	.
Rankine, Thomas	Hinckley, Ch. of Eng.	Leicester	3	3	.	.
Raper, William	North Cave, Ch. of Eng.	Brough	.	.	2	2
Rapsey, William	Fishguard, Ch. of Eng.	Pembroke	3	3	.	.
Rapson, Edward	(Student, Chelsea, St. Mark's)	-	.	.	2	3
Rastall, Richard	-	-	3	2	.	.
Rathbone, Jabez T.	Carrington, Earl Stamford's, Ch. of Eng.	Chester	3	2	.	.
Rattray, James W.	Charlesworth, B. S.	Glossop	3	3	.	.
Rattray, William	Aberdeen, South Parish, F.C.S.	Aberdeen	2	3	.	.
Rawlings, Robert	Stella, St. Cutbert's, Ch. of Eng.	Gateshead	2	3	.	.
Rawlins, Edwin J.	Henley-on-Thames, Ch. of Eng.	Oxford	3	3	.	.
Rawson, Joseph	-	-	3	2	.	.
Rayner, George	(Student, Battersea)	-	.	.	1	3
Rayson, Thomas	(Student, Culham)	-	.	.	1	3
Read, Thomas	Downton, B. S.	Salisbury	3	1	.	.
Read, William	-	-	2	2	.	.
Read, William	Newington, St. Mary's, Ch. of Eng.	Surrey	2	3	.	.
Read, William D.	-	-	3	2	.	.
Reakes, Daniel	(Student, Chichester)	-	.	.	1	2

MASTERS

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Reddecliff, Robert	Sheffield, St. Mary's, Ch. of Eng.	York	3	3	.	.
Redman, James	Enfield Town, Ch. of Eng.	Middlesex	3	3	.	.
Reed, James	Bishop's Auckland, Bishop Barrington's, Ch. of Eng.	Durham	1	2	.	.
Reed, John	West Tytherley, Ch. of Eng.	Stockbridge	2	3	.	.
Reed, John B.	Mossley, Ch. of Eng.	Congleton	3	2	.	.
Reed, Robert	(Student, Westminster, Wes.	-	.	.	1	3
Reed, William L.	Tow Law Iron Works, Ch. of Eng.	Durham	3	3	.	.
Reeks, Edmund	St. Peter's Port, St. John's, Ch. of Eng.	Guernsey	3	3	.	.
Rees, John D.	Llandefaelogfach, Ch. of Eng.	Brecknock	.	.	2	3
Rees, William	Llannon, Parl. S.	Swansea	.	.	1	3
Reeve, John	Willenhall, Wes.	Stafford	.	.	1	3
Reeves, Henry (D)	Canterbury, St. Mildred's, Ch. of Eng.	Kent	.	.	2	3
Reeves, James C.	(Student, Borough Road)	-	.	.	1	1
Reid, Andrew	Fullarton, F.C.S.	Ayr	3	1	.	.
Reid, Alexander F.	Glasgow, St. Peter's, Ses.	Lanark	3	2	.	.
Reid, David	(Student, Edinburgh, G.A. Normal.)	-	.	.	1	2
Reid, James	-	-	3	3	.	.
Reid, James	Rothiemay, F.C.S.	Banff	3	1	.	.
Reid, John	Plaistow, Ch. of Eng.	Essex	2	3	.	.
Remfry, William H.	Stonehouse, Ch. of Eng.	Plymouth	3	2	.	.
Rennie, James	Maryhill, F.C.S.	Lanark	3	2	.	.
Renton, David	(Student, Edinburgh, F.C. Normal.)	-	.	.	1	1
Renwick, James S.	-	-	3	1	.	.
Renwick, Joseph	Paisley, Trinity, Epis.	-	.	.	1	2
Restell, John P.	Westminster, St. Stephen's, Ch. of Eng.	London	3	1	.	.
Revell, George (D)	Carmarthen, Lancasterian	Carmarthen	3	2	.	.
Reynard, James	-	-	3	2	.	.
Reynard, Thomas J.	Silsden, Wes.	Keighley, York	3	3	.	.
Reynolds, David	(Student, Highbury)	-	.	.	1	2
Reynolds, Edwin	Ticehurst, Ch. of Eng.	Hurst Green	3	1	.	.
Reynolds, George	Almondsbury, Ch. of Eng.	Bristol	3	2	.	.
Reynolds, James	(Student, Westminster, Wes.)	-	.	.	1	1
Reynolds, John F.	Brynmawr, B.S.	Newport, Mon.	2	1	.	.
Reynolds, Samuel	Earl's Shilton, Ch. of Eng.	Hinckley	2	3	.	.
Reynolds, William	-	-	3	3	.	.
Riby, Abraham John	Hull, Ch. Ch., Ch. of Eng.	Hull	3	2	.	.
Rice, G. T.	-	-	3	3	.	.
Rich, William M.	Wootton-under-Edge, B.S.	Gloucester	3	1	.	.
Richard, William	-	-	3	1	.	.
Richards, James P.	Sugley, Ch. of Eng.	Newcastle-on-Tyne	.	.	1	3
Richards, John	Llangoedmore, Ch. of Eng.	Cardigan	3	3	.	.
Richards, Joseph R.	Oldland, Ch. of Eng.	Bristol	.	.	1	3
Richardson, Alexander.	Lytham, St. John's, Ch. of Eng.	Preston	.	.	1	3
Richardson, George	Thirsk, B.S.	Thirsk	3	1	.	.
Richardson, John	Battersea, Training	Surrey	2	2	.	.
Richardson, Thomas	Osbaldeston, R.C.S.	Blackburn	.	.	1	3
Richardson, Wm. H.	Edinburgh, St. John's Epis.	Edinburgh	2	2	.	.
Richmond, John R.	(Student, Westminster, Wes.)	-	.	.	1	2
Rickard, John	Norwood, St. Luke's, Ch. of Eng.	Surrey	3	2	2	3
Rickard, Thomas	Brighton, Central, Ch. of Eng.	Sussex	2	2	.	.
Rickard, Wearn I.	Carmarthen, Ch. of Eng.	Carmarthen	1	3	.	.
Ricks, Charles	Brenzett, District, Ch. of Eng.	New Romney	.	.	1	3
Riddle, Charles	Ampthill, B.S.	Bedford	3	2	.	.
Riddock, George	Elie, P.S.	Fife	2	3	.	.
Rider, Henry E. J.	Coalbrookdale Co.'s, Dawley Pool Hill S.	Shiffnall	2	3	.	.
Ridgway, John A. (D)	Hulme, Free, Ch. of Eng.	Lancaster	3	2	3	2
Ridley, William	-	-	3	3	.	.
Rieley, Alexander E.	Corbridge, Ch. of Eng.	Hexham	2	3	2	1
Righton, William	Ripley, Ch. of Eng.	Alfreton	2	3	.	.
Riley, William	(Student, Cheltenham)	-	.	.	1	3
Rimer, James	Bitterne, Ch. of Eng.	Southampton	2	3	.	.
Rippon, Robert	(Student, Chelsea, St. Mark's)	-	.	.	1	3
Ritchie, Ebenezer	-	-	3	2	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Rix, George R.	- - - -	- - -	3	1	.	.
Roach, Charles	Winchester, Cheesehill, St. Peter's, Ch. of Eng.	Winchester	3	3	.	.
Robb, William	- - - -	- - -	.	.	2	2
Roberson, Robert B.	(Student, Culham) - - -	- - -	.	.	1	3
Roberts, Colin	Somers Town, B. S. - -	Middlesex	3	2	.	.
Roberts, Edward	Herne Bay, Ch. of Eng. - -	Kent	.	.	1	3
Roberts, Ellis	- - - -	- - -	2	3	.	.
Roberts, Evan	Bangor, Ch. of Eng. - -	Cardigan	1	3	.	.
Roberts, George	- - - -	- - -	2	3	2	1
Roberts, George J.	Dover, B. S. - - - -	Kent	2	3	.	.
Roberts, James	Huntingdon, Boys, Ch. of Eng.	Huntingdon	3	3	.	.
Roberts, James	Wadworth, Ch. of Eng. - -	Doncaster	3	3	.	.
Roberts, James E.	- - - -	- - -	3	3	.	.
Roberts, John	Holywell, Ch. of Eng. - -	Flint	2	2	.	.
Roberts, John	Swanage, Ch. of Eng. - -	Dorset	.	.	1	3
Roberts, John C.	(Student, Chichester) - -	- - -	.	.	1	3
Roberts, Joseph	Dolgelly, B. S. - - - -	Merioneth	.	.	1	3
Roberts, Richard	Llanwnog, Ch. of Eng. - -	Montgomery	3	3	.	.
Roberts, Richard	- - - -	- - -	3	3	.	.
Roberts, Robert	Ruthin, Ch. of Eng. - - -	Denbigh	2	1	.	.
Roberts, Robert	(Student, Carnarvon) - -	- - -	.	.	2	2
Roberts, Robert	Trawsfynydd, Ch. of Eng. -	Merioneth	.	.	2	3
Roberts, Robert	(Student, Chelsea, St. Mark's)	- - -	.	.	1	1
Roberts, Thomas	Rhyl, Ch. of Eng. - - -	Flint	.	.	2	3
Roberts, Thomas	Leek, Wes. - - - -	Stafford	.	.	1	3
Roberts, Thomas	Llanfihangel, Aberbythick, Ch. of Eng.	Carmarthen	.	.	2	2
Roberts, William	St. Ives, B. S. - - - -	Huntingdon	2	3	.	.
Roberts, William	Topsham, Wes. - - - -	Devon	3	1	.	.
Robertson, Alexander	Dundee, Hill Town, F. C. S.	Dundee	3	3	.	.
Robertson, Alexander	Skene, F. C. S. - - - -	Aberdeen	2	3	.	.
Robertson, Alexander	Gartsherrie, St. George's, P.S.	Lanark	3	3	.	.
Robertson, Allan E.	Fisherrow, English S. - -	Edinburgh	.	.	1	2
Robertson, Andrew	(Student, Glasgow, G.A.Norm.)	- - -	.	.	1	2
Robertson, Charles	- - - -	- - -	3	2	.	.
Robertson, Donald	Lochearnhead, F. C. S. - -	Perth	2	3	.	.
Robertson, Edmund	Kinnaird, G. A. S. - - -	Perth	3	3	.	.
Robertson, John	Killichonan, G. A. S. - -	Perth	3	3	.	.
Robertson, John (A)	Oldbury, Messrs. Chance's, Ch. of Eng.	Salop	2	1	.	.
Robertson, John	(Student, Glasgow, G.A.Norm.)	- - -	.	.	1	1
Robertson, John	Symington, F. C. S. - -	Ayr	3	2	.	.
Robertson, John G.	Wemyss, Ch. of Scot. - -	Fife	3	1	.	.
Robertson, Joseph	- - - -	- - -	2	2	.	.
Robertson, William	- - - -	- - -	3	1	.	.
Robins, Henry	Hertford, Cowper's Testimonial, Ch. of Eng.	Herts	2	3	.	.
Robinson, Edward	Birkenhead, St. John's, Ch. of Eng.	Birkenhead	2	2	.	.
Robinson, George	Faversham, Central, Ch. of Eng.	Kent	2	3	.	.
Robinson, George H.	Holborn, Dunn's Passage, R.C.S.	London	.	.	1	3
Robinson, James	Wadsley, Ch. of Eng. - -	Sheffield	3	3	.	.
Robinson, John	Pimlico, Eaton Chapel, Ch. of Eng.	London	.	.	1	3
Robinson, John	(Student, Highbury) - - -	- - -	.	.	1	3
Robinson, John E.	(Student, Battersea) - -	- - -	.	.	1	3
Robinson, John J.	- - - -	- - -	2	2	.	.
Robinson, Richard	Barmby Moor, Ch. of Eng. -	Pocklington	3	3	.	.
Robinson, Samuel	Newcastle-under-Lyne, Ch. of Eng.	Stafford	3	3	.	.
Robinson, William	Rugby, Wes. - - - -	Warwick	.	.	2	3
Robson, John	Edinburgh, Northern Dist., F. C. S.	Edinburgh	.	.	1	2
Robson, Robert	Ratho, New Subscription -	Edinburgh	3	3	.	.
Robson, Robert	Bainsford, Self-supporting -	Stirling	.	.	2	2
Roche, Henry	Burnley, St. Mary's, R. C. S. -	Lancaster	.	.	1	2
Rockett, John R.	Southsea, St. Jude's, Ch. of Eng.	Hants	1	3	.	.
Rodgers, William	- - - -	- - -	.	.	2	2
Roe, George	Wareham, Ch. of Eng. - -	Dorset	2	3	.	.
Roe, Henry	Highbury Training - - -	London	1	3	.	.
Roe, James	Kingston, Ch. of Eng. - -	Wareham	3	3	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Roe, James	Spondon, Ch. of Eng.	Derby	.	.	2	3
Roff, John E.	Bethnal Green, Abbey Street, B.S.	London	.	.	1	3
Rogers, Edward W.	Shenley, Ch. of Eng.	Barnet	3	3	.	.
Rogers, George	Llangonnech, Ch. of Eng.	Llanelly	3	3	.	.
Rogers, George	-	-	3	1	.	.
Rogers, John	Blackburn, Holy Trinity, Ch. of Eng.	Lancaster	3	3	.	.
Rogerson, John	Brooksbottom, Wes.	Lancaster	3	3	.	.
Rogerson, William	Gala, Subscription, Ch. of Scotland	Galashiels	2	1	.	.
Rollinson, George	Goldsboro', Ch. of Eng.	Knaresboro'	.	.	2	3
Rollison, Henry	Norton-in-the-Moors, Ch. of Eng.	Newcastle-under-Lyne.	3	2	.	.
Romilly, Whitfield L.	Winlaton, Ch. of Eng.	Gateshead	3	3	2	3
Rood, John E.	-	-	3	3	.	.
Rooke, George	(Student, Borough Road)	-	.	.	1	2
Rooks, John	Tiverton, Ch. of Eng.	Devon	.	.	1	3
Rooks, Samuel	Leicester, Curzon Street, Ch. of Eng.	Leicester	3	1	.	.
Rookwood, Robert	St. George-in-the-East, Ch. Ch., Ch. of Eng.	London	3	3	.	.
Roscoe, James	Redcar S.	York	.	.	1	1
Rose, Neil Peter	St. Cyrus, F.C.S.	Kincardine	3	3	.	.
Rose, William	Lochgilphead, F.C.S.	Argyll	3	1	.	.
Ross, Alexander	Campbelltown, F.C.S.	Argyll	3	2	.	.
Ross, Alexander	-	-	3	2	.	.
Ross, Andrew	Inverary, F.C.S.	Argyll	3	1	.	.
Ross, David	Dingwall, F.C.S.	Ross and Cromarty	3	3	.	.
Ross, David	-	-	1	3	.	.
Ross, Daniel	Hitchin, St. Mary's, Ch. of Eng.	Herts	2	1	.	.
Ross, Hugh	Portnahaven, F.C.S.	Argyll	3	2	.	.
Ross, John	-	-	1	3	.	.
Ross, John	-	-	1	3	2	1
Ross, Peter M.	Oswald, F.C.S.	Renfrew	3	1	.	.
Ross, Robert	Cheltenham, Training	Cheltenham	2	1	.	.
Ross, Walter	Alness, F.C.S.	Ross	3	3	.	.
Ross, William	(Left England)	-	3	2	.	.
Ross, William T.	Edinburgh, G. A. Normal	Edinburgh	3	2	.	.
Rossiter, Thos. (A)	Woodhill, Ch. of Eng.	Herts	2	2	.	.
Rotheram, Edwin	Carlisle, Central, Ch. of Eng.	Cumberland	2	3	.	.
Row, William	-	-	2	2	.	.
Rowbotham, Henry	Pontefract, B.S.	York	3	1	.	.
Rowbottom, Frederic	Battersea, Training	Surrey	1	3	.	.
Rowe, John	Gainsborough, Wes.	Lincoln	3	3	.	.
Rowe, John W.	Much Marcle, Ch. of Eng.	Ledbury	.	.	2	3
Rowland, John	Higham, Ch. of Eng.	Rochester	.	.	2	2
Rowlands, David	Llanfair Talhairn, Ch. of Eng.	Abergele	3	3	.	.
Rowlatt, John (A)	Evercreech, Ch. of Eng.	Shepton Mallett	3	1	.	.
Roxburgh, James	-	-	3	3	.	.
Roxburgh, Lawrence	-	-	3	3	.	.
Royds, James	Belfield (Messrs. Benecke's) Ch. of Eng.	Rochdale	3	2	.	.
Royston, Francis	-	-	2	3	2	2
Runciman, John	Kincardine O'Niel, F.C.S.	Aberdeen	3	1	.	.
Rushforth, Thomas	Salford, St. Matthias, Ch. of Eng.	Manchester	.	.	1	2
Rusholme, John O.	Pembroke, Ch. of Eng.	Pembroke	.	.	2	2
Russell, George	Wolverton Station, B.S.	Bucks	.	.	1	1
Russell, John	Laurencekirk, F.C. Congregational.	Kincardine	3	1	.	.
Russell, John	Barry, F.C.S.	Forfar	2	3	.	.
Russell, William	Stockton-on-Tees, Ch. of Eng.	Durham	3	3	.	.
Russell, William R.	Taunton, B.S.	Somerset	3	3	.	.
Rutherford, William	(Student, Edinburgh, F.C. Normal.)	-	.	.	2	2
Ruthven, John	(Student, Glasgow, F.C. Norm.)	-	.	.	2	1
Ruthven, Robert	-	-	3	3	.	.
Rutland, James M.	-	-	1	2	.	.
Rutter, Jas. Martin	Bolton-le-Moors, Trinity, Ch. of Eng.	Bolton-le-Moors	3	2	.	.
Ryan, John	Chesterfield, P.U.S.	Chesterfield	3	1	.	.
Ryder, John	Uttoxeter, St. Mary's, Ch. of Eng.	Stafford	3	3	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Ryder, Thomas	Derby, All Saints', Ch. of Eng.	Derby	2	2	.	.
Ryder, William	- - - -	- - -	3	3	.	.
Rymer, John	Morley, Wes. - - - -	Leeds - - -	3	3	.	.
Sales, Henry H.	Penshurst, Ch. of Eng. -	Kent - - -	.	.	2	3
Salisbury, Sholto Jas.	Portsea, Beneficial Society, Ch. of Eng.	Portsea - - -	2	2	.	.
Salisbury, William	Heywood, New Jerusalem Factory S.	Bury, Lancashire	.	.	1	3
Salkeld, Thomas	(Left England) - - -	- - -	3	1	.	.
Salmon, John	Lowestoft, Annott's, Ch. of Eng.	Lowestoft - -	3	2	.	.
Salmon, William R.	Hull, Nautical S. - - -	York - - -	2	3	2	3
Salome, Walter H.	Jersey, St. James, Ch. of Eng.	Jersey - - -	3	3	.	.
Salt, Samuel	Wednesbury, St. James', Ch. of Eng.	Stafford - -	2	1	.	.
Salter, Edmund	Rvecroft, B. S. - - - -	Ashton-under-Lyne	2	2	.	.
Salter, Edward	Llanidloes, Ch. of Eng. -	Montgomery- -	3	2	.	.
Samson, Edmund A.	(Student, Battersea) - -	- - -	.	.	1	3
Samuel, John	- - - - -	- - -	2	1	2	1
Samuels, William	(Student, Cheltenham) - -	- - -	.	.	1	3
Sanders, Charles H.	- - - - -	- - -	3	3	2	2
Sanders, George	Stafford, Ch. of Eng. - -	Stafford - -	2	3	.	.
Sanders, James S.	- - - - -	- - -	3	3	.	.
Sanders, Samuel	Stillington, Wes. - - -	Easingwold - -	3	3	.	.
Sanders, William	Cardiff, Wes. - - - -	Glamorgan - -	3	3	.	.
Sanderson, Newlove	Sheffield, St. George's, Ch. of Eng.	York - - -	.	.	2	2
Sandham, Richard	Addingham, Ch. of Eng. -	Skipton - -	.	.	1	2
Satterley, Charles H.	(Student, Exeter) - - -	- - -	.	.	1	1
Saunders, Henry V.	Hull, St. John's, Ch. of Eng. -	York - - -	2	3	.	.
Saunders, John	Braintree, Public S. - -	Essex - - -	3	2	.	.
Saunders, John W.	West Brompton, St. Mary's, Ch. of Eng.	London - -	.	.	1	3
Saunders, Richard E.	Blackrod, Ch. of Eng. - -	Chorley - - -	3	3	.	.
Savill, William	Clavering, B. S. - - -	Bishop's Stortford	2	3	.	.
Saxton, John L.	Mildenhall, Sir H. Bunbury's S.	Suffolk - - -	3	1	.	.
Scaping, Zebedee	- - - - -	- - -	3	1	.	.
Schofield, John	Abney (Mossley Brow), B.S. -	Manchester - -	.	.	1	2
Schofield, William	Huddersfield, St. Paul's, Ch. of Eng.	Huddersfield -	3	2	.	.
Scott, Charles	(Left England) - - - -	- - -	1	3	.	.
Scott, David	- - - - -	- - -	3	1	.	.
Scott, David	- - - - -	- - -	3	1	.	.
Scott, George	Chester-le-Street, Ch. of Eng.	Durham - -	2	3	.	.
Scott, George	Stirling, St. Ninian's, P. S. -	Stirling - -	3	2	.	.
Scott, George	(Student, Chester) - - -	- - -	.	.	1	2
Scott John	(Student, Edinburgh, F. C. Normal.)	- - -	.	.	1	1
Scott, John	- - - - -	- - -	.	.	1	2
Scott, James	Kirkintilloch, Kerr Street, Self Supporting S.	Dumbarton - -	.	.	1	2
Scott, James	Skelwick Society, Ch. of Scot. -	Orkney - - -	2	3	.	.
Scott, Thomas	- - - - -	- - -	3	1	.	.
Scott, Thomas	North Brixton, Ch. of Eng. -	Surrey - - -	3	1	.	.
Scott, Thos. Elliott	Liverpool, St. Jude's, Ch. of Eng.	Lancaster - -	2	3	.	.
Scott, William	- - - - - -	- - -	2	3	.	.
Scott, William	Muirland Side, Endowed -	Dumbarton - -	3	3	.	.
Scott, William	(Student, Edinburgh, F. C. Normal)	- - -	.	.	1	3
Scott. William H.	Eyemouth, Parochial - -	Ayton - - -	2	1	.	.
Screeton, George	Pudsey, Lowtown, Ch. of Eng.	Leeds - - -	.	.	1	3
Seabrook, James F.	Hailsham, Ch. of Eng. - -	Sussex - - -	.	.	1	3
Seago, William J.	Gulworthy, D. of Bedford -	Devon - - -	.	.	1	2
Seal, Charles	Great Brington, Ch. of Eng. -	Northampton -	3	2	.	.
Sealey, John L.	Mold, Ch. of Eng. - - -	Flint - - -	.	.	2	3
Seaman, Isaac	Aldersgate Ward and Packington S.	London - -	.	.	2	2
Seamark, William	Crockham Hill, Ch. of Eng. -	Edenbridge - -	3	3	.	.
Seaton, Abraham	Bristol, Lewins Mead, B. S. -	Gloucester - -	3	3	.	.
Seaton, William	Driffield, Ch. of Eng. - -	York - - -	2	3	2	2
Seddon, James	- - - - - -	- - -	3	2	.	.
Seddon, Robert	Halifax, Haley Hill, Eveng. S.	York - - -	3	2	3	3
Seddon, Reuben	Fleetwood, Testimonial S.	Lancaster - -	.	.	2	3

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Selden, George	Manchester, Marshall Street, B. S.	Lancaster	2	1	.	.
Self, Jeremiah	West Ham, Ch. of Eng.	Essex	2	3	.	.
Sellick, Edwin	Alrewas, Ch. of Eng.	Lichfield	3	3	.	.
Sexty, Charles	Southbourne and Seaside, Ch. of Eng.	Sussex	2	1	.	.
Shackleton, Thomas	Keynsham, P. S.	Bath	.	.	1	3
Shand, John M.	Hurlet and Campsie, Alum Co.'s S.	Lennoxtown	2	2	.	.
Shanks, Robert	Glasgow, Bluevale, Sess.	Lanark	.	.	1	3
Sharland, Thomas	Davyhulme, Wes.	Lancaster	3	2	.	.
Sharley, George	(Student, Highbury)	-	.	.	1	3
Sharman, Alfred	-	-	3	2	.	.
Sharman, John R.	Bethnal Green, St. Matthias', Ch. of Eng.	London	3	3	.	.
Sharpe, John M.	Holyrood, F. C. S.	Edinburgh	2	2	.	.
Sharpe, Richard	Whitchurch, Ch. of Eng.	Hants	.	.	1	2
Sharpe, Thomas T.	(Student, Cheltenham)	-	.	.	1	1
Sharples, John	Swinton, Industrial	Lancaster	3	1	.	.
Sharratt, William	Salford, Model, Ch. of Eng.	Manchester	3	3	.	.
Shaw, James	(Student, Glasgow, G.A.Norm.)	-	.	.	1	1
Shaw, John	Preston, All Saints, Ch. of Eng.	Lancaster	3	3	.	.
Shaw, Joseph T.	Tunstall, Wes.	Stafford	3	3	.	.
Shaw, Thomas	(Left England)	-	3	3	.	.
Shaw, Thomas	Wimborne Minster, Ch. of Eng.	Wimborne	1	3	.	.
Shaw, William	Collingham, Wes.	Newark	.	.	1	3
Shaw, William	(Student, Glasgow, G.A. Norm.)	-	.	.	1	3
Shawcross, William	Castleton, Ch. of Eng.	Derby	.	.	2	2
Shea, Dennis	-	-	3	3	.	.
Sheaf, Robert	Central London District	Norwood	3	1	.	.
Sheard, Thomas	(Left England)	-	3	3	.	.
Shearer, Donald	Edinburgh, Westport, Chalmer's Territorial	Edinburgh	.	.	2	1
Shearer, James	Dalmary, Sess.	Stirling	2	3	.	.
Shelley, Edward	-	-	3	1	.	.
Shepherd, Charles	Iping, B. S.	Sussex	.	.	1	1
Shepherd, Samuel S.	Cheltenham, Bethesda, Wes.	Gloucester	2	3	.	.
Sheppard, John	Birmingham, St. George's, Ch. of Eng.	Warwick	2	2	.	.
Sheppard, James W.	North Curry, Ch. of Eng.	Taunton	3	1	.	.
Sheret, Charles	Gilconston, F. C. S.	Aberdeen	3	2	.	.
Sheriff, James	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	3
Sheriff, Peter	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	2
Sherrat, Thomas	-	-	3	3	.	.
Sheward, Thomas	Wribbenhall, Ch. of Eng.	Kidderminster	.	.	2	2
Shires, George	Cappenfield, Ch. of Eng.	Bilston	3	3	2	3
Shirley, Matthew	Rawmarsh, Free Grammar S.	Rotherham	.	.	1	2
Shoosmith, Wm. J.	(Student, Chichester)	-	.	.	1	3
Shopland, Samuel B.	Lodsworth, Ch. of Eng.	Petworth	.	.	2	3
Short, Caleb	Chagford, P. S.	Devon	2	1	.	.
Short, John	-	-	3	3	.	.
Shorter, Henry	Scarborough, Wes.	York	.	.	1	3
Shotter, James	Bishopstoke, Ch. of Eng.	Hants	3	3	.	.
Shrop, John	Evesham, B. S.	Evesham	3	3	.	.
Shufflebotham, Edwin C.	Ightham, Ch. of Eng.	Sevenoaks	3	2	.	.
Sidwell, Thomas	Keresley and Coundon, Ch. of Eng.	Coventry	3	3	.	.
Silver, Willliam	(Student, Exeter)	-	.	.	1	3
Silversides, Charles	Roos, Ch. of Eng.	Hull	2	3	.	.
Silversides, Jesse	Down Hatherley, Ch. of Eng.	Gloucester	3	1	.	.
Sim, Alexander	Glasgow, St. Enoch's, Sess.	Lanark	.	.	1	3
Sim, George R.	Old Deer, F. C. S.	Aberdeen	3	2	.	.
Simco, William	Lacock, Ch. of Eng.	Chippenham	3	3	.	.
Simmins, Jacob G.	Edinburgh, St. James', Epis.	Edinburgh	.	.	1	3
Simmonds, Henry	-	-	3	1	.	.
Simmonds, Jabez Joseph	Birmingham, St. Mary's, Ch. of Eng.	Birmingham	3	3	.	.
Simpson, Bentham	Leeds, Little Holbeck, Marshall's Factory.	York	1	3	.	.
Simpson, Christopher	Stockton-on-Tees, B. S.	Durham	3	3	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Simpson, Edwin	Limehouse, St. Ann's, Ch. of Eng.	Middlesex	3	3	.	.
Simpson, Gordon	Clyne, F. C. Congregational S.	Sutherland	3	2	.	.
Simpson, James	Kidderminster, St. George's, Ch. of Eng.	Kidderminster	3	1	.	.
Simpson, James N.	Upton-on-Severn, Ch. of Eng.	Worcester	.	.	1	3
Simpson, John	- - - -	- - -	3	2	.	.
Simpson, John D.	Ystalyfera, Ch. of Eng.	Glamorgan	3	1	.	.
Simpson, Thomas H.	Mirfield, Wes.	Dewsbury	.	.	2	2
Simpson, William	Glasgow, Ch. Ch., Epis.	Lanark	.	.	1	2
Sinclair, John	Toftingshall, G. A. S.	Caithness	3	3	.	.
Sinclair, James	(Student, Edinburgh, F. C. Normal.)	- -	.	.	2	2
Sinclair, Neil	- - - -	- -	3	1	.	.
Sinclair, Robert	Amulree, F. C. S.	Dunkeld	3	3	.	.
Singer, William	- - -	- -	3	3	.	.
Singleton, John N.	Tiverton, B. S.	Devon	3	3	.	.
Sinton, Joseph	(Student, Edinburgh, G. A. Normal.)	- -	.	.	1	1
Sinzininex, James	Tean, B. S.	Uttoxeter	3	3	.	.
Sirett, Thomas	Sowerby Bridge, Wes.	Halifax	3	3	.	.
Skeet, Henry L.	- - - -	- -	3	1	.	.
Skeet, William	(Left England)	- -	2	3	.	.
Skinner, David	Binny, G. A. S.	Linlithgow	3	3	.	.
Skippins, Samuel	Broughton, R. C. S.	Skipton	2	3	.	.
Slack, John	Cowhill, Wes.	Oldham	.	.	2	2
Sladen, Alfred W.	(Student, Westminster, Wes.)	- -	.	.	1	3
Slaney, George	Rendlesham, Ch. of Eng.	Woodbridge	3	3	.	.
Slater, James K.	Golborne, Ch. of Eng.	Warrington	3	2	.	.
Slight, Alexander G.	- - - -	- -	3	3	.	.
Sloan, John	- - - -	- -	2	1	.	.
Slocombe, Henry	Bentley, Ch. of Eng.	Farnham	.	.	1	3
Sluter, John	Dudley, St. Edmund's, Ch. of Eng.	Dudley	3	3	.	.
Smail, William	(Student, Edinburgh, G. A. Normal.)	- -		.	1	2
Small, George	(Student, Glasgow, F. C. Normal.)	- -	.	.	2	2
Small, John	Cockpen, F. C. S.	Edinburgh	2	3	.	.
Small, William	Chapelshade, F.C.S.	Dundee	.	.	1	3
Smalley, Joseph	Stockport, St. Thomas, Ch. of Eng.	Chester	3	3	.	.
Smart, James	Gargrave, Ch. of Eng.	Skipton	3	3	.	.
Smart, John	Paisley, Neilson's Educational Institution.	Renfrew	2	1	.	.
Smellie, Thomas	- - - -	- -	2	2	.	.
Smith, Alexander	(Left England)	- -	3	3	.	.
Smith, Alexander	Arbroath, F. C. Institution	Forfar	2	3	.	.
Smith, Alexander	East Greenock, Epis.	Renfrew	3	1	.	.
Smith, Alfred	Etruria, B.S.	Newcastle-under-Lyne.	2	3	.	.
Smith, Alfred Fish	British and Foreign Training	Surrey	1	3	.	.
Smith, Alfred T.	- - - -	- -	3	2	.	.
Smith, Ambrose H.	(Student, Cheltenham)	- -	.	.	1	3
Smith, Angus	- - - -	- -	2	3	.	.
Smith, Benjamin	Horbury, Ch. of Eng.	Wakefield	.	.	1	3
Smith, Benjamin G.	Padiham, B.S.	Burnley	.	.	1	3
Smith, Christopher	- - - -	- -	2	3	3	1
Smith, Cornelius	Billericay, Ch. of Eng.	Essex	.	.	1	2
Smith, David	Pakenham, Ch. of Eng.	Bury St. Edmund's	.	.	1	3
Smith, Edward	Castlecombe, Ch. of Eng.	Chippenham	.	.	1	2
Smith, Edward J.	Tortworth, B. S.	Wootton-under-Edge.	3	3	.	.
Smith, Farquhar	Fraserburgh, St. Peter's, Epis.	Aberdeen	2	2	.	.
Smith, Frederick	Colchester, Central, Ch. of Eng.	Colchester	3	1	.	.
Smith, George	Laceby, Ch. of Eng.	Great Grimsby	.	.	1	3
Smith, George	(Student, Saltley)	- -	.	.	1	2
Smith, George	- - - -	- -	3	1	.	.
Smith, George	Milton Abbot, Duke of Bedford's, Ch. of Eng.	Tavistock	2	3	.	.
Smith, George H.	Margate, B.S.	Kent	.	.	1	2
Smith, George J.	- - - -	- -	.	.	1	3
Smith, Harry	Silsoe, Ch. of Eng.	Bedford	.	.	1	3
Smith, Henry	Ettingshall, Ch. of Eng.	Wolverhampton	3	3	.	.

MASTERS

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Smith, Henry	Whitchurch Canonicorum, Ch. of Eng.	Bridport	3	1	.	.
Smith, Hen. J. B. D.	Inverary, Burgh, Par. S.	Argyll	.	.	1	1
Smith, Hercules	(Student, Chelsea, St. Mark's)	-	.	.	1	2
Smith, Hugh	Muirkirk, Parl.	Ayr	3	1	.	.
Smith, James	Clyne, Par. S.	Sutherland	2	2	.	.
Smith, James	Bothwell, F.C.S.	Hamilton	2	1	.	.
Smith, James	Forfar, East Town End, F.C.S.	Forfar	3	1	.	.
Smith, James	Errol, Epis.	Perth	.	.	1	1
Smith, James	Edinburgh, F. C. Practising	Edinburgh	.	.	2	1
Smith, James	Llangasty-Tallylyn, Ch. of Eng.	Brecknock	.	.	1	3
Smith, James Dunn	-	-	2	2	.	.
Smith, John	-	-	3	3	.	.
Smith, John	-	-	2	2	.	.
Smith, John	Coventry, St. Peter's, Ch. of Eng.	Coventry	3	3	.	.
Smith, John	Giggleswick, Ch. of Eng.	Settle	.	.	1	3
Smith, John	Perth, Middle Church, Sess.	Perth	.	.	1	1
Smith, John	Bentley, Ch. of Eng.	Coleshill	2	2	3	3
Smith, John B.	Haworth, Wes.	Keighley	3	2	.	.
Smith, John M.	Romford, Endowed, Ch. of Eng.	Essex	1	2	.	.
Smith, Jonathan	Charterhouse, St. Thomas, Ch. of Eng.	London	.	.	2	2
Smith, Joseph Lawrence.	York, Bilton Street, St. Cuthbert's, Ch. of Eng.	York	3	3	.	.
Smith, Josiah	Ewelme, P. S.	Wallingford	.	.	1	3
Smith, Robert	Migvie, G. A. S.	Aberdeen	3	2	.	.
Smith, Robert	Urquhart, F. C. S.	Elgin	3	2	2	3
Smith, Richard	Wakefield, All Saints', Ch. of Eng.	York	3	3	.	.
Smith, Richard	Hougham, Ch. Ch., Ch. of Eng.	Dover	.	.	2	3
Smith, Samuel	Deritend, St. John's, Ch. of Eng.	Warwick	3	2	.	.
Smith, Samson B.	(Student, Culham)	-	.	.	2	2
Smith, Thomas	Coggeshall, Sir R. Hitcham's S.	Kelvedon	3	3	.	.
Smith, Thomas	Huntley, Second, Ch. of Scot.	Aberdeen	3	3	.	.
Smith, Thomas	(Student, Cheltenham)	-	.	.	2	1
Smith, Thomas	Crookham, Pres.	Coldstream	.	.	2	1
Smith, Thomas H.	Bethnal Green, St. Thomas, Ch. of Eng.	London	2	3	.	.
Smith, Timothy	-	-	3	3	.	.
Smith, William	-	-	2	3	.	.
Smith, William	-	-	3	3	.	.
Smith, William	Holsworthy, Wes.	Devon	3	3	.	.
Smith, William	Cannington, Ch. of Eng.	Bridgwater	3	3	.	.
Smith, William G.	Goodrich, Ch. of Eng.	Hereford	3	2	.	.
Smith, William H.	(Left England)	-	2	3	.	.
Smithyman, Edwin	Ironville, Ch. of Eng.	Alfreton	3	2	.	.
Smyth, Henry (A)	Scoonie, Ch. of Scot.	Fife	2	2	.	.
Snaith, William A.	Clay Cross, St. Bartholomew, P. S.	Derby	3	3	.	.
Snape, John	Liverpool, Toxteth Park, St. James', Ch. of Eng.	Liverpool	3	3	.	.
Snell, John	East Coker, B.S.	Yeovil	2	2	.	.
Snell, Robert	(Student, Chelsea, St. Mark's)	-	.	.	1	3
Snelson, William	Hartshill, Ch. of Eng.	Stafford	2	1	.	.
Sole, William J.	Kingsbridge and Dodbrooke, B.S.	Devon	.	.	1	2
Somers, Robert	Logie, Par. S.	Stirling	3	1	.	.
Souter, David	Perth, Knox's Territorial	Perth	3	3	.	.
Souter, George	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	3
Southby, Charles	Narberth, Ch. of Eng.	Narberth	3	3	.	.
Southerton, Robert	Kingsbridge and Dodbrooke, Ch. of Eng.	Devon	.	.	2	3
Southwick, Robert	Silsden, Ch. of Eng.	Keighley	3	3	.	.
Sowter, Frederick	-	-	2	3	.	.
Sowter, James	Aberdeen, Trades S.	Aberdeen	3	3	.	.
Sowter, Joseph Hen.	-	-	3	2	.	.
Spalding, Charles	Maxweltown, Privately Endowed, Ch. of Scot.	East Kilbride	3	3	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Spanner, George	Longfleet, Mixed, Ch. of Eng.	Poole	3	3	.	.
Sparke, Francis W.	Kirkdale, Industrial	Liverpool	2	3	.	.
Sparrow, Jesse	South Hackney Charity, Ch. of Eng.	London	3	2	.	.
Sparrow, Samuel	Bradenham, Dist., Ch. of Eng.	Shipdham	3	1	.	.
Sparrow, William C.	-	-	1	2	.	.
Sparshott, Joseph	Kingsbury, End., Ch. of Eng.	Fazeley, Tamworth	3	2	.	.
Spary, Alfred	Bath, St. Saviour's, Ch. of Eng.	Somerset	3	3	.	.
Spedding, John W.	Bradford, St. James', Ch. of Eng.	York	.	.	1	3
Spence, Christopher	Kirriemuir, St. Mary's Epis.	Forfar	2	3	.	.
Spencer, Charles	Ashford, Ch. of Eng.	Bakewell	2	3	.	.
Spencer, Edwin	Leeds, St. Saviour's, Ch. of Eng.	Leeds	3	3	.	.
Spencer, James	-	-	3	1	.	.
Spencer, Peter	Oldbury, Ch. of Eng.	Birmingham	2	3	2	2
Spencer, Samuel	Ratcliffe College, R. C. S.	Leicester	3	3	.	.
Spencer, William	Beverley, Wes.	Beverley	2	3	.	.
Spicer, Joseph	Dallowgill, Ch. of Eng.	York	.	.	1	3
Spicer, Robert	Wargrave, Ch. of Eng.	Henley	.	.	2	3
Spink, John (A)	Ripon, Ch. of Eng.	Ripon	2	2	.	.
Spire, Thomas	East Cowes, Ch. of Eng.	Hants	3	3	.	.
Spire, Thomas	-	-	3	3	.	.
Spooner, William	Rugeley, Ch. of Eng.	Rugeley	3	3	.	.
Stables, John	(Left England)	-	3	1	.	.
Stacey, Edward J.	-	-	3	2	2	3
Staddon, Thomas	Camberwell, Green Coat, Ch. of Eng.	London	3	1	.	.
Stainbank, James	-	-	2	3	.	.
Stalker, Daniel	Leven, F. C. S.	Leven	3	3	.	.
Stalker, David B.	Luton, Ch. of Eng.	Bedford	3	2	.	.
Stanton, John	Islington, St. Michael's, Ch. of Eng.	London	2	3	.	.
Stanton, Joseph	North Cerney, Ch. of Eng.	Cirencester	.	.	1	3
Stanwick, John	Gilling, Ch. of Eng.	York	3	1	.	.
Stanyer, William	Great Harwood, Ch. of Eng.	Blackburn	2	1	.	.
Stark, James	(Student, Highbury)	-	.	.	2	3
Stark, John M.	-	-	3	1	.	.
Startup, Orlando A.	Radcliffe Hall, Ch. of Eng.	Manchester	3	3	.	.
Statham, John	Cheltenham, Model S.	Gloucester	.	.	2	3
Stathers, James	Pill, Benevolent Society, B.S.	Somerset	3	1	.	.
Stead, George	-	-	3	3	2	3
Stead, William	(Student, Cheltenham)	-	.	.	1	2
Stedham, Edwin C.	St. Pancras, Trinity, Ch. of Eng.	London	3	3	.	.
Steel, John	Plumstead, Central, Ch. of Eng.	Woolwich	3	1	.	.
Steel, Robert	Lewisham Bridge, B.S.	Kent	.	.	1	3
Steel, Robert	Eagley Mills, B. S.	Great Bolton	3	3	.	.
Stephen, William	-	-	3	1	.	.
Stephens, Edwin	-	-	3	3	.	.
Stephens, William	Hagley (Lord Lyttelton's School), Ch. of Eng.	Stourbridge	3	1	.	.
Stephenson, George	(Student, York and Ripon)	-	.	.	1	1
Sterndall, John	Wellow, Ch. of Eng.	Romsey	3	3	.	.
Stevens, Andrew	(Student, Borough Road)	-	.	.	1	1
Stevens, Edward T.	Kemptown, St. Mark's, Ch. of Eng.	Brighton	2	1	.	.
Stevens, Henry	-	-	2	1	.	.
Stevens, Nicholas C.	Waddington, Mixed, Ch. of Eng.	Lincoln	3	1	.	.
Stevenson, David	(Left England)	-	3	3	.	.
Stevenson, John	Menstrie, Subscription	Clackmannan	3	3	.	.
Stevenson, Michael	Hedon, Ch. of Eng.	Hull	.	.	1	3
Stevenson, Thomas	Toddington, Ch. of Eng.	Bedford	.	.	1	3
Stewart, Alexander	Lockerbie, F. C., Congl.	Dumfries	3	1	.	.
Stewart, Charles	Alton, B. S.	Hants	1	3	.	.
Stewart, Donald	Eyemouth, F. C. S.	Berwick	3	2	.	.
Stewart, Henry	Clun, Ch. of Eng.	Ludlow	.	.	1	2
Stewart, James	-	-	2	1	.	.
Stewart, John	Edderton, F. C. S.	Ross	3	3	.	.
Stewart, John	-	-	2	3	2	2
Stewart, John	-	-	3	2	.	.
Stewart, John	Tarbert, G. A. S.	Argyll	.	.	1	2
Stewart, John	Tobermory, F. C. S.	Argyll	3	2	.	.
Stewart, Peter	(Student, Edinburgh, F. C. Normal.)	-	.	.	2	3

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Stewart, Robert	Killiernan, F. C. S.	Ross	2	3	.	.
Stewart, Robert	Montrose, Sess.	Forfar	3	2	.	.
Stewart, Robert	Ardersier, F. C. S.	Inverness	.	.	1	3
Stewart, Thomas	- - - -	- -	3	3	.	.
Stewart, William	Strathkinness, St. Andrew's, F. C. S.	Fife	3	3	.	.
Stickland, William P.	Poole, Ch. of Eng.	Dorset	.	.	2	3
Still, Thomas	Udny, F. C. S.	Aberdeen	3	3	.	.
Stirling, Andrew	New Cumnock, F. C. S.	Ayr	2	2	.	.
Stirtan, James	- - - -	- -	2	2	.	.
Stirton, William	(Student, Glasgow, F.C. Norm.)	- -	.	.	1	2
Stocker, Edward	Tooting, Ch. of Eng.	Surrey	3	3	.	.
Stockley, Henry C.	Gravesend, Prince's Street Chapel, Wes.	Kent	2	1	.	.
Stockton, Wm. (D)	- - - -	- -	2	2	3	2
Stokes, William	- - - -	- -	3	3	.	.
Stokoe, William	Wolsingham, Ch. of Eng.	Durham	3	3	.	.
Stollard, James (A)	Ipstones, Agricultural, Ch. of Eng.	Leek	2	2	.	.
Stone, John	West Langbaurgh, Ch. of Eng.	Stokesley	3	2	.	.
Stone, James	Lyme Regis, Ch. of Eng.	Lyme Regis	3	3	.	.
Stoney, George	Margate, Trinity, Ch. of Eng.	Kent	3	3	.	.
Storey, Leonard	Leicester, Ch. Ch., Ch. of Eng.	Leicester	3	1	.	.
Stormonth, James	Edinburgh, Canongate Burgh School.	Edinburgh	3	1	.	.
Storrer, John W.	(Student, Edinburgh, G. A. Normal.)	- -	.	.	1	3
Stote, Arthur	Etton, Ch. of Eng.	Beverley	.	.	2	3
Stott, Charles H.	(Student, Chelsea, St. Mark's)	- -	.	.	1	3
Strachan, James	Aberdeen, West Par. Sess.	Aberdeen	1	3	.	.
Strachan, William G.	Montrose, White's Free S.	Forfar	.	.	1	3
Stratton, Peter	Rosebank, Sess.	Dundee	3	1	.	.
Stratton, William	Halstead, B. S.	Essex	2	3	.	.
Stroud, Charles	Farnham Diocesan School	Surrey	1	2	.	.
Stuart, Alexander	(Student, Edinburgh, F. C. Normal.)	- -	.	.	1	2
Stuart, Charles	- - - -	- -	.	.	1	2
Stuart, William	Hopeman, G. A. S.	Elgin	.	.	1	3
Stubbs, Thomas	Hutton Marr in Penrith, Ch. of Eng.	Cumberland	3	2	.	.
Stubbs, William	Carrington, Ch. of Eng.	Nottingham	3	3	.	.
Studd, Thomas P.	- - - -	- -	.	.	1	1
Studdle, John (D)	Stockwell, Ch. of Eng.	Surrey	3	2	.	.
Studdy, Alfred	St. Stephen's, Ch. of Eng.	Canterbury	3	3	.	.
Sturgess, William	Kettering, Ch. of Eng.	Northampton	3	2	.	.
Suddaby, Henry	- - - -	- -	3	3	.	.
Sugden, John	Sykes' Head, Wes.	Oakworth, Keighley.	3	1	.	.
Sullivan, John	Stoke Newington, P. S.	Middlesex	2	2	.	.
Summers, Robert	Rutherglen, F. C. S.	Glasgow	2	1	.	.
Summerscale, Sam.	Sutton (Kildwick), Ch. of Eng.	Hull	.	.	1	3
Sumner, James	Preston, St. James', Ch. of Eng.	Lancaster	.	.	2	2
Sutcliffe, John	Cheltenham Training, Ch. of Eng.	Cheltenham	1	3	.	.
Sutcliffe, John	- - - -	- -	.	.	1	3
Sutherland, David	Catterline, St. Philip's, Epis.	Kincardine	.	.	1	3
Sutherland, George	Watten, F. C. S.	Caithness	3	1	.	.
Sutherland, William	- - - -	- -	1	3	.	.
Sutherland, William	Aultbea, G. A. S.	Ross	3	2	.	.
Sutherland, William	(Student, Edinburgh, F. C. Normal.)	- -	.	.	1	2
Sutter, Alexender U.	East Barns, Ch. of Scot.	Haddington	3	3	.	.
Sutton, Chas. P. (A)	Beverley Minster, Ch. of Eng.	Beverley	3	3	.	.
Sutton, Francis J.	Pocklington, Wes.	York	.	.	2	2
Swaine, Absalom R.	(Student, Battersea)	- -	.	.	1	2
Swaine, Levi	Bankfoot, Ch. of Eng.	Bradford	3	2	.	.
Swallow, William	Towcester, Ch. of Eng.	Northampton	2	3	2	2
Swann, John J.	Wapping, Gravel Lane, Wes.	London	.	.	2	3
Sweet, Frederick	Warminster, B. S.	Wilts	.	.	1	2
Swornsbourne, Jno. A.	Gloucester, Ch. of Eng.	Gloucester	3	2	.	.
Sydenham, George	Cannock, Endowed, Ch. of Eng.	Stafford	3	2	.	.
Sykes, Joseph	Leek, St. Luke's, Ch. of Eng.	Stafford	3	3	.	.
Sykes, John	- - - -	- -	2	1	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Sykes, Thomas	Ackworth, Lowther's, Ch. of Eng.	York	3	3	.	.
Symmons, Henry T.	Helmingham, Ch. of Eng.	Suffolk	2	3	.	.
Taafe, Charles	Harrington, B. S.	Liverpool	2	2	.	.
Tait, Thomas H.	Kirk Yetholm, G. A. S.	Kelso	3	1	.	.
Talbot, Frederick	Smethwick, Messrs. Chance's, Ch. of Eng.	Birmingham	2	1	.	.
Talbot, James	-	-	.	.	1	3
Targett, Henry	Coppull, Ch. of Eng.	Chorley	3	2	.	.
Tate, Joseph	(Student, Chelsea, St. Mark's)	-	.	.	1	3
Tattersall, John	Sedbergh, B. S.	Kendal	.	.	1	3
Taylor, Andrew	-	Edinburgh	.	.	1	2
Taylor, Charles W.	St. Marylebone, Eastern, Ch. of Eng.	London	2	3	.	.
Taylor, Edmund	Milnrow, Ch. of Eng.	Lancaster	3	3	.	.
Taylor, John	Bowmore Kilarrow, Par. S.	Argyll	2	3	.	.
Taylor, John (D)	Wigan, Wes.	Lancaster	.	.	2	1
Taylor, John	Kirkcudbright, Town End, Sess.	Kirkcudbright	3	3	.	.
Taylor, John	(Student, Glasgow, F.C. Norm.)	-	.	.	1	2
Taylor, Josiah	Bures, Ch. of Eng.	Colchester	3	3	.	.
Taylor, Renton	(Student, Chelsea, St. Mark's)	-	.	.	1	3
Taylor, Robert	(Student, Chester)	-	.	.	1	3
Taylor, Robert	Hemel Hempstead, Ch. of Eng.	Herts	3	3	.	.
Taylor, Samuel J.	Bearstead, United, Ch. of Eng.	Maidstone	3	2	.	.
Taylor, Thomas	St. Breage, Ch. of Eng.	Helstone	.	.	1	3
Taylor, William	Sheldwick Leys, Ch. of Eng.	Kent	3	2	.	.
Taylor, William (A)	Melton Mowbray, Free, Ch. of Eng.	Melton Mowbray	2	2	.	.
Taylor, William	(Student, Glasgow, F.C. Norm.)	-	.	.	2	3
Tear, George J. (D)	Kennington, Bolton St., Ch. of Eng.	Surrey	2	3	.	.
Tearle, Edwin	Gainsborough, Ch. of Eng.	Lincoln	3	1	.	.
Tedman, John	Llanarth, Ch. of Eng.	Ragland	3	1	2	2
Teesdale, Thomas	Collierly, Ch. of Eng.	Gateshead	3	1	.	.
Temperley, John	South Metropolitan District School.	Sutton, Ewell	1	3	.	.
Templar, Benjamin	-	-	2	1	.	.
Temple, Robert	Ballantrae, Parochial	Ayr	3	1	.	.
Tennant, Edwin	Plymouth, Holy Trinity, Ch. of Eng.	Devon	.	.	1	2
Tennant, John B.	(Student, Glasgow, F.C. Norm.)	-	.	.	1	3
Terry, Henry	Westbourne, Ch. of Eng.	Emsworth	3	2	.	.
Tetley, John H.	(Student, Battersea)	-	.	.	1	2
Thackeray, John	Leeds, St. Paul's, Ch. of Eng.	Leeds	3	3	.	.
Thies, John	-	-	3	1	.	.
Thom, Archibald	Busby, S.	Lanark	2	2	.	.
Thom, Robert R.	Dalkeith Academy	Edinburgh	2	2	.	.
Thomas, Charles E.	Whippingham, Ch. of Eng.	Isle of Wight	.	.	2	3
Thomas, George	Pyle, Bryndu Colliery, Ch. of Eng.	Bridgend	2	3	.	.
Thomas, George	Wolverhampton, Congregational.	Stafford	2	2	.	.
Thomas, George	Beddgelert, B. S.	Carnarvon	.	.	1	3
Thomas, Geo. Hunt	Pen-y-parke, Ch. of Eng.	Aberystwith	3	2	.	.
Thomas, James	-	-	3	3	.	.
Thomas, James	Newport-on-Usk, Ch. of Eng.	Monmouth	3	1	.	.
Thomas, John	-	-	3	1	.	.
Thomas, John	Manchester, Saint Andrew's, Ch. of Eng.	Lancaster	3	1	.	.
Thomas, John	Festiniog, B. S.	Merioneth	3	2	.	.
Thomas, John	South Shields, Union, B.S.	Durham	3	2	.	.
Thomas, John	(Student, Battersea)	-	.	.	1	2
Thomas, Joseph	Lampeter, Ch. of Eng.	Cardigan	3	1	.	.
Thomas, Joseph	(Student, Carnarvon)	-	.	.	1	3
Thomas, Owen	Llandwrog, Ch. of Eng.	Carnarvon	3	3	.	.
Thomas, Owen P.	-	-	3	2	.	.
Thomas, Richard	(Student, Cheltenham)	-	.	.	2	3
Thomas, Thomas	Dukinfield, St. John's, Ch. of Eng.	Stockport	3	3	.	.
Thomas, William	(Student, Battersea)	-	.	.	1	3
Thomas, William	-	-	3	2	.	.
Thomas, Wm. Matt.	Rougham, Ch. of Eng.	Norfolk	3	3	.	.
Thomas, Wm. Matt.	-	-	2	2	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Thompson, John -	Altrincham and Bowden Downs, B. S.	Chester - - -	3	2	.	.
Thompson, John R. -	Tamworth, Sir R. Peel's S. -	Stafford - -	.	.	1	2
Thompson, Joseph H.	(Student, York and Ripon) -	- - -	.	.	2	1
Thompson, Matthew	Charterhouse, St. Thomas', Ch. of Eng.	London - - -	.	.	1	2
Thompson, Thomas -	Leintwardine, Ch. of Eng. -	Ludlow - -	3	2	.	.
Thomson, Alexander	Cousland, F. C. S. - - -	Edinburgh - -	3	1	.	.
Thomson, Alexander	Edinburgh, Original Ragged	Edinburgh - -	3	1	.	.
Thomson, David -	Broughty Ferry, F. C. S. -	Forfar - - -	3	3	.	.
Thomson, George -	(Student, Edinburgh, G. A. Normal).	- - -	.	.	1	1
Thomson, George -	Kintore, F. C. S. - - - -	Aberdeen - -	3	3	.	.
Thomson, Hope -	- - - - -	- - -	2	3	2	2
Thomson, James (A)	Perth, East Ch. Parish Congational S.	Perth - - -	2	3	.	.
Thomson, James -	(Student, Edinburgh, F. C. Normal.)	- - -	.	.	1	1
Thomson, John -	Aberdour, F. C. S. - - -	Fife - - -	3	1	.	.
Thomson, John A. -	Glasgow, St. Matthew's, New Sess.	Lanark - - -	3	1	.	.
Thomson, William -	(Student, Glasgow, F. C. Norm.)	- - -	.	.	2	3
Thomson, William B.	- - - - -	- - -	2	2	.	.
Thorne, Frederick -	Mells Green, Ch. of Eng. -	Frome - - -	1	3	.	.
Thorne, Joseph -	(Student, Chelsea St. Mark's)	- - -	.	.	1	1
Thorburn, George -	Aberbrothock, F. C. S. - -	Forfar - - -	3	3	.	.
Thorndick, John -	(Left England) - - -	- - -	3	3	.	.
Thorp, Benjamin -	Brighouse, Ch. of Eng. - -	York - - -	.	.	2	3
Thorpe, George -	Manchester, Birch, St. James, Ch. of Eng.	Lancaster - -	2	2	.	.
Thorpe, Richard -	Ipswich, St. Peter's, Ch. of Eng.	Suffolk - - -	3	3	.	.
Thrift, William J. -	Bury, Holy Trinity, Ch. of Eng.	Lancaster - -	2	2	3	2
Thurlow, John -	Bristol, Weir, St. Matthias', Ch. of Eng.	Gloucester - -	2	1	.	.
Thurlow, Richard (A)	Nottingham, Trinity, Ch. of Eng.	Nottingham -	2	2	.	.
Tidsall, Joseph -	- - - - -	- - -	.	.	1	3
Timbrell, Frederick	- - - - -	- - -	3	2	.	.
Timbrell, Horatio -	Fleet Street, Saint Dunstan's, Ch. of Eng.	London - -	3	1	.	.
Timm, Thomas -	(Student, Battersea) - -	- - -	.	.	1	3
Timme, William -	- - - - -	- - -	2	3	.	.
Tinker, George -	Leeds, Little London, Saint Matthew's, Ch. of Eng.	Leeds - - -	3	1	.	.
Tipper, Henry - -	Lyncombe and Widcombe, Ch. of Eng.	Bath - - -	3	1	.	.
Tocher, Francis -	Melrose, Par. - - - -	Roxburgh - -	.	.	1	3
Tocher, James -	Horncliffe, B. S. - - -	Berwick-on-Tweed	.	.	1	3
Todd, Thomas - -	(Student, Highbury) - -	- - -	.	.	1	2
Todd, William A. -	Oughtibridge, Ch. of Eng. -	Sheffield - -	3	3	.	.
Todhunter Isaac -	South Metropolitan Dist. S. -	Sutton, Ewell -	1	2	.	.
Tolson, Paul - -	(Student, York and Ripon) -	- - -	.	.	1	2
Tomkins, Daniel -	Great Yarmouth, B. S. - -	Norfolk - -	3	2	.	.
Tomkins, William -	Birmingham, King Edward's, Ch. of Eng.	Warwick - -	1	3	.	.
Tomlinson, James -	Spink Hill, R. C. S. - - -	Chesterfield - -	3	3	.	.
Tomlison, James -	Gellygaer, Endowed -	Pontypool - -	3	2	.	.
Tompsett, Fred. (D)	Breedon, Ch. of Eng. - -	Ashby-de-la-Zouch	.	.	2	2
Tonkin, William -	Redruth, Ch. of Eng. - -	Cornwall - -	3	2	.	.
Toon, Charles - -	- - - - -	- - -	3	1	.	.
Topley, Nicholas -	(Student, Highbury) - -	- - -	.	.	1	3
Topple, Alfred M. (A)	Bradford, Manchester Road, Ch. of Eng.	York - - -	1	3	.	.
Tovey, William -	Madley, Ch. of Eng. - -	Hereford - -	3	1	.	.
Towler, Joseph T. -	(Student, York and Ripon) -	- - -	.	.	1	2
Townsend, Thomas -	- - - - -	- - -	3	3	.	.
Toy, Robert - -	Melton Mowbray, B. S. - -	Leicester - -	.	.	1	3
Train, Hugh - -	Perth, Middle Parish Sess. -	Perth - - -	3	2	.	.
Traynor, Michael C.	- - - - -	- - -	3	3	.	.
Tregarthen, Wm. F.	- - - - -	- - -	3	1	.	.
Tregenza, John L. -	Trevenson, Ch. of Eng. - -	Redruth - -	3	1	.	.
Trice, William - -	- - - - -	- - -	2	1	.	.
Tricker, George -	Bury St. Edmunds, St. James, Ch. of Eng.	Suffolk - - -	3	1	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Trickey, John	Southwark, St. Jude's, Ch. of Eng.	London	.	.	2	2
Trigg, John	-	-	2	3	.	.
Trollope, Arthur	Worstead, Ch. of Eng.	North Walsham	.	.	1	2
Trott, Edward H.	-	-	3	2	.	.
Trott, Thomas	Rugby, Parochial	Warwick	3	2	.	.
Trott, William	Dunchurch, Free, Ch. of Eng.	Warwick	2	3	.	.
Trotter, John	Ceres, Parochial	Cupar	2	1	.	.
Trotter, James J.	St. Andrew's, Fisher's School, Ch. of Scot.	Fife	1	3	.	.
Troughton, James	Chelsea, St. Saviour's, Ch. of Eng.	London	.	.	1	3
Truelove, Henry	Everton, St. Peter's, Ch. of Eng.	Liverpool	3	1	.	.
Tubb, John	Edgbaston, Ch. of Eng.	Birmingham	3	3	.	.
Tucker, Benjamin	-	-	3	3	.	.
Tucker, Frank	Donnington Wood, Ch. of Eng.	Newport	1	3	.	.
Tucker, George H.	Bloomsbury, St. George the Martyr, Ch. of Eng.	London	2	3	.	.
Tunnicliff, Charles	Newent, Ch. of Eng.	Gloucester	.	.	1	3
Tunstall, Robert	Sunningdale, Ch. of Eng.	Chertsey	.	.	1	1
Turner, George	Stapleford, Ch. of Eng.	Nottingham	3	3	.	.
Turner, George (A)	Queenshead, Ch. of Eng.	Halifax	3	3	.	.
Turner, Henry	Pauntley near Newent, Ch. of Eng.	Gloucester	2	1	.	.
Turner, John	Manchester, St. James', Ch. of Eng.	Lancashire	2	3	.	.
Turner, John T.	-	-	3	1	.	.
Turner, Niel S.	Camicross, G. A. S.	Inverness	2	2	.	.
Turner, Richard H.	Liverpool, New Wes.	Liverpool	3	1	.	.
Turner, Thomas S.	-	-	3	2	2	3
Turner, William T.	Springfield, F. C. S.	Fife	3	1	.	.
Tutte, Alfred	Oakfield, St. John's, Ch. of Eng.	Ryde	3	3	.	.
Tweedie, Peter	-	-	2	3	2	3
Twemlow, Jesse	Essington, Ch. of Eng.	Wolverhampton	.	.	1	3
Twigge, Luke	West Pennard, Ch. of Eng.	Wells	2	1	.	.
Twist, Samuel	Hawkshead, Ch. of Eng.	Ambleside	3	2	.	.
Tye, Charles	Norton-in-the-Moors, Ch. of Eng.	Newcastle-under-Lyne.	3	3	.	.
Tyler, William	West Charlton, Ch. of Eng.	Somerton	.	.	1	2
Tyler, William W.	Coventry, Holy Trinity, Ch. of Eng.	Warwick	2	2	.	.
Udale, John	Buglawton, Ch. of Eng.	Chester	3	1	.	.
Ullathorne, John	Brandon Hill, St. George's, Ch. of Eng.	Bristol	3	3	.	.
Unckless, George	Finedon, Ch. of Eng.	Wellingborough	.	.	1	3
Underwood, Richard	Blackboy Colliery, Ch. of Eng.	Durham	2	3	.	.
Vallis, Samuel	Thatcham, Ch. of Eng.	Newbury	.	.	1	3
Varty, George	Tenterden, Ch. of Eng.	Kent	.	.	1	2
Vasey, John	Acklington, Ch. of Eng.	Northumberland	2	3	2	3
Vasey, Joseph	Wainfleet, Wes.	Lincoln	2	2	.	.
Vaughan, David	-	-	.	.	1	3
Vaughan, Joshua	Darlaston, Ch. of Eng.	Stafford	3	1	.	.
Vaughan, Samuel	Cheshunt, Free School	Waltham Cross	3	1	.	.
Vaughan, Thomas	Abercrave, Ch. of Eng.	Brecknock	3	2	.	.
Vaughan, William	Weston, Ch. of Eng.	Stevenage	3	2	.	.
Veal, John W.	Tonbridge Wells, Holy Trinity, Middle, Ch. of Eng.	Kent	2	3	.	.
Veecock, James	(Student, Battersea)	-	.	.	1	2
Veitch, Stephen	Balerno, Subscription, Ch. of Scot.	Edinburgh	2	3	.	.
Veness, Thomas R.	(Student, Chelsea, St. Mark's)	-	.	.	2	3
Veness, William T.	-	-	3	1	.	.
Venner, John	Islington, St. Peter's, Ch. of Eng.	Middlesex	3	3	.	.
Vennimore, Thos. B.	Wainfleet, St. Mary's, Ch. of Eng.	Lincoln	3	3	.	.
Vernon, George	Bristol, St. Paul's, Ch. of Eng.	Bristol	3	3	.	.
Verrall, Arthur	Hurstpierpoint, St. Nicholas College, Ch. of Eng.	Sussex	3	3	.	.
Vial, William S.	Holborn, St Andrew, Trinity Dist., Ch. of Eng.	London	3	1	.	.
Vick, William	(Student. Cheltenham)	-	.	.	1	3

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Vickers, John	Blakesley, Ch. of Eng.	Towcester	3	2	.	.
Vickery, George	Manchester, Rooden Lane, B.S.	Manchester	3	1	.	.
Vidler, Henry	-	-	.	.	1	3
Vie, Thomas Henry	Ashford, Ch. of Eng.	Kent	3	2	.	.
Vinall, Charles Jas.	-	-	2	1	.	.
Vinall, Edward W.	-	-	3	3	.	.
Vitty, Anthony	Eydon, Ch. of Eng.	Banbury	3	2	.	.
Wade, George	Astbury, Ch. of Eng.	Congleton	2	1	.	.
Wade, William	-	-	2	2	.	.
Wade, William	Birmingham Domestic Mission	Warwick	.	.	1	1
Wadge, William J.	Witham, Ch. of Eng.	Essex	.	.	1	3
Wadsworth, John	Wapping, Church Street, Endowed.	London	2	3	.	.
Wager, Peter	Eatington, Ch. of Eng.	Kineton	3	2	.	.
Wainwright, Samuel	-	-	3	1	.	.
Waite, James K.	Little Bolton, All Saints', Ch. of Eng.	Lancaster	3	3	.	.
Waitt, Georee	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	2
Wakely, Walter	Arley, Ch. of Eng.	Bewdley	2	2	.	.
Waldron, Ashley J.	Southchurch, Ch. of Eng.	Bishop Auckland	3	2	.	.
Walker, Alexander	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	1
Walker, David	-	-	2	3	.	.
Walker, David	Jedburgh, St. John's, Epis.	Roxburgh	3	1	.	.
Walker, David S.	West Calder, P. S.	Edinburgh	2	1	.	.
Walker, Frederick H.	Quernmore, Ch. of Eng.	Lancaster	3	2	.	.
Walker, James Law	(Student, Edinburgh, F. C. Normal.)	-	.	.	2	2
Walker, James	St. Nicholas, Ch. of Eng.	Cardiff	3	3	1	3
Walker, John Y.	Old Meldrum, F.C. S.	Aberdeen	.	.	1	3
Walker, Joseph B.	-	-	3	1	.	.
Walker, Matthew	Runcorn, Ch. of Eng.	Chester	3	3	.	.
Walker, Robert	Alexandria, P. S.	Dumbarton	3	3	.	.
Walker, Robert	Stonehaven, F.C.S.	Kincardine	.	.	2	3
Walker, Samuel	Tamworth, Ch. of Eng.	Stafford	3	1	.	.
Walker, William	Southwich, Ch. of Eng.	Sunderland	3	3	.	.
Walker, William	(Student, Edinburgh, G.A. Normal.)	-	.	.	1	2
Wallace, David	Dundee, St. John's, Sess.	Forfar	2	3	.	.
Wallace, James	Crosshill, G.A.S.	Ayr	.	.	1	1
Wallace, James	Fountainhall, S.	Edinburgh	3	1	.	.
Wallace, John	Malew Grenaby, Ch. of Eng.	Isle of Man	.	.	1	3
Wallace, John L.	Glasgow, St. John's, R.C.S.	Lanark	.	.	1	3
Walland, John	Helstone, Wes.	Helstone	2	1	.	.
Wallis, Christopher	Sunderland, Trimdon St., Wes.	Durham	2	2	.	.
Wallis, Joseph	Deal, Wes.	Kent	3	2	.	.
Wallis, John	Exeter, Mint Lane, Wes.	Devon	3	1	.	.
Wallis, William C.	-	-	3	1	.	.
Walsh, John	(Student, Chester)	-	.	.	1	3
Walsh, Patrick D.	Longton, St. Gregory's, R.C.S.	Newcastle-under-Lyne.	.	.	1	2
Walsh, Philip	Bradford, St. Marie's, R.C.S.	York	.	.	1	3
Walter, Charles	-	-	3	3	.	.
Walter, James H.	-	-	3	3	.	.
Walters, George	Stratton, Ch. of Eng.	Cirencester	.	.	1	3
Walters, William	-	-	.	.	2	3
Walters, William H.	Wolverhampton, St. Peter's, Ch. of Eng.	Wolverhampton	2	2	.	.
Walton, Isaac	Stretton, Ch. of Eng.	Warrington	3	3	.	.
Walton, Thomas	Ilkeston, B.S.	Nottingham	3	3	.	.
Warburton, William	(Student, Westminster, Wes.)	-	.	.	1	3
Ward, Joseph	Rotherham, Ch. of Eng.	York	3	1	.	.
Ward, Thomas	Howden, Wes.	York	3	3	.	.
Ward, Thomas	Witton, Ch. of Eng.	Northwich	3	1	.	.
Ward, Thomas	Finchley, St. Mary's, Ch. of Eng.	Middlesex	.	.	2	3
Ward, Thomas	Leeds, New Wortley Zion, B.S.	York	.	.	1	3
Ward, William	(Student, Battersea)	-	.	.	1	3
Ware, John	(Left England)	-	3	2	.	.
Warren, Charles	Lydd, Ch. of Eng.	Kent	.	.	1	3
Warren, Samuel	-	-	.	.	1	3
Warren, William E.	Camborne Town, Ch. of Eng.	Cornwall	2	3	.	.
Warren, William T.	Stepney, St. Thomas', Colet's, Ch. of Eng.	Middlesex	2	3	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Warriner, James	Longsight, St. John's, Ch. of Eng.	Manchester	2	3	.	.
Wase, George	- - - - -	- - -	3	2	.	.
Wash, Henry	Hampstead, Downshire Hill, St. John's Chapel, Ch. of Eng.	London	2	3	.	.
Washington, Michael (A)	Coley, Ch. of Eng.	Halifax	2	3	.	.
Wason, Charles	Paisley, George St., Sessional	Renfrew	3	2	.	.
Wason, William	Crosshill, G. A. S.	Ayr	2	3	.	.
Watkins, Eugene J.	Liverpool, All Saints', Ch. of Eng.	Lancaster	2	2	.	.
Watson, Edward S.	Cowcliffe and Netheroyd Hill, Ch. of Eng.	York	.	.	2	3
Watson Frederick	(Student, Westminster, Wes.	- - -	.	.	1	3
Watson, George	Cramond, Par. S.	Edinburgh	3	2	.	.
Watson, George C.	Hendon, St. Paul's, Ch. of Eng.	Bishop Wearmouth.	.	.	2	2
Watson, James	Back of Fisherrow, F. C. Ragged.	Edinburgh	3	2	.	.
Watson, John	Morpeth, St. James, Ch. of Eng.	Morpeth	2	3	2	2
Watson, Samuel W.	Eastern Counties Railway and Stratford Mechanics' Institute.	Stratford	3	1	2	3
Watson, Thomas	Glasgow, St. John's, Young St., Ch. of Scot.	Lanark	3	3	.	.
Watson, Thomas	High Green, Wes.	Sheffield	3	2	.	.
Watt, Andrew	Cullerley District, Ch. of Scot.	Aberdeen	3	1	.	.
Watt, Robert C. B.	(Student, Glasgow, G.A. Norm.)	- - -	.	.	1	3
Watts, Henry E.	- - - - -	- - -	3	2	.	.
Weatherill, Henry	Setterington, Ch. of Eng.	York	3	3	.	.
Weaver, George	Leeds, Newtown, St. Mary's, Ch. of Eng.	Leeds	2	3	.	.
Webb, John	(Student, Cheltenham)	- - -	.	.	1	2
Webb, John J.	- - - - -	- - -	3	3	.	.
Webb, Philip	Marlborough, St. Mary's, Ch. of Eng.	Wilts	3	2	.	.
Webber, James	Abergavenny, Ch. of Eng.	Monmouth	1	3	.	.
Webster, Ephraim	Boston, Wes.	Boston	3	2	.	.
Weddle, Cuthbert A.	Wargrave, Ch. of Eng.	Warrington	2	2	.	.
Weightman, Frederick J.	Chelsea, Park Chapel, Ch. of Eng.	Middlesex	2	3	.	.
Weir, Archibald	Witham, P. U. S.	Essex	3	3	.	.
Weir, Alexander C.	Glasgow, St. George's and Brownfield, Ch. of Scot.	Lanark	3	2	.	.
Weiss, Egmont	(Student, Highbury)	- - -	.	.	1	3
Welch, Joseph	Eastbourne, Ch. of Eng.	Sussex	.	.	2	3
Welch, Thomas	(Student, Cheltenham)	- - -	.	.	1	3
Weller, Edward	- - - - -	- - -	3	3	.	.
Weller, George	Castle Cary and Almsford, Ch. of Eng.	Somerset	.	.	1	3
Wells, Thomas H. D.	Sheerness, Trinity, Ch. of Eng.	Kent	.	.	1	3
Weltch, Henry W.	- - - - -	- - -	2	3	.	.
Werry, Thomas	Selby, Wes.	York	3	2	.	.
Wescoe, Henry	- - - - -	- - -	3	3	.	.
West, Edmund J.	Westminster, Wes. Practising	London	2	1	.	.
West, Henry	- - - - -	- - -	3	3	2	2
West, Richard	Great Warley, Ch. Ch., Ch. of Eng.	Brentwood	3	2	.	.
Westbrook, John	Mayfield, Ch. of Eng.	Hurst Green	3	3	.	.
Westbrook, Richard	- - - - -	- - -	3	3	.	.
Westlake, Frederick	Lympston, Ch. of Eng.	Exmouth	.	.	1	3
Westland, Thomas	Parr, St. Helen's, Ch. of Eng.	St. Helen's	3	3	.	.
Weston, Christopher	- - - - -	- - -	2	2	2	2
Whaley, John W.	(Student, Borough Road)	- - -	.	.	1	1
Whalley, George	Aberavon, Ch. of Eng.	Glamorgan	.	.	2	1
Whamond, Alex.	Dalziel, P. S.	Lanark	3	1	.	.
Wheater, Matthew	Hunmanby, Ch. of Eng.	Scarborough	3	3	.	.
Wheaton, Samuel B.	Upton-cum-Chalvey, Ch. of Eng.	Slough	.	.	2	2
Wheeler, George H.	Middleton, Ch. of Eng.	Lancaster	2	3	.	.
Wheeler, Thomas	Cheltenham, Model, Ch. of Eng.	Cheltenham	2	3	.	.
Whinney, Thomas	- - - - -	- - -	3	3	.	.
Whitaker, John	- - - - -	- - -	3	3	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
White, Alfred J.	St. Austell, Ch. of Eng.	Cornwall	3	1	.	.
White, Alfred T.	Fetcham, Ch. of Eng.	Leatherhead	2	3	.	.
White Charles	Westbury, Ch. of Eng.	Wilts	.	.	1	3
White, Edward C.	Nettlecombe Yard, Ch. of Eng.	Taunton	.	.	2	3
White, Frederick	Melton Mowbray, B.S.	Leicester	.	.	2	1
White, George	Backwell, Ch. of Eng.	Bristol	3	2	.	.
White, Isaac	Llandilo-tal-y-bont, Ch. of Eng.	Swansea	.	.	1	3
White, James	Lowick, Ch. of Eng.	Wooler	.	.	2	3
White, Malcolm	- - - -	- -	2	1	2	2
White, Michael J.	(Student, Edinburgh, F. C. Normal.)	- -	.	.	2	1
White, Philip R.	Derby, St. Paul's, Ch. of Eng.	Derby	3	1	.	.
White, William (A)	St. Helen's, Ch. of Eng.	Lancaster	1	3	.	.
White, William	Stepney, Trinity, Ch. of Eng.	London	2	3	.	.
Whiteford, James	- - - -	- -	2	3	.	.
Whitehead, Eli	(Student, Borough Road)	- -	.	.	1	2
Whitehead, Henry	Oswaldtwistle, New Lane, Ch. of Eng.	Blackburn	.	.	1	3
Whitehead, Joseph	Birmingham, New Jerusalem Church.	Warwick	3	3	.	.
Whitehead, Joseph B.	Hornsea, Ch. of Eng.	Hull	.	.	1	3
Whitehead, Thomas	Rhymney Iron Works, Ch. of Eng.	Monmouth	2	2	.	.
Whitehead, William	Stapleford, St. John's, Ch. of Eng.	Notts	2	2	.	.
Whitelaw, Smollett	Avondale, P. S.	Hamilton	3	3	.	.
Whiteoak, Titus	Weaverham, Ch. of Eng.	Northwich	2	2	.	.
Whitfield, George	Thorganby and Cottingwith, Ch. of Eng.	York	.	.	2	3
Whitham, Benjamin	- - - -	- -	3	1	.	.
Whiting, Frederick	Cubington, Ch. of Eng.	Warwick	3	2	.	.
Whittet, William	- - - -	- -	2	3	.	.
Whittington, Wm.	Haliwell, St. Paul's, Ch. of Eng.	Bolton-le-Moors	3	1	2	3
Whitwell, William	Wymeswold, Ch. of Eng.	Loughborough	.	.	1	3
Whitworth, James	Colne, Ch. of Eng.	Lancaster	3	3	.	.
Whyte, Alexander	Slamannan, F. C. S.	Stirling	3	2	.	.
Whyte, William	Scone, F. C. S.	Perth	3	1	.	.
Widgery, James	Ipswich, St. Clement's, Ch. of Eng.	Suffolk	3	3	.	.
Wiffen, Robert	- - - -	- -	.	.	1	3
Wight, James	South Shields, Holy Trinity, Ch. of Eng.	Durham	2	3	.	.
Wilcox, Edward	Harmston, Ch. of Eng.	Lincoln	3	3	.	.
Wild, John	- - - -	- -	2	3	.	.
Wilding, Thomas	Botley, Ch. of Eng.	Southampton	3	3	.	.
Wilding, William	(Student, Chelsea, St. Mark's)	- -	.	.	1	3
Wilkins, Edwin (A)	Stockwell, St. Michael's, Ch. of Eng.	Surrey	3	3	.	.
Wilkins, Henry	West Bromwich, All Saints', Ch. of Eng.	Stafford	1	3	.	.
Wilkins, Joseph	Wivenhoe, Ch. of Eng.	Colchester	2	1	.	.
Wilkins, Joseph	- - - -	- -	2	1	.	.
Wilkins, Nathaniel S.	Stepney, St. Peter's, Ch. of Eng.	London	3	2	.	.
Wilkins, Samuel	- - - -	- -	2	1	.	.
Wilkins, Thomas	Sowerby District, Ch. of Eng.	Halifax	3	3	.	.
Wilkins, Thomas	Richmond, Ch. of Eng.	York	2	2	.	.
Wilkins, Thomas C.	- - - -	- -	3	2	.	.
Wilkins, William	(Left England)	- -	2	1	.	.
Wilkins, William	West Bromwich, St. James', Ch. of Eng.	Stafford	3	1	.	.
Wilkinson, Dan	Wortley, Ch. of Eng.	Sheffield	3	3	.	.
Wilkinson, Edward	Wakefield, Trinity, Ch. of Eng.	York	3	1	.	.
Wilkinson, Henry	Burslem, Wes.	Stafford	3	3	.	.
Wilkinson, John	Ashton in Mackerfield, Ch. of Eng.	Warrington	3	1	.	.
Wilkinson, John	Crayke, Ch. of Eng.	York	2	2	.	.
Wilkinson, James	Great Queen Street, Wes.	London	3	2	.	.
Wilkinson, James J.	- - - -	- -	2	1	.	.
Wilkinson, Thomas (A)	Harrow, Ch. of Eng.	Middlesex	3	1	.	.
Wilkinson, Thos. P.	Woodhouse, Ch. of Eng.	Huddersfield	3	3	.	.
Wilkinson, William	Bethnal Green, St. Simon Zelote's, Ch. of Eng.	London	.	.	1	3

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Wilks, Mark J.	Ryecroft, B. S.	Ashton-under-Lyne.	2	3	.	.
Willcocks, Edw. J. K.	Devonport, St. Mary's, Ch. of Eng.	Devon	.	.	1	3
Willett, Charles	Hulme, Holy Trinity, Ch. of Eng.	Manchester	2	3	.	.
Williams, Alfred	-	-	3	1	.	.
Williams, Ambrose	Withyham, St. Michael's, Ch. of Eng.	Tonbridge Wells	.	.	1	3
Williams, David	Churchstoke, Ch. of Eng.	Montgomery	3	2	.	.
Williams, David	-	-	2	3	.	.
Williams, David A.	-	-	3	3	2	3
Williams, Evan	-	-	.	.	2	1
Williams, George	Holloway, St. James', Ch. of Eng. S.	London	3	1	.	.
Williams, Henry	-	-	3	3	2	2
Williams, Hubert	-	-	3	2	2	3
Williams, John	-	-	2	3	.	.
Williams, John	Odiham, Ch. of Eng.	Hants	3	1	.	.
Williams, John	Cwmbach, Ch. of Eng.	Glamorgan	.	.	1	3
Williams, John	Plaxtole, Ch. of Eng.	Sevenoaks	3	3	.	.
Williams, John Moore	York, St. George's, Wes.	York	2	1	.	.
Williams, Jonathan	Dringhouses, St. Edward's, Ch. of Eng.	York	3	1	.	.
Williams, Joshua	Deptford, St. John's, Ch. of Eng.	Kent	.	.	1	3
Williams, James H. E.	Wrockwardine, Ch. of Eng.	Salop	3	1	.	.
Williams, James W.	Somers Town, Middlesex St., Presbyterian.	London	.	.	1	2
Williams, Noah G.	Wellington, B. S.	Somerset	3	1	.	.
Williams, Owen	Llangefni, B. S.	Anglesey	2	3	.	.
Williams, Richard	Pembrey Copper Works, B.S.	Llanelly	3	2	.	.
Williams, Richard O.	Dolgellan, Ch. of Eng.	Merioneth	3	3	.	.
Williams, Richard	(Student, Carnarvon)	-	.	.	1	3
Williams, Robert A.	Strood, Ch. of Eng.	Rochester	.	.	2	3
Williams, Thomas	Knypersley, Ch. of Eng.	Congleton	2	1	.	.
Williams, Thomas	Rudbaxton, Ch. of Eng.	Pembroke	3	2	.	.
Williams, William	-	-	1	3	.	.
Williams, William	Liverpool, St. Bride's, Ch. of Eng.	Lancaster	3	3	.	.
Williams, William G.	Dukinfield, St. Mark's, Ch. of Eng.	Ashton-under-Lyne.	1	3	.	.
Williams, Wm. Sam.	Rickinghall, Ch. of Eng.	Suffolk	3	1	.	.
Williams, William S.	Penllwyn, B. S.	Cardigan	3	2	.	.
Williamson, Archibald	East Calder, Subscription	Edinburgh	3	3	.	.
Williamson, Henry	Huddersfield, St. Peter's, Seed Hill, Ch. of Eng.	York	3	2	.	.
Williamson, Samuel	Beeston, Ch. of Eng.	Nottingham	.	.	1	3
Willing, John	St. Helier's, St. Mark's, Ch. of Eng.	Jersey	3	1	.	.
Willis, Elijah J.	-	-	.	.	1	3
Willmer, John	-	-	.	.	1	3
Wills, John P.	(Student, Exeter)	-	.	.	1	2
Willson, Richard N.	-	-	2	3	.	.
Willson, William	Durdham Downs, St. John's, Ch. of Eng.	Gloucester	2	3	2	3
Wilson, Abraham	-	-	3	1	.	.
Wilson, Alexander	-	-	2	3	.	.
Wilson, Andrew	Bannockburn, F. C. S.	Stirling	3	3	.	.
Wilson, Andrew	-	-	3	1	.	.
Wilson, Benjamin	Bristol, St. Michael's, Ch. of Eng.	Bristol	3	3	.	.
Wilson, Charles E.	-	-	3	2	.	.
Wilson, Daniel	-	-	2	2	.	.
Wilson, David	Isle of Cumbrae, F. C. S.	Bute	2	2	2	2
Wilson, Edwin	(Student, Battersea)	-	.	.	1	2
Wilson, John (D)	-	-	3	3	.	.
Wilson, James	Cullen, F. C. S.	Banff	3	2	.	.
Wilson, James	(Student, Edinburgh, F.C. Normal).	-		.	1	3
Wilson, John	Burnley, St. Paul's, Ch. of Eng.	Burnley	3	2	2	2
Wilson, Thomas	Glencairn, F.C.S.	Dumfries	3	1	.	.
Wilson, Thomas W.	(Student, Westminster, Wes.)	-	.	.	1	3
Wilson, William	Cumbernauld, P. S.	Glasgow	2	3	.	.
Wilton, George	Winterton, Ch. of Eng.	Yarmouth	2	3	.	.
Winder, John P.	-	-	2	2	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Winser, Thomas (D)	South Stoneham and Portswood, Ch. of Eng.	Southampton	3	3	.	.
Winter, George	(Student, Edinburgh, F.C., Normal.)	-	.	.	1	2
Winter, James	Huddersfield, Longroyd Bridge, Ch. of Eng.	Huddersfield	3	3	.	.
Winter, James	Doncaster, Great Northern Railway Company's, Ch. of Eng.	Doncaster	.	.	1	3
Winter, Thomas	Douglas, Athol Street, Ch. of Eng.	Isle of Man	2	1	.	.
Wise, Thomas	Wareham, B. S.	Dorset	.	.	1	2
Wiseman, William R.	Glasgow, Tron Par. Sess.	Lanark	3	2	.	.
With, George	Hereford, Blue Coat, Ch. of Eng.	Hereford	2	2	.	.
Withers, Henry	Bramshaw, Ch. of Eng.	Lyndhurst	.	.	1	2
Witter, John	Stainton, Ch. of Eng.	Barnard Castle	3	3	.	.
Wolfe, Edwin J.	Trent Vale, Ch. of Eng.	Newcastle-under-Lyne.	.	.	2	1
Wonnacott, John	Devonport, St. James', Ch. of Eng.	Devon	3	2	.	.
Wonnacott, Thos. R.	St. Just in Penrith, Ch. of Eng.	Cornwall	3	1	.	.
Wood, Benjamin	-	-	2	3	.	.
Wood, Charles	Bideford, B.S.	Devon	3	1	.	.
Wood, Henry	-	-	3	1	.	.
Wood, John	Chatburn, Ch. of Eng.	Lancaster	3	3	.	.
Wood, John	Leominster, Ch. of Eng.	Hereford	3	2	.	.
Wood, John	Congleton, St. James', Ch. of Eng.	Chester	3	3	.	.
Wood, John	Aspley Guise, B. S.	Woburn	3	3	.	.
Wood, Richard H.	Liverpool, St. Bartholomew's, Ch. of Eng.	Liverpool	3	3	.	.
Wood, William	Wethersfield, Ch. of Eng.	Braintree	.	.	1	3
Wood, William A.	Leeds, St. Philip's, Ch. of Eng.	York	3	2	.	.
Wood, William F.	-	-	2	2	2	2
Woodcock, Henry	-	-	3	2	.	.
Woodcock, Leonard	Longford, Ch. of Eng.	Derby	3	2	.	.
Wooder, John	-	-	3	3	.	.
Woodrow, Peter	Paisley, Free High Church Congregational	Renfrew	3	1	.	.
Woods, Francis	Hyde, St. Bartholomew's, Ch. of Eng.	Winchester	2	3	.	.
Woods, John	Llanfyllin, Ch. of Eng.	Oswestry	.	.	1	3
Woods, Richard	-	-	2	3	2	2
Woods, Richard	Lambeth Chapel, Wes.	Surrey	3	1	.	.
Woof, William	-	-	3	3	.	.
Woollard, George C.	-	-	2	3	.	.
Woolley, Joseph	Grappenhall, Ch. of Eng.	Warrington	3	2	.	.
Woolley, John A.	Churchill, Ch. of Eng.	Oxford	3	1	.	.
Woolley, Lur	Lambourne, Wes.	Berks	.	.	1	3
Woolstenholme, Thos.	Heywood, St. Luke's, Ch. of Eng.	Lancaster	3	2	.	.
Wormald, Joseph	Alvethorpe, Ch. of Eng.	Wakefield	.	.	2	2
Worsnop, Thomas	(Left England.)	-	3	3	.	.
Worth, James	(Student, Chelsea, St. Mark's)	-	.	.	1	3
Worthington, Hen.	West Cowes, Ch. of Eng.	Southampton	.	.	2	3
Worthington, John J. C.	(Student, Chelsea, St. Mark's)	-	.	.	2	2
Worthington, Thos.	-	-	3	3	.	.
Wotherspoon, Robt. S.	Hamilton Orphan and Charity School.	Lanark	.	.	1	3
Wray, James J.	-	-	3	3	.	.
Wray, Thomas	Old Malton, Ch. of Eng.	York	3	3	.	.
Wren, Thomas	Nether Stowey, Ch. of Eng.	Somerset	.	.	1	3
Wright, George (A)	Southwark, St. Paul's, Ch. of Eng.	London	.	.	2	1
Wright, James	Paisley, Sess.	Renfrew	3	2	.	.
Wright, John	-	-	3	3	.	.
Wright, John	Taplow, Ch. of Eng.	Maidenhead	3	3	.	.
Wright, Martin	Helmsley, Wes.	York	.	.	2	3
Wright, Ralph	-	-	3	2	.	.
Wright, Richard	Caton, Ch. of Eng.	Lancaster	3	3	.	.
Wright, Thomas H.	Kirriemuir South, F. C. S.	Forfar	.	.	1	3
Wright, William	Bath, Holy Trinity, Ch. of Eng.	Somerset	3	1	.	.
Wrigley, James	Rochdale, Ch. of Eng.	Rochdale	3	1	.	.
Wrothwell, Hartley	Wykeham, Ch. of Eng.	York	3	1	.	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Wybergh, Richard	Shoreswood, Ch. of Eng.	Durham	.	.	2	3
Wykes, Jabez	- - - - -	- -	3	2	.	.
Wylie, James	Glasgow, New City Road, St. George's, F.C.S.	Lanark	3	1	.	.
Wylie, Robert	Trinity Gask, Par.	Auchterarder	3	3	.	.
Wylie, William	Partick Academy	Glasgow	.	.	1	3
Wynne, Edward	- - - - -	- -	2	2	.	.
Wyver, William	Warwick, St. Mary's, Ch. of Eng.	Warwick	3	2	.	.
Yates, Edward	Hulme, St. Mark's, Ch. of Eng.	Manchester	.	.	2	3
Yeamon, Nicholas	Northwich, Wes.	Chester	3	1	.	.
Yelland, John	Harleston, Ch. of Eng.	Northampton	3	2	.	.
Yewdale, John H.	York, St. George's, Wes.	York	.	.	2	3
Youldon, William	Bermondsey, Ch.Ch.,Ch.of Eng.	Surrey	3	3	.	.
Young, George	- - - - -	- -	3	3	.	.
Young, James	Houghton-le-Spring, Ch.of Eng.	Fence Houses	3	1	.	.
Young, John W.	(Student, Cheltenham)	- -	.	.	2	1
Young, Peter	- - - - -	- -	3	3	.	.
Young, Richard	Pembroke, Ch. of Eng.	Pembroke	.	.	2	3
Young, William	Ochiltree, F.C.S.	Ayr	3	1	.	.
Young, William	(Student, Edinburgh, G. A. Normal.)	- -	.	.	1	1
Young, William S.	Spitalfields, Wood Street, B.S.	London	3	3	.	.
Yuille, John	- - - - -	- -	3	3	.	.

MISTRESSES OF ELEMENTARY SCHOOLS, AND STUDENTS IN NORMAL COLLEGES

MISTRESSES

Abbott, Elizabeth	Hertford, Cowper Testimonial, Ch. of Eng.	Hertford	3	2	.	.
Abbott, Jane	(Student, Glasgow, F.C.Norm.)	- -	.	.	2	2
Abbott, Marianne	Sheffield, Central, Ch. of Eng.	York	2	2	.	.
Abbotts, Susannah F.	West Bromwich, Golds Hill, Ch. of Eng.	Stafford	3	3	.	.
Abernethy, Mary	Bradford, Ch. Ch., Ch. of Eng.	York	3	3	.	.
Ackhurst, Dinah	Chatham, St. Paul's, Ch. of Eng.	Chatham	.	.	1	2
Adams, Louisa E.	Warblington and Emsworth, Ch. of Eng.	Havant	.	.	1	3
Adamson, Agnes W.	Juniper Green, Ch. of Scot.	Edinburgh	2	2	.	.
Adamson, Elizabeth	Marshchapel, Ch. of Eng.	Grimsby	3	2	.	.
Adamson, Emma	York, Bishopgate, Ch. of Eng.	York	2	3	.	.
Addison, Alice A.	(Student, Whitelands)	- -	.	.	1	2
Adkin, Dorcas	- - - - -	- -	3	3	.	.
Agar, Eleanor	Cheltenham Juvenile Girls and Infants'.	Gloucester	.	.	1	3
Agnew, Anne H.	Ardrossan, School of Industry	Ayr	2	2	.	.
Ainslie, Isabella	St. Ives, Ch. of Eng.	Hunts	3	2	.	.
Ainsworth, Jane	Tavistock, B. S.	Devon	3	2	.	.
Aitchison, Ellen	- - - - -	- -	3	3	.	.
Aitken, Martha	- - - - -	- -	3	2	.	.
Aitkin, Elizabeth	- - - - -	- -	2	2	.	.
Akam, Mary A.	New Windsor, B. S.	Berks	.	.	1	3
Akass, Annie	Hadleigh, B. S.	Suffolk	.	.	1	3
Akrill, Jane	Gainsborough, Wes.	Lincoln	3	3	.	.
Akrill, Mary	Lincoln, Wes.	Lincoln	.	.	1	3
Albery, Amelia E.	Wandsworth, Point Pleasant, B. S.	London	3	1	.	.
Alborough, Rachael	Chatteris, (Infants.) B.S.	Cambridge	3	2	.	.
Alderson, Mary J.	Newington, St. Mary's, Ch. of Eng.	Surrey	3	2	.	.
Alderson, Sarah A.	Newington, St. Mary's, Ch. of Eng.	Surrey	3	3	.	.
Aldred, Abigail	- - - - -	- -	3	3	.	.
Alexander, Anne	Lyndhurst, Ch. of Eng.	Hants	2	3	.	.
Alexander, Elizabeth	Chester, Ch. Ch., Ch. of Eng.	Chester	.	.	2	3
Alexander, Elizabeth	Fordoun, F.C.S.	Kincardine	.	.	1	3
Alexander, Joanna	(Student, Edinburgh, F. C. Normal.)	- -	.	.	2	3
Allan, Catherine	Glasgow, St. Peter's, F.C.S.	Lanark	.	.	1	3
Allan, Helen M'Ewan	- - - - -	- -	3	1	.	.
Allan, Jessie	(Student, Edinburgh, G. A. Normal).	- -	.	.	1	2

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Allan, Mary	(Student, Edinburgh, F. C. Normal).	-	.	.	1	2
Allen, Anne	Acton, Ch. of Eng.	Nantwich	2	1	.	.
Allen, Emma	Kingsdown, St. Matthew's, Ch. of Eng.	Gloucester	.	.	1	2
Allen, Margaret	Manchester, St. Andrew, Ch. of Eng.	Lancaster	.	.	1	1
Allen, Maria	Pembroke Dock, Ch. of Eng.	Pembroke	3	3	.	.
Allen, Susanna	Whitelands, Upper, Infant	Chelsea	2	3	2	1
Allwood, Catherine	Penkridge, Ch. of Eng.	Stafford	3	2	.	.
Alston, Sarah A.	Home and Colonial Practising	London	2	3	.	.
Ambrose, Anne	Mells, Ch. of Eng.	Frome	2	3	.	.
Ambrose, Susannah	Birkenhead, Holy Trinity, Ch. of Eng.	Chester	.	.	1	3
Ancutt, Caroline	-	-	.	.	1	1
Anderson, Eliz. M.	Elgin, Trinity, Epis.	Elgin	.	.	1	1
Anderson, Jane W.	-	-	2	3	.	.
Anderson, Mary E.	Cookham Dean, Ch. of Eng.	Maidenhead	2	2	.	.
Anderson, Williamina C.	-	-	3	1	.	.
Andrews, Amelia	Warminster, Ch. of Eng.	Wilts	3	1	.	.
Andrews, Martha E.	Carlisle, Ch. Ch., Ch. of Eng.	Cumberland	.	.	1	3
Andrews, Sarah	Nottingham, St. Mary's, R.C.S.	Nottingham	.	.	1	2
Anelay, Annie	(Student, Westminster, Wes.)	Manchester	.	.	1	3
Annand, Mary	Kettins, Ch. of Scot.	Forfar	3	1	.	.
Annett, Wilhelmina	Swinton, Industrial	Manchester	.	.	2	3
Apted, Margaret	Whitechapel, Soc., Ch. of Eng.	Middlesex	3	1	.	.
Aptnorpe, Ellen J.	West Row, Ch. of Eng.	Suffolk	.	.	2	1
Archer, Mary	Northampton, All Saints', Ch. of Eng.	Northampton	2	2	.	.
Archibald, Jane	(Student, Edinburgh, G. A. Norm.)	-	.	.	1	2
Ardron, Harriet	Wentworth, Ch. of Eng.	Rotherham	3	2	.	.
Armitage, Eliza	Derby, Diocesan Practising	Derby	2	1	.	.
Armstrong, Jane	Portsea, Beneficial Society's, Ch. of Eng.	Hants	3	3	.	.
Arneil, Alicia J. M.	Dunkeld, Duchess of Athol's, Ch. of Scot.	Perth	2	2	.	.
Arnell, Harriet C.	Slinfold, Ch. of Eng.	Horsham	3	3	.	.
Arnold, Agnes	-	-	3	3	.	.
Arnold, Edna	Hempstead, Ch. of Eng.	Braintree	.	.	2	3
Arnold, Louisa	Colchester, North Hill, Infants, Ch. of Eng.	Essex	3	2	.	.
Arthur, Elizabeth C.	-	-	3	1	.	.
Arthur, Marian	-	-	1	2	.	.
Asher, Fanny	(Student, Salisbury)	-	.	.	1	3
Ashley, Mary A.	Warrington, Ch. of Eng.	Lancaster	1	3	.	.
Ashton, Jane	West Derby, Ch. of Eng.	Liverpool	.	.	2	2
Ashwood, Susannah B.	Langton Maltravers, Ch. of Eng.	Corfe Castle	.	.	1	3
Ashworth, Anne	Harpurhey, Ch. of Eng.	Manchester	3	1	2	2
Askham, Eliza	(Student, Home and Colonial)	-	.	.	1	3
Aspden, Mary A.	-	-	.	.	1	3
Asslin, Elizabeth	West Pennard, Ch. of Eng.	Somerset	.	.	1	3
Atherton, Ann	Runcorn, Holy Trinity, Ch. of Eng.	Chester	.	.	1	3
Athow, Mary	Derby, St. Paul's, Traffic St., Girls, Ch. of Eng.	Derby	.	.	1	3
Athowe, Ann	Sharples (Ashworth's) B.S.	Bolton-le-Moors	3	1	.	.
Atkinson, Jane	Grassington, Ch. of Eng.	York	3	3	.	.
Atkinson, Jane	Alston, Ch. of Eng.	Penrith	3	2	.	.
Atkinson, Letitia	Nether and Over Compton, Ch. of Eng.	Dorset	.	.	1	3
Atkinson, Margaret H.	Lochgilphead, Epis.	Argyll	.	.	1	3
Atkinson, Mary I.	-	-	3	2	.	.
Atkinson, Susannah	Westminster National Society's Central.	Westminster	3	2	.	.
Attewell, Ann	Tewkesbury, Ch. of Eng.	Gloucester	2	2	.	.
Auld, Annie	-	-	2	2	.	.
Austen, Mary	-	-	3	2	.	.
Austen, Maria	Hippings, Wes.	Lancaster	.	.	2	3
Authur, Mary J.	(Student, Bishop Stortford)	-	.	.	1	2
Avis, Hannah	The Grange, Ch. of Eng.	Alresford	3	1	2	2
Ayles, Sarah A.	(Student, Salisbury)	-	.	.	1	3

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Aylott, Sarah	(Student, Westminster, Wes.)	-	.	.	1	3
Baalham, Sarah A.	-	-	2	2	.	.
Backhouse, Ellen	Gargrave, Ch. of Eng.	York	.	.	1	3
Backhouse, Jane	Hull, Ch. Ch., Ch. of Eng.	York	3	3	.	.
Badderly, Mary	-	-	3	3	.	.
Bagnall, Mary	-	-	3	1	.	.
Bain, Barbara	Path, Lady Heron Maxwell's, Ch. of Scot.	Kirkcudbright	.	.	1	2
Bain, Isabella	Glasgow, North Woodside, Female.	Lanark	3	3	.	.
Baker, Catherine J.	(Student, Westminster, Wes.)	-	.	.	1	2
Baker, Emma	Clapham, St. James', Ch. of Eng.	Surrey	3	2	.	.
Baker, Harriet S.	Bath, P. U. S.	Somerset	.	.	1	2
Baker, Mary A. M.	Much Hadham, Ch. of Eng.)	Ware	.	.	2	2
Baker, Susan	-	-	3	3	.	.
Balcomb, Anne A.	-	-	3	3	.	.
Balderstone, Agnes	(Student, Glasgow, F.C. Norm.)	-	.	.	2	3
Baldry, Elizabeth	St. Pancras, Ch. of Eng.	London	2	2	.	.
Baldwin, Emma	Devon and Exeter Central, Ch. of Eng.	Exeter	2	1	.	.
Ball, Ann	Topcliffe, Ch. of Eng.	Thirsk	.	.	1	1
Ball, Dorothy	Freehay, St. Chad's, Ch. of Eng.	Cheadle	3	3	.	.
Ball, Elizabeth	South Metropolitan Dist.	Ewell	3	3	.	.
Ball, Emma	Hackney Road, Weymouth Terrace, B. S.	London	3	3	.	.
Ball, Jane	Staines, Ch. of Eng.	Middlesex	.	.	1	3
Ball, Sarah A.	Trowbridge, Trinity, Ch. of Eng.	Wilts	.	.	1	3
Balme, Amelia	Keighley, Ch. of Eng.	York	2	3	.	.
Bancroft, Sarah E.	(Student, Bishop Stortford.)	-	.	.	1	3
Banks, Mary	Baldwin's Place, St. John's, Ch. of Eng.	London	2	3	.	.
Baptie, Mary A.	Hampstead (Infants), Ch. of Eng.	Middlesex	3	3	.	.
Barclay, Jane	-	-	2	1	2	1
Barclay, Mary	Dalry, Fem. Sch. of Industry	Ayr	.	.	1	1
Bardsley, Sarah A.	Lytham, St. John's, Ch. of Eng.	Preston	.	.	2	3
Barnacle, Mary A.	Norwich, Model, Ch. of Eng.	Norfolk	2	2	.	.
Barnard, Matilda	-	-	3	3	.	.
Barnes, Anne M.	-	-	3	2	.	.
Barnes, Eliza	Wargrave, Ch. of Eng.	Warrington	3	2	.	.
Barnicoat, Susanna	Pill, Benevolent, B. S.	Bristol	3	2	.	.
Barr, Janet	(Student, Glasgow, G.A. Nor.)	-	.	.	1	2
Barrett, Ellen	-	-	3	1	.	.
Barrett, Harriet	Roos, Ch. of Eng.	Hull	.	.	2	1
Barrett, Mary	Doncaster, Ch. Ch., Ch. of Eng.	York	2	1	2	1
Barrett, Mary A.	Salisbury, Training, Ch. of Eng.	Wilts	1	3	.	.
Barrington, Jane	Brighton, St. Mary's, R. C. S.	Sussex	.	.	1	3
Barrow, Mary	(Student, Derby)	-	.	.	1	2
Bartlett, Catherine	Send and Ripley, Ch. of Eng.	Surrey	2	3	.	.
Bartlett, Elizabeth J.	-	-	3	3	.	.
Bartley, Mary	Birmingham, St. Nicholas', R.C.S.	Warwick	.	.	1	2
Barton, Anne	Coalbrookdale, Ch. of Eng.	Salop	3	3	.	.
Barton, Elizabeth	Macclesfield, Old Church, Ch. of Eng.	Chester	3	1	.	.
Barton, Ellen C.	Rochester, Tg. S., (Hockerill)	Bishop's Stortford	3	2	2	1
Barton, Margaret	Donnington Wood, Ch. of Eng.	Newport, Salop	.	.	2	1
Bass, Hannah	Billericay, Ch. of Eng.	Essex	.	.	2	1
Bassett, Sarah U.	-	-	3	2	.	.
Bateman, Jemima	Thorne Faulcon, Manor, Ch. of Eng.	Taunton	3	1	2	2
Bater, Elizabeth	Stoke-upon-Trent, Ch. of Eng.	Stafford	.	.	1	3
Bates, Emma M.	Melton Mowbray, B. S.	Leicester	.	.	2	2
Bathe, Mary	Liverpool, Windsor, St. Clement's, Ch. of Eng.	Lancaster	3	2	.	.
Baxendale, Isabella	Ormskirk, United Charity, Ch. of Eng.	Lancaster	1	3	.	.
Baxter, Anne	Bolton-le-Moors, Ch. Ch., Ch. of Eng.	Lancaster	3	3	.	.
Bayles, Emma	Sunbury, P. S.	Middlesex	.	.	1	3
Bayley, Martha	Stepney, St. Thomas', Ch. of Eng.	Middlesex	1	3	.	.
Bayliss, Ann	Battyeford, Ch. of Eng.	Dewsbury	.	.	2	3

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Bazley, Rebecca	- - - -	- - -	3	3	.	.
Beach, Eliza	- - - -	- - -	3	2	.	.
Beams, Harriett	(Student, Whitelands) - -	- - -	.	.	1	2
Beane, Emma	Portsea Town, Ch. of Eng.	Hants - -	3	2	.	.
Bearman, Louisa	Godalming, B. S. - - -	Surrey - - -	.	.	1	3
Beat, Mary T.	- - - - -	- - -	2	1	.	.
Beath, Elizabeth	Malew Castletown, Ch. of Eng.	Isle of Man - -	3	2	.	.
Beaumont, Frances	Loughborough, R. C. S. - -	Leicester - -	.	.	1	1
Beavan, Penelope	- - - -	- - -	3	3	.	.
Beckett, Elizabeth A.	Hanford, Ch. of Eng. - -	Trentham - -	3	3	.	.
Bedford, Annie	Leeds, St. Philip's, Ch. of Eng.	Leeds - - -	3	2	.	.
Bedford, Mary	Stoke Newington, Ch. of Eng.	Middlesex - -	3	2	.	.
Beeson, Elizabeth	Leeds, Ch. Ch., Ch. of Eng.	York - - -	.	.	1	2
Begbie, Elizabeth	Southwark, St. George' the Martyr, Ch. of Eng.	London - - -	3	1	.	.
Beighton, Jane	(Student, Westminster, Wes.)	- - -	.	.	1	3
Belcher, Jane	Derby, B. S. - - -	Derby - - -	2	3	.	.
Bell, Augusta P.	Nottingham, St.Mary's, R.C.S.	Nottingham - -	.	.	1	2
Bell, Catherine	Penicuick (Female), Ch. of Scot.	Edinburgh - -	3	1	.	.
Bell, Elizabeth	Newport-on-Usk, Ch. of Eng.	Monmouth - -	2	2	.	.
Bell, Lillias	Paisley, Miss Stowe's Industrial, F. C. S.	Paisley - - -	3	1	2	1
Bell, Margaret	(Student, Edinburgh, F.C.Nor.)	- - -	.	.	1	3
Bellamy, Eliza	Hudson Town, Ch. of Eng.	West Ham - -	3	2	.	.
Benham, Jane A.	Goring, Ch. of Eng.	Reading - -	3	3	.	.
Bennet, Alice	Musselburgh, Female S. -	Edinburgh - -	2	3	.	.
Bennet, Eliza	Christleton, Ch. of Eng.	Chester - -	3	3	.	.
Bennett, Anne	Arundel, Free B. S. - - -	Sussex - - -	3	1	.	.
Bennett, Sarah	- - - - -	- - -	2	3	.	.
Bentley, Charlotte M.	Wednesbury, St. Bartholomew's, Ch. of Eng.	Stafford - -	3	3	.	.
Bere, Ann J.	Bishopwearmouth, Rectory Park S.	Durham - -	.	.	1	3
Bergen, Ellen	Manchester, St. Wilfrid's, R.C.S.	Lancaster - -	.	.	1	3
Bermingham, Honoria	Manchester, St. Mary's, R C.S.	Lancaster - -	.	.	1	3
Bernard, Mary A.	- - - - -	- - -	3	2	.	.
Berridge, Harriet	Elsecar, Ch. of Eng. - -	Barnsley - -	3	1	.	.
Berry, Catherine	Pendlebury, St. John's, Ch. of Eng.	Manchester - -	2	2	.	.
Berry, Elizabeth	Peterborough, Ch. of Eng. -	Northampton -	1	3	.	.
Berry, Elizabeth	Deptford, St. John's, Ch. of Eng.	Kent - - -	.	.	2	1
Berry, Ellen	Horbury, Ch. of Eng. - -	York - - -	3	3	.	.
Berry, Hannah	Melrose, F. C. Congregational	Roxburgh - -	3	1	.	.
Berry, Mary S. N.	Gloucester, Ch. Ch. (Girls), Ch. of Eng.	Gloucester - -	3	2	.	.
Berwick, Mary	(Student, Edinburgh, F.C.Nor.)	- - -	.	.	1	3
Best, Emily	Margate, B.S. - - -	Kent - - -	.	.	1	3
Best, Margaret	Aldborough, Ch. of Eng. - -	York - - -	3	3	.	.
Bettam, Hannah	Tavistock, Ch. of Eng. - -	Devon - - -	2	1	.	.
Bevan, Elizabeth J.	Tutshill, Ch. of Eng. - -	Chepstow - -	.	.	2	2
Bevan, Margaret T.	Llandovery, Ch. of Eng. - -	Carmarthen - -	.	.	2	2
Bickford, Mary C.	Woolwich, B.S. - - -	Kent - - -	3	3	.	.
Bird, Elizabeth	St. Leonard's on Sea, R. C. S. -	Sussex - - -	3	2	.	.
Bird, Harriet	Birmingham, St. Phillip's, Ch. of Eng.	Warwick - -	.	.	1	2
Bird, Lucy	Halesworth (Infants), Ch. of Eng.	Suffolk - - -	3	2	.	.
Bird, Susan	Sherborne, Ch. of Eng. - -	Dorset - -	2	3	.	.
Bird, Sarah A.	Leicester, County, Ch. of Eng.	Leicester - -	2	2	.	.
Birtwistle, Elizabeth	(Student, Warrington) - -	- - -	.	.	1	3
Birtwhistle, Sarah	Barnsley, St. George's, Ch. of Eng.	York - - -	3	3	.	.
Bishop, Ann	Devonport, St. James'. Ch. of Eng.	Devon - - -	.	.	1	3
Bishop, Mary	Rugby, Elborow, Ch. of Eng. -	Warwick - -	3	1	.	.
Black, Mary A.	Westminster, Ch. Ch., Ch. of Eng.	London - - -	.	.	2	1
Blackburn, Elizabeth	(Student, Derby) - -	- - -	.	.	1	2
Blades, Elizabeth	West Bromwich, Gold's Hill, Ch. of Eng.	Stafford - -	1	3	.	.
Blair, Jane S.	- - - - -	- - -	3	1	.	.
Blake, Eliza	Odiham, Ch. of Eng. - - -	Hants - - -	.	.	1	3
Blake, Rhoda	(Student, Salisbury) - -	- - -	.	.	1	3
Blatchley, Emma	Bath Abbey and St. James', Ch. of Eng.	Somerset - -	3	3	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Blatchley, Jane	Doncaster, Gt. Northern Railway Co.'s, Ch. of Eng.	Doncaster	3	1	.	.
Blee, Eliza	(Student, Bishop Stortford)	-	.	.	1	2
Boag, Jessie	-	-	3	1	.	.
Bold, Eliza L.	-	-	3	1	.	.
Bolster, Elizabeth	Erdington, R.C.S.	Birmingham	3	3	.	.
Bond, Ann S.	Great Ryburgh, Ch. of Eng.	Norfolk	.	.	2	3
Bond, Charlotte	Sheffield, St. Mary's, R.C.S.	York	.	.	1	2
Bond, Esther	-	-	2	2	.	.
Bond, Jane	Crewkerne, Ch. of Eng.	Somerset	3	3	.	.
Bond, Margaret	Congleton, St. James, Ch. of Eng.	Congleton	2	1	.	.
Bondfield, Jane	Croydon, B.S.	Surrey	.	.	1	3
Booth, Elizabeth	-	-	2	2	.	.
Booth, Lucy	(Student, Cheltenham)	-	.	.	1	1
Booth, Sarah B.	Charlesworth, Ch. of Eng.	Derby	3	3	.	.
Bosomworth, Mary L.	Wavertree, (Infants), B. S.	Liverpool	3	3	.	.
Bostock, Catherine	West Bromwich, All Saint's, Ch. of Eng.	Stafford	3	1	.	.
Bottom, Charity	Coventry, St. Michael's, Ch. of Eng.	Warwick	2	3	.	.
Bottomley, Mary	(Student, Whitelands)	-	.	.	1	3
Bough, Emily	Sudbury, B. S.	Suffolk	.	.	1	3
Boughey, Elizabeth	Mayfield, B.S.	Manchester	3	3	.	.
Boulger, Theresa	Preston, St. Wilfred's, R. C. S.	Lancaster	.	.	1	2
Boulton, Hester E.	(Student, Home and Colonial)	-	.	.	1	2
Bounds, Caroline	Godalming, B. S.	Surrey	3	1	.	.
Bourne, Mary A.	West Ashton, Ch. of Eng.	Trowbridge	2	3	.	.
Bowden, Selina	Jersey, St. James', Ch. of Eng.	Jersey	.	.	2	2
Bowen, Elizabeth	Frome, Milk Street, B.S.	Somerset	.	.	1	3
Bowen, Hannah	Hockliffe, Ch. of Eng.	Bedford	.	.	2	2
Bowmer, Annie	Derby, Curzon St., Ch. of Eng.	Derby	1	3	.	.
Bowmer, Lucy J.	(Student, Derby)	-	.	.	1	1
Bowren, Rosa	Chichester, Central, Ch. of Eng.	Sussex	2	2	.	.
Boydell, Alice	(Student, Westminster, Wes.)	-	.	.	1	3
Bradbury, Matilda	(Student, Home and Colonial)	-	.	.	1	2
Bradley, Ann I.	Kentish Town, Ch. of Eng.	London	3	3	.	.
Bradshaw, Ellen	Manchester, Rusholme Rd., Wes	-	.	.	1	3
Bradshaw, Isabella C.	Derby, Training, Ch. of Eng.	Derby	1	2	.	.
Brady, Mary	Carlisle, St. Patrick's, R.C.S.	Cumberland	3	1	.	.
Bragg, Harriet	Westminster, St. Stephen's, Ch. of Eng.	London	2	1	.	.
Braid, Mary	Earlsferry, Infant and Industrial, F.C.S.	Fife	2	3	.	.
Braim, Mary J.	Batley, Wes.	Dewsbury	2	3	.	.
Braithwaite, Susan	Pendleton, St. Thomas, Ch. of Eng.	Manchester	1	3	.	.
Branston, Harriet M.	Grappenhall, Ch. of Eng.	Warrington	3	1	.	.
Branston, Mary A.	Grappenhall, Ch. of Eng.	Warrington	3	3	.	.
Brearley, Anne	Liverpool, Toxteth, St. James, Ch. of Eng.	Lancaster	2	1	.	.
Brennan, Marianne	Hackney Road, Gloucester Street, B. S.	London	.	.	1	3
Brice, Fanny	(Student, Whitelands)	-	.	.	1	2
Brickell, Sarah	Gillingham, Ch. of Eng.	Wincanton	3	3	.	.
Bridie, Isabella	Glasgow, St. Matthew's, F.C.S.	Lanark	2	2	.	.
Bright, Anne	East Peckham, Ch. of Eng.	Tonbridge	2	3	.	.
Brightmore, Mary	Sheffield, St. Paul's, Ch. of Eng.	York	2	3	.	.
Brighton, Hannah R.	Stapenhill, Ch. of Eng.	Burton-on-Trent	2	3	.	.
Brightwell, Lydia S.	South Lambeth, Spring Grove, Ch. of Eng.	Surrey	3	1	.	.
Broadbent, Eliza	(Student, Whitelands)	-	.	.	1	2
Brook, Emily E.	-	-	3	3	.	.
Brook, Hannah B.	-	-	2	2	.	.
Brooke, Mary	Oulton, St. John's, Ch. of England	Wakefield	3	1	1	3
Brooker, Margaret E.	Northwood, Ch. of Eng.	Rickmansworth	3	3	.	.
Brookhouse Cath.	(Student, Derby)	-	.	.	1	3
Broomfield, Anne	(Student, Bishop Stortford)	-	.	.	1	2
Broomfield, Henrietta A.	Birstwith, Ch. of Eng.	Ripley	3	2	.	.
Broomhead, Harriet	Liverpool, Jordan Street, Wes.	Lancaster	2	3	.	.
Brough, Elizabeth	Reepham, St. Mary's, Ch. of Eng.	Norfolk	3	3	.	.

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Broughton, Mary	Bradford, Messrs. Walker's	York	.	.	2	2
Brown, Annie J.	(Student, Home and Colonial)	-	.	.	1	2
Brown, Catherine E.	Ditchingham, Ch. of Eng.	Derby	.	.	1	3
Brown, Charlotte A.	Streatham, Ch. of Eng.	Surrey	2	1	.	.
Brown, Christina	(Student, Glasgow, F.C. Norm.)	-	.	.	2	2
Brown, Elizabeth	(Student, Edinburgh, F. C. Normal).	-	.	.	1	2
Brown, Fanny	-	-	.	.	1	2
Brown, Isabella A.	Rochester, St. Nicholas', Ch. of Eng.	Kent	3	3	.	.
Brown, Janet	-	-	3	1	.	.
Brown, Mary	Nuneaton, Church Lane, Ch. of Eng.	Warwick	3	1	.	.
Brown, Mary	-	-	2	3	.	.
Brown, Margaret	Preston, St. Thomas, Ch. of Eng.	Lancaster	.	.	2	3
Brown, Sarah	Darlington, Trinity, Ch. of Eng.	Durham	3	1	.	.
Brown, Sarah A.	Westminster, Wes. Practising	Westminster	3	2	.	.
Brown, Sarah J.	Liverpool, St. Jude's, Ch. of Eng.	Liverpool	3	3	.	.
Brown, Selina	Islington, All Saints', Ch. of Eng.	London	2	1	.	.
Browne, Sarah A.	Douglas, St. Barnabas, Ch. of Eng.	Isle of Man	.	.	1	3
Browning, Mary A.	Hull, St. John's, Ch. of Eng.	Hull	3	3	.	.
Brownlee, Jane	Habergham, All Saints, Ch. of Eng.	Burnley	3	1	.	.
Brownson, Eliza A.	Broseley, Ch. of Eng.	Salop	.	.	1	3
Brunt, Elizabeth	Wednesbury, St. James, Ch. of Eng.	Wolverhampton	2	3	.	.
Bryan, Angelina	Milverton, P. S.	Wellington	.	.	1	3
Bryan, Charlotte M.	Liverpool, North Schools, Ch. of Eng.	Liverpool	2	2	.	.
Bryant, Ann	Fleet Street, St, Dunstan's, Ch. of Eng.	London	1	3		.
Bryant, Ann	Hambleton, Ch. of Eng.	Oakham	2	1	.	.
Bubb, Harriett	Covent Garden, Hart Street, B. S.	London	3	3	.	.
Buchanan, Anne	Bridstow, Ch. of Eng.	Ross	3	3	.	.
Buckle, Joanna K.	Birmingham, St. Mary's, Ch. of Eng.	Warwick	2	3	.	.
Buckle, Maria E.	St. Leonard's on Sea, R. C. Training.	Hastings	.	.	1	1
Buckley, Elizabeth M.	-	-	2	2	.	.
Buckley, Julia F.	-	-	3	2	.	.
Buckwell, Mary J.	Islington, All Saints, Ch. of Eng.	Middlesex	3	3	.	.
Bugg, Elizabeth	Pentonville, Hermes Street (Infant), Ch. of Eng.	London	3	1	.	.
Bulbeck, Elizabeth	-	-	3	3	.	.
Bull, Eliza	Mayfield (Girls), Ch. of Eng.	Hurst Green	.	.	2	3
Bullard, Frances M.	Canterbury, Model School, Ch. of Eng.	Kent	3	3	.	.
Bullen, Clara	Birmingham, St. Nicholas, R.C.S.	Warwick	.	.	1	2
Bullen, Ellen	Spitalfields, Wood Street, B. S.	London	3	3	.	.
Bullock, Agnes J.	-	-	3	3	.	.
Bullock, Emma	Kensington, St. Barnabas, Ch. of Eng.	Middlesex	.	.	2	1
Bullock, Jemima	Lynn, B. S.	Norfolk	3	1	.	.
Bundock, Sarah	-	-	3	3	.	.
Burgon, Jane	-	-	3	2	.	.
Burness, Jessie	Largs, F. C. Female Industrial	Ayr	.	.	2	1
Burnett, Anne	Toxteth, St. James, Ch. of Eng.	Liverpool	.	.	2	3
Burningham, Mary A.	Ryde, Ch. of Eng.	Isle of Wight	3	2	.	.
Burns, Jean U.	Dundee, Wallace Town, F. C. S.	Forfar	3	2	.	.
Burns, Marjory	-	-	2	2	.	.
Burr, Ann E.	Whitelands Training	Chelsea	2	2	2	1
Burr, Sarah T.	Marylebone, Nutford Place, Diocesan.	London	1	3	.	.
Burch, Jane E.	(Student, Warrington)	-	.	.	1	1
Burrell, Jane	Hitchin, St. Mary's, Ch. of Eng.	Hertford	2	3	.	.

MISTRESSES

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Burrell, Sarah	North Cave, Ch. of Eng.	Brough	.	.	2	2
Burrowes, Jane M.	Truro, Fairmantle Street, Ch. of Eng.	Cornwall	3	2	.	.
Burrows, Emily F.	Bristol, Meadow Street, Infant School.	Bristol	2	2	.	.
Burrows, Hannah	Nottingham, St. Mary's, Ch. of Eng.	Notts	3	3	.	.
Burrows, Sarah J.	West Bromwich, Wes.	Stafford	.	.	1	3
Burt, Maria	Reading, St. Giles', Ch. of Eng.	Berks	3	2	.	.
Burton, Jane	Iver, Ch. of Eng.	Uxbridge	2	1	.	.
Burton, Lavinia L.	-	-	3	3	.	.
Busby, Martha	High Wycombe, Ch. of Eng.	Berks	2	2	.	.
Bush, Selina H.	Hurstpierpoint, Ch. of Eng.	Sussex	2	2	.	.
Butchart, Mary	Kirkcudbright, Old Ch. School	Kirkcudbright	.	.	1	1
Butterfield, Mary	Camberwell, Camden Church, Ch. of Eng.	Surrey	2	2	.	.
Caine, Emily	Fulham, P. U. S.	London	1	3	.	.
Caldwell, Elizabeth	Hastings, St. Mary Magdalen, Ch. of Eng.	Sussex	.	.	2	1
Caldwell, Mary A.	Westminster, St. Stephen's, Ch. of Eng.	Westminster	.	.	1	2
Callanan, Thomasina	Hampstead, Downshire Hill, Ch. of Eng.	London	3	3	.	.
Callum, Mary L.	Cupar Angus, St. Anne's, Epis.	Forfar	.	.	1	3
Calvert, Mary A.	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	2
Cameron, Christina	(Student, Edinburgh, F. C. Normal.)	-	.	.	2	2
Cameron, Ellen	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	3
Cameron, Kath. S.	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	3
Cameron, Sarah C.	-	-	3	2	.	.
Camp, Eliza	Putney (Infants), Ch. of Eng	Surrey	2	2	.	.
Campbell, Catherine	-	-	2	1	2	1
Campbell, Eliza	-	-	3	3	.	.
Campbell, Helen M.	Halifax (Victoria Street), St. James' (Infants), Ch. of Eng.	York	3	2	.	.
Campbell, Jessie	Largs, Female Industrial	Ayr	.	.	1	2
Campbell, Margaret J.	Stepney, All Saints, Ch. of Eng.	Middlesex	3	3	.	.
Cane, Elizabeth	-	-	.	.	2	3
Cannell, Marianne	Bishopwearmouth, Infant, Ch. of Eng.	Durham	3	3	.	.
Cantley, Christian	West Linton Epis.	Peebles	.	.	1	3
Capel, Maria G.	Preston, the Talbot R. C. S.	Lancaster	.	.	1	2
Capers, Lucy	Market Drayton, Ch. of Eng.	Salop	.	.	2	3
Carden, Emily	Banbury, St. John's, R. C. S.	Oxford	.	.	1	3
Carlton, Catherine	Warwick, High Street Chapel B. S.	Warwick	2	1	.	.
Carr, Alice	York, Micklegate, Ch. of England.	York	2	1	.	.
Carr, Elizabeth J.	South Shields, Union, B. S.	Durham	2	3	.	.
Carr, Margaret J.	-	-	2	1	.	.
Carrie, Agnes	Dunblane, St. Mary's, Epis.	Perth	.	.	1	3
Carruthers, Cecilia L.	Hafod Copper Works, B. S.	Swansea	2	3	.	.
Carter, Ann	North Audley Street, St. Mark's, Ch. of Eng.	London	.	.	2	1
Carter, Emma	Hythe (Infant), Ch. of Eng.	Kent	3	3	.	.
Carter, Isabella	-	-	3	3	.	.
Carter, Selina	-	-	3	2	.	.
Carter, Susan	(Student, Westminster, Wes.)	-	.	.	1	3
Cartwright, Maria	Manchester, Rusholme Road, Wesleyan (Infant).	Manchester	3	2	.	
Caswell, Jane H.	Nuneaton, Church Lane, Ch. of Eng.	Warwick	2	2	.	.
Caswell, Lucy	Godalming, Ch. of Eng.	Surrey	3	2	.	.
Cawthra, Martha	Almondbury, Central, Ch. of Eng.	-	.	.	1	2
Chadwick, Ann	Wakefield, Trinity, Ch. of Eng.	York	2	2	.	.
Chadwick, Elizabeth	Frodsham (Infants), Ch. of Eng.	Chester	3	3	.	.
Challis, Susannah	Rotherhithe Green, Ch. of Eng.	London	2	2	.	.
Chalmers, Agnes	Alexandria, P.S.	Dumbarton	3	3	2	2
Chalmers, Eliza E.	-	-	3	2	.	.

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Chambers, Abigail	Lowestoft, St. John's, Ch. of Eng.	Suffolk	3	3	.	.
Chambers, Louisa	(Student, Whitelands)	-	.	.	1	3
Chambers, Sarah	Highgate, St. Michael's, Ch. of Eng.	London	2	3	.	.
Chandler, Emma	St. George's, Hanover Square, Hanover District, Ch. of Eng.	London	2	3	.	.
Chanter, Mary M.	Sydenham, Wes.	Kent	.	.	2	2
Chapman, Elizabeth	Finchingfield, Ch. of Eng.	Essex	2	3	2	1
Chapman, Mary A.	Ipswich, District, Ch. of Eng.	Ipswich	2	2	.	.
Charles, Elizabeth	Llandovery, Ch. of Eng.	Carmarthen	3	1	.	.
Cheadle, Emma P.	Paddington, St. Mary's, Ch. of Eng.	London	2	3	.	.
Chell, Sarah	Hampstead, Ch. Ch., Ch. of Eng.	London	.	.	2	1
Chessar, Jane A.	Home and Colonial, Model, Ch. of Eng.	London	1	3	.	.
Chesselle, Emma	-	-	3	3	.	.
Chesters, Martha	Blymhill, P. S.	Salop	3	3	.	.
Chettleburgh, Harriett.	Bergh Apton, Ch. of Eng.	Norwich	2	2	.	.
Chick, Mary E.	Weymouth, Trinity, Ch. of Eng.	Dorset	1	3	.	.
Child, Emily	-	-	3	2	.	.
Child, Mary	Pulloxhill, Ch. of Eng.	Silsoe	3	2	.	.
Chilvens, Marianne E.	Oakfield, St. John's, Ch. of Eng.	Ryde, Isle of Wight	.	.	1	2
Chippindale, Alice	Rushen, Ch. of Eng.	Isle of Man	.	.	2	2
Chisholm, Agnes	(Student, Edinburgh, G.A. Normal.)	-	.	.	1	3
Christian, Sarah	Bridgewater, Northgate, Ch. of Eng.	Somerset	.	.	1	3
Christie, Mary A.	Montrose, St. John's, F.C.S.	Forfar	3	1	.	.
Church, Harriett M.	Walworth, St. Peter's, Ch. of Eng.	Surrey	3	1	.	.
Clague, Margaret	South Shields, St. Stephen's, Ch. of Eng.	Durham	2	3	.	.
Clark, Amelia L.	Bishop Stortford, Practising	Bishop Stortford	.	.	2	1
Clark, Christina	Manchester, Mill Street, Presbyterian.	Lancaster	.	.	1	2
Clark, Elizabeth	Walthamstow, Ch. of Eng.	Essex	3	1	.	.
Clark, Elizabeth C.	Buriton, Ch. of Eng.	Petersfield	3	3	.	.
Clark, Isabella	Banks, F. C. S.	Insch, Aberdeen	.	.	1	3
Clark, Margaret C.	-	-	3	3	.	.
Clark, Mary	Paxton, Girls and Infants	Berwick	.	.	1	2
Clark, Mary	(Student, Glasgow, G.A. Norm.)	-	.	.	1	2
Clark, Mary A.	Witham, Ch. of Eng.	Essex	2	3	2	1
Clarke, Annie E.	Huntingdon, Infant, Ch. of Eng.	Huntingdon	2	1	.	.
Clarke, Diana	Ringwood, Ch. of Eng.	Hants	3	3	.	.
Clarke, Henrietta	Wimborne Minster, Ch. of Eng.	Dorset	.	.	1	3
Clarke, Jane	-	-	3	1	.	.
Clarke, Jane A.	Coalbrookdale Company's, Dawley, Poole Hill S.	Shiffnall	3	1	.	.
Clarke Janet	Blairgowrie, F. C. S.	Perth	3	2	.	.
Clarke, Margaret	Lockerbie, F.C. Industrial	Dumfries	3	1	.	.
Clarke, Margaret	Glasgow, F. C. Practising	Lanark	2	1	.	.
Clarke, Mary M.	-	-	3	1	.	.
Clay, Ellen	-	-	2	2	.	.
Clayton, Jane	Wharton, Ch. of Eng.	Northwich	2	1	.	.
Cleaver, Letitia	Oakham, Ch. of Eng.	Rutland	3	3	.	.
Clegg, Annie	New Brighton, Ch. of Eng.	Birkenhead	3	1	.	.
Clegg, Charlotte C.	Manchester, Cathedral, Ch. of Eng.	Lancaster	2	1	.	.
Cleland, Agnes F.	(Student, Glasgow, G.A. Norm.)	-	.	.	1	3
Clemens, Elizabeth M.	-	-	3	2	.	.
Clements, Elizabeth	Pimlico, St. Barnabas, Ch. of Eng.	London	.	.	1	2
Clements, Eliz. M.	Liverpool, St. Peter's, R. C. S.	Lancaster	.	.	1	2
Clemons, Mary A.	Tiverton, Bampton Street, B.S.	Devon	3	3	.	.
Cloke, Bridget	Chorley, St. Mary's, R. C. S.	Lancaster	.	.	1	3
Clouter, Emma	Hanover Square. St. Georges' United Day, Ch. of Eng.	London	3	2	.	.
Clubb, Martha	Preston, Ch. of Eng.	Weymouth	3	2	.	.
Cochrane, Mary A.	-	-	2	2	.	.
Coffey, Catherine	Litherland, R. C. S.	Liverpool	3	1	.	.
Coghill, Agnes	Wrexham, Brook Street, B. S.	Denbigh	.	.	1	3
Coldham, Anna M.	Brafield on the Green, Infant, Ch. of Eng.	Northampton	3	3	2	1

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Cole, Ann C.	Plymouth, Charles, Ch. of Eng.	Devon	3	3	.	.
Cole, Emma A.	Attercliffe, Girls, Ch. of Eng.	Sheffield	.	.	2	2
Cole, Mary A.	Whitechapel, St. Mark's, Ch. of Eng.	London	3	1	.	.
Cole, Mary C.	- - - -	- - -	3	2	.	.
Coleman, Anne	- - - -	- - -	2	2	.	.
Coleman, Emma	St. Margaret's, Ch. of Eng.	Rochester	2	1	2	1
Coleman, Mary	Great Yarmouth, St. Nicholas', Ch. of Eng.	Norfolk	3	3	.	.
Collens, Charlotte	Bolton-le-Moors, Bridge St., Wes. - - - -	Lancaster	3	3	.	.
Collins, Isabella	- - - -	- - -	3	1	.	.
Collins, Mary C.	(Student, Warrington)	- - -	.	.	1	3
Colls, Phillis	- - - -	- - -	1	2	1	.
Comrie, Margaret	Peterhead, F. C. S.	Aberdeen	3	3	.	.
Connelly, Louisa	Manchester, St. Alphonsus', R. C. S. (Infants).	Lancaster	.	.	1	2
Connolly, Charlotte	Southwark, Gravel Lane, R.C.S.	London	.	.	1	2
Constable, Jane	York, Walmgate, St. Margaret's, Ch. of Eng.	York	3	1	.	.
Conway, Honora	- - - -	- - -	2	1	.	.
Cook, Martha	Carmarthen, Ch. of Eng.	Carmarthen	.	.	2	2
Cook, Margaret B.	Bradford, Parochial	Wilts	3	2	.	.
Cook, Sarah	Tor, Ch. of Eng.	Torquay	.	.	2	3
Cooke, Frances	- - - -	- - -	3	3	.	.
Cooke, Matilda B.	Hawkesbury, Mixed, Ch. of Eng.	Chippenham	.	.	2	3
Coombes, Mary E.	Oldbury, Wes. - - -	Birmingham	.	.	1	3
Coombs, Ellen S.	Holloway, St. James', Ch. of Eng.	London	3	1	2	1
Coomes, Sarah	- - - -	- - -	2	2	.	.
Cooper, Anne	Woodbury, Braoadmead's Endowed, Ch. of Eng. - -	Topsham	3	2	.	.
Cooper, Alice	Preston, All Saints, Ch. of Eng.	Lancaster	.	.	2	1
Cooper, Charlotte	Camberwell, Ch. Ch., Ch. of Eng.	Surrey	2	2	.	.
Cooper, Elizabeth G.	City Road, St. Matthew's, Ch. of Eng. - - - -	London	.	.	2	2
Cooper, Elvira L.	St. Pancras (Infant), Ch. of Eng.	Middlesex	3	2	.	.
Cooper, Harriette	Skirbeck, Ch. of Eng. - -	Lincoln	3	2	.	.
Cooper, Mary	- - - -	- - -	1	3	.	.
Cooper, Sarah E.	Epsom, Ch. of Eng. - -	Surrey	3	2	.	.
Copeland, Eliza	(Student, Glasgow, F.C. Norm.)	- - -	.	.	1	2
Corbet, Mary S.	Auchtermuchty, Madras S.	Fife	.	.	1	2
Cornwell, Elizabeth	Bishop Stortford, Training	Bishop Stortford	.	.	2	1
Cother, Sarah F.	West Bromwich, Trinity, Ch. of Eng.	Stafford	3	2	.	.
Cotterill, Martha	Wednesbury, St. John's, Ch. of Eng.	Stafford	3	3	.	.
Cotton, Maria F.	Harrow, Ch. of Eng. - -	Middlesex	3	3	.	.
Coughlan, Bridget A.	Wolverhampton, St. Patrick's, R. C. S.	Stafford	3	1	.	.
Couper, Helen	Portobello Female - - -	Edinburgh	.	.	2	1
Cousin, Cecilia	Edinburgh, West Port, Territorial S.	Edinburgh	.	.	1	3
Coveney, Julia	Colchester, North Hill, Infants	Essex	.	.	2	2
Cowans, Marianne	Brownfield, Female School of Industry, Ch. of Scot.	Glasgow	2	1	.	.
Cowe, Isabella	Middleton-on-Tees, B. S.	Durham	.	.	1	3
Cowie, Barbara	- - - -	- - -	3	3	.	.
Cowper, Arabella	- - - -	- - -	.	.	1	3
Cox, Elizabeth	Powick, Ch. of Eng. - -	Worcester	2	1	.	.
Cox, Elizabeth	Southborne and Seaside, Ch. of Eng.	Sussex	3	2	.	.
Cox, Harriet	Burton-on-Trent, Infant, Ch. of Eng.	Stafford	3	3	.	.
Cox, Hannah E.	Stepney, All Saints', Ch. of Eng.	London	3	3	.	.
Cox, Maria	Wolverhampton, St. Peter's, Ch. of Eng.	Stafford	3	3	.	.
Cox, Mary A.	Mortlake, Ch. of Eng. - -	Surrey	.	.	2	1
Cox, Mary J.	St. Pancras, Ch. Ch., Ch. of Eng.	Middlesex	3	1	.	.
Coxon, Mary E.	Portsea, All Saints, Ch. of Eng.	Hants	.	.	1	3
Crabtree, Annie	- - - -	- - -	2	1	.	.
Craig, Anna	(Student, Edinburgh, G.A. Normal.)	- - -	.	.	1	1

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Craig, Margaret	- - - -	- - -	3	1	.	.
Crampton, Margaret	Liverpool, St. Bride's, Ch. of Eng.	Lancaster - -	2	3	.	.
Crane, Susannah	Gravesend and Milton Free School, Ch. of Eng.	Kent - - -	3	1	.	.
Crawford, Eliza E.	(Student, Glasgow, G.A.Norm.)	- - -	.	.	1	2
Crawshaw, Sarah	Coley Northowram, Infant S.	Halifax - - -	.	.	1	.
Craze, Mary A.	Loxhore, Ch. of Eng.	Barnstaple - -	.	.	1	3
Creed, Mary	Sheepshed, Ch. of Eng. - -	Loughborough -	3	1	.	.
Crone, Georgiana	Challock S. - - - -	Newton Stewart, Wigton.	.	.	1	3
Crossley, Ellen	Farnworth, Ch. of Eng. - -	Warrington - -	2	3	.	.
Crossman, Ann	Maesteg Iron Works, B. S. -	Glamorgan - -	3	3	.	.
Crouch, Jane	(Student, Borough Road) -	- - -	.	.	1	2
Crowther, Hannah	Balby, Ch. of Eng. - - -	Doncaster - -	2	2	.	.
Cruttenden, Caroline	- - - -	- - -	3	1	.	.
Cuckow, Fanny E.	- - - -	- - -	2	2	.	.
Cuckow, Mary A.	- - - -	- - -	1	1	.	.
Cumming, Mary A.	Carmarthen, Lancasterian -	Carmarthen -	3	1	.	.
Cundick, Mary A.	Southwark, St. Jude's, Ch. of Eng.	Surrey - - -	3	3	.	.
Currie, Mary	(Student, Edinburgh, F. C. Norm.)	- - -	.	.	2	1
Curtis, Eliza	- - - -	- - -	1	3	.	.
Cusack, Helen F.	St. Leonard's-on-Sea, R. C. Training.	Hastings - -	.	.	1	1
Cutbush, Charlotte	- - - -	- - -	1	3	.	.
Daffen, Elizabeth M.	Gloucester, Bristol, and Oxford Diocesan Practising	Bristol - - -	2	1	.	.
Daffen, Susan	Ibstone, Ch. of Eng. - -	Oxford - - -	3	1	.	.
Daily, Caroline M. P.	(Student, Bishop Stortford) -	- - -	.	.	1	3
Dakin, Maria	Manchester, Red Bank, St. Thomas', Ch. of Eng.	Lancaster - -	2	2	.	.
Dalby, Elizabeth M.	Newbury, Wes. - - - -	Berks - - -	3	1	.	.
Dale, Alice	(Student, Home and Colonial)	- - -	.	.	1	2
Dale, Emily G.	St. Pancras, Trinity, Ch. of Eng.	London - - -	3	3	.	.
Dale, Phœbe	- - - -	- - -	3	2	.	.
Dale, Sarah	Weymouth, Ch. of Eng. - -	Dorset - - -	3	1	.	.
Damerell, Elizabeth	- - - -	- - -	2	2	.	.
Darke, Hannah	Heywood, St. Luke's, Ch. of Eng.	Lancashire - -	2	2	.	.
Dart, Eleanor	Ilfracombe, Ch. of Eng. -	Devon - - -	3	1	.	.
Darwent, Elizabeth	Bristol, St. Michael's, Ch. of Eng.	Gloucester - -	3	3	.	.
Darwent, Ruth	Owlerton, Ch. of Eng.	York - - -	.	.	1	2
Daveney, Fanny	Charlton Kings, Ch. of Eng. -	Cheltenham -	2	3	.	.
Davey, Emma	(Student, Norwich) - -	- - -	.	.	1	3
David, Margaret	(Student, Cheltenham) - -	- - -	.	.	1	2
Davidson, Anne E.	- - - -	- - -	3	1	.	.
Davidson, Elizabeth	Dundee, St. Paul's, Epis. -	Forfar - - -	.	.	1	1
Davidson, Ellen J.	(Student, Glasgow, G.A. Norm.)	- - -	.	.	1	2
Davidson, Isabella	- - - -	- - -	3	1	.	.
Davidson, Jessie	Bishop's Bridge, Ch. of Scot. -	Lanark - - -	2	1	.	.
Davies, Anne	Bollington, Wes. - - -	Macclesfield -	3	3	.	.
Davies, Caroline M.	Deiniolen, B. S. - - -	Carnarvon - -	.	.	1	3
Davies, Elizabeth	Acton, Wes. - - - -	Middlesex - -	3	3	.	.
Davies, Elizabeth	(Student, Cheltenham) - -	- - -	.	.	1	2
Davies, Elizabeth W.	(Student, Westminster, Wes.)	- - -	.	.	1	3
Davies, Eliza	Aberdare, Town, Ch. of Eng.	Merthyr Tydvil -	3	1	2	2
Davies, Eleanor C.	- - - -	- - -	2	3	.	.
Davies, Emily	Merthyr Tydvil, St. David's, Ch. of Eng.	Glamorgan - -	2	3	.	.
Davies, Emma	Bristol, St. Phillip's, Bread Street, Ragged.	Gloucester - -	3	3	.	.
Davies, Emma P.	Melton Mowbray, Infant, Ch. of Eng.	Leicester - -	3	3	.	.
Davies, Jane	Kirkby, Ch. of Eng. - -	Lancaster - -	2	3	.	.
Davies, Kate	- - - -	- - -	3	1	.	.
Davies, Mary	Ellesmere, Ch. of Eng. - -	Salop - - -	3	1	.	.
Davies, Mary	Leeds, St. James', Ch. of Eng.	York - - -	1	3	.	.
Davies, Mary J.	Kensington, Central, Ch. of Eng.	London - -	3	2	.	.
Davies, Matilda H.	Chatham, Ch. of Eng. - -	Kent - - -	2	2	.	.
Davis, Elizabeth	Salford, Great George Street, Ch. of Eng.	Manchester - -	2	2	.	.

MISTRESSES

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Davis, Elizabeth	Camberwell, Green Coat, Ch. of Eng.	Surrey	3	1	.	.
Davis, Mary A.	Mylor Bridge, Ch. of Eng.	Cornwall	3	1	.	.
Davis, Sarah	Bourton-on-the-Hill, Mixed, Ch. of Eng.	Moreton-in-the-Marsh.	.	.	1	3
Davis, Sarah	(Student, Borough Road)		.	.	1	2
Davison, Mary	Stanwix, Ch. of Eng.	Cumberland	3	3	.	.
Davy, Charlotte	Woking, St. John's, Ch. of Eng.	Ripley	3	3	.	.
Davy, Mary A.	Thornham, Ch. of Eng.	Lynn	3	2	.	.
Dawe, Mary A.	Heanor, Ch. of Eng.	Belper	3	1	2	1
Dawson, Agnes			3	2	.	.
Dawson, Anne	Birkenhead, St. John's, Ch. of Eng.	Chester	.	.	1	3
Dawson, Elizabeth	Town Yetholm, Ch. of Scot.	Roxburgh	2	3	.	.
Dawson, Harriet	Islington, St. Peter's, Ch. of Eng.	Middlesex	3	3	.	.
Dawson, Jane A.	Liverpool, St. Barnabas, Infant, Ch. of Eng.		3	2	.	.
Dawson, Margaret	(Student, Edinburgh, F. C. Normal.)		.	.	1	2
Day, Mary A.	Shrewsbury, St. Mary's, Ch. of Eng.	Salop	.	.	1	3
Day, Emma			3	2	.	.
Daymond, Louisa H.	Highgate, Ch. of Eng.	Middlesex	1	2	.	.
Deacey, Ellen A.	London, Little Albany Street, St. Ann's, R.C.S.	Middlesex	.	.	1	2
Deacon, Anne			3	3	.	.
Dear, Sarah A.	Bradford, Manchester Road, Factory, B.S.	York	2	2	.	.
Dearing, Jemima M.			.	.	1	1
Denham, Charlotte M.			3	3	.	.
Derrick, Caroline			2	1	.	.
Devereux, Elizabeth	(Student, Cheltenham)		.	.	1	2
De Vet, Wilhelmina	Liverpool, St. Nicholas', R.C.S.	Lancaster	.	.	1	2
Devoire, Caroline	Kensington, Vicarage Place, (Infants) R.C.S.	London	.	.	1	2
Dewhurst, Betsey A.	Manchester, Red Bank, St. Thomas', Ch. of Eng.	Lancaster	3	3	.	.
Dewy, Amelia	Bacup, St. John's, Ch. of Eng.	Rochdale	2	2	.	.
Dick, Agnes	(Student, Edinburgh, G. A. Normal.)		.	.	1	2
Dick, Eliza B.	Tranent, New Winton S.	Haddington	.	.	1	3
Dick, Mary A.	Newbattle, Colliery S.	Edinburgh	2	3	.	.
Dickinson, Isabella	Irwell, Ch. of Eng.	Bury	3	1	2	2
Dickson, Eliza			2	1	.	.
Dickson, Ellen			1	3	.	.
Dickson, Jessie	(Student, Edinburgh, G. A. Normal.)		.	.	1	2
Dickson, Margaret	(Student, Edinburgh, F. C. Normal.)		.	.	2	1
Dickson, Mary C.	Pitgair, Ch. of Scot.	Banff	3	1	.	.
Dingley, Harriet	Halifax, St. James', Victoria Street, Ch. of Eng.	York	2	1	.	.
Ditch, Jane H.	Sheffield, P. S.	York	2	3	.	.
Ditcher, Jane	Walkern, Ch. of Eng.	Buntingford	3	3	.	.
Dixon, Mary A.	Hunsdon, Ch. of Eng.	Ware	2	1	.	.
Dobson, Matilda V.			3	2	.	.
Dodds, Sarah J. V.	Buckley, St. Matthew's, Ch. of Eng.	Mold	3	2	.	.
Dodgson, Anne	Welshpool, Ch. of Eng.	Montgomery	2	3	.	.
Dolby, Eliza			3	3	.	.
Doleman, Margaret	Edinburgh, St. Andrew's Hall, Epis.	Edinburgh	2	1	.	.
Dore, Elizabeth	(Student, Cheltenham)		.	.	1	2
Douglas, Anne P.	(Student, Home and Colonial)		.	.	1	2
Douglas, Susan	Preston, St. Augustine's, R.C.S.	Lancaster	.	.	1	1
Dove, Judith			2	1	.	.
Dow, Isabella	Buckie, Female, Ch. of Scot.	Banff	3	1	.	.
Dowland, Agnes S.	(Student, Whitelands)		.	.	1	2
Downe, Maria	Blandford, Ch. of Eng.	Dorset	3	1	.	.
Downing, Mary	Great Yarmouth, St. Nicholas, Ch. of Eng.	Norfolk	.	.	1	3
Downing, Sarah			3	2	.	.
Doyle, Jane S.	Liverpool, St. Andrew's, Ch. of Eng.	Lancaster	3	3	.	.

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Drake, Caroline L.	- - - -	- - -	3	2	.	.
Drinkwater, Anne	Durrington, P. S. - -	Wilts - -	3	2	.	.
Driver, Sarah	Harrietsham, Ch. of Eng.	Maidstone - -	2	3	.	.
Drysdale, Jessie	(Student Glasgow, G.A. Normal)	- - -	.	.	1	1
Dudley, Elizabeth A.	Kensington, Free S. - -	London - -	.	.	2	1
Duguid, Jane D.	(Student, Edinburgh, F. C. Normal.)	- - -	.	.	1	3
Dunbar, Agnes C.	Paisley, Miss Stow's Industrial	Renfrew - -	.	.	2	2
Duncan, Ann	- - - -	- - -	.	.	1	3
Duncan, Elizabeth	Lochwinnoch, Female Indus.	Renfrew - -	3	3	.	.
Duncan, Elizabeth	- - - -	- - -	1	3	.	.
Duncan, Janet	(Student, Glasgow, G.A. Norm.)	- - -	.	.	1	1
Dundas, Mary	(Student, Glasgow, G.A. Norm.)	- - -	.	.	1	1
Dunn, Ann	Bridgewater, Provident Place, Infant S.	Somerset - -	.	.	1	3
Dunning, Betsey	- - - -	- - -	3	2	.	.
Dunning, Roberta	- - - -	- - -	3	3	.	.
Dunston, Nancy J.	Glynde, Ch. of Eng. - -	Lewes - -	2	2	.	.
Durie, Jane M.	Edinburgh, St. Mary, R. C. S.	Edinburgh - -	1	3	.	.
Dyer, Agnes M. S.	(Student, Cheltenham) - -	- - -	.	.	1	3
Dyson, Mary A.	- - - -	- - -	3	3	.	.
Eacott, Hannah M.	South Lambeth, Spring Grove, Infant.	London - -	.	.	1	3
Eacott, Mary A.	Battersea Fields, St. George's, Ch. of Eng.	London - -	3	1	.	.
Easton, Hannah S.	Great Yarmouth, St. Peter's (Infants), Ch. of Eng.	Norfolk - -	3	3	.	.
Edgley, Rebecca J.	Home and Colonial Model	London - -	.	.	2	1
Edmonds, Frances E. S.	St. George's in the East, Ch. Ch., Ch. of Eng. (Lower Sch.)	London - -	.	.	1	1
Edmunds, Mary A.	- - - -	- - -	3	3	.	.
Edwards, Alice J.	Cronkbourne, Ch. of Eng.	Isle of Man -	3	1	.	.
Edwards, Jane	(Student, Edinburgh, F. C. Normal.)	- - -	.	.	1	2
Edwards, Mary	Chesterfield, Victoria, Ch. of Eng.	Derby - -	2	2	.	.
Edwards, Mary A.	Marylebone, Eastern, Ch. of Eng.	London - -	2	2	.	.
Edwards, Mary M.	Leeds, St. Andrew's, Ch. of Eng.	Leeds - -	2	1	.	.
Edwards, Sarah J.	- - - -	- - -	3	2	.	.
Egglestone, Emma	Rise, Mixed S. - - -	Hull - -	.	.	1	1
Ekins, Emma	Guildford, B. S. - - -	Surrey - -	3	3	.	.
Ekins, Mary	Biggleswade, B. S. - -	Bedford - -	3	3	.	.
Elder, Catherine	Dalkeith Academy - -	Edinburgh - -	3	3	.	.
Elder, Elizabeth	(Student, Edinburgh, F. C. Normal.)	- - -	.	.	1	2
Elder, Isabella L.	- - - -	- - -	3	2	.	.
Eldrod, Elizabeth	Kentish Town (Infants), Ch. of Eng.	London - -	3	2	.	.
Eley, Ellen	- - - -	- - -	3	2	.	.
Elliott, Amelia	Standish, Ch. of Eng. - -	Wigan - -	2	3	.	.
Ellis, Anne	Syderstone, Ch. of Eng. -	Norfolk - -	3	3	.	.
Ellis, Celia	(Student, Cheltenham) - -	- - -	.	.	1	2
Ellis, Emma	- - - -	- - -	3	2	.	.
Ellis, Maria E.	Hull, St. Stephen's, Ch. of Eng.	York - - -	3	3	.	.
Ellis, Mary A.	- - - -	- - -	.	.	1	3
Ellison, Margaret	- - - -	- - -	3	3	.	.
Ellworthy, Ann	(Student, Cheltenham) - -	- - -	.	.	1	2
Elphick, Elizabeth	Tiverton, (Infants), B.S. -	Devon - -	2	3	.	.
Elwig, Emma	(Student, Whitelands) - -	- - -	.	.	1	2
Emberson, Caroline	Colchester, Magdalene Street Branch, Ch. of Eng.	Essex - - -	3	3	2	2
Emery, Caroline	- - - -	- - -	2	2	.	.
English, Frances B.	Winterbourne, Ch. of Eng. -	Bristol - -	.	.	1	3
Enright, Elizabeth	St. Asaph, R. C. S. - - -	Flint - - -	3	3	.	.
Erskine, Barbara	Newcastle-on-Tyne, St. John's, Ch. of Eng.	Northumberland -	3	1	.	.
Erskine, Helen	Broadstairs, Ch. of Eng. -	Ramsgate - -	3	2	.	.
Erskine, Margaret A.	Edinburgh, Holy Rood, F. C. S.	Edinburgh - -	2	2	.	.
Esser, Gertrude	Wigan, St. John's, R. C. S. -	Lancaster - -	.	.	1	1
Eudey, Caroline	St. Breage, Ch. of Eng. - -	Helstone - -	3	3	.	.

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Evans, Arabella	Oakmoor, Ch. of Eng.	Cheadle	2	2	.	.
Evans, Esther	Ilkeston, Ch. of Eng.	Nottingham	3	2	.	.
Evans, Ellen	- - - -	- - -	3	3	.	.
Evans, Margaret	Holyhead, B. S.	Anglesea	.	.	1	3
Evans, Sally D.	Soham, Ch. of Eng.	Mildenhall	3	3	.	.
Everett, Anne	- - - -	- - -	2	3	2	1
Evetts, Eliza	Derby, St. Michael's, Ch. of Eng.	Derby	3	3	.	.
Ewart, Margaret	Kingswood, Wes. (Infants)	Bristol	2	3	.	.
Ewbank, Mary	Elland, Ch. of Eng.	York	2	2	.	.
Ewer, Catherine	York, Model, Ch. of Eng.	York	2	3	.	.
Exon, Sarah	Wookey, Ch. of Eng.	Wells	3	3	.	.
Eyles, Catherine J.	Wartling, Ch. of Eng.	Hurst Green	.	.	1	2
Facey, Elizabeth	- - - -	- - -	3	1	.	.
Fairhurst, Anne	Lathom, St. James', Ch. of Eng.	Ormskirk	.	.	2	3
Fairweather, Mary A.	Drumlithie, St. John's, Epis.	Kincardine	3	3	.	.
Fallding, Hannah	Cheltenham, Bath Road, Ch. of Eng.	Gloucester	3	3	.	.
Fargie, Mary	Barnton, Female S.	Edinburgh	.	.	2	1
Farley, Emma A.	St. Giles'-in-the-Fields, Ch. of Eng.	London	.	.	1	3
Farmer, Anne	Maesteg, Llynvi Iron Works, B. S.	Bridgend	.	.	2	2
Farmer, Elizabeth	Colchester, Central, Ch. of Eng.	Essex	2	3	.	.
Farncombe, Sarah	Brighton, St. John's, Ch. of Eng.	Sussex	2	2	.	.
Farquhar, Isabella	(Student, Edinburgh, G. A. Normal.)	- -	.	.	1	3
Farquharson, Elizab.	- - - -	- -	2	3	.	.
Farr, Jane	Liverpool, St. Luke's, Ch. of Eng.	Lancaster	2	2	.	.
Farrell, Catherine	Towneley, R.C.S.	Burnley	3	1	.	.
Fatt, Sarah A.	- - - -	- - -	2	2	.	.
Faulder, Annie D.	- - - -	- -	.	.	1	2
Faulkner, Harriet	Great Tew, Endowed, Ch. of Eng.	Oxford	3	3	.	.
Fawcett, Mary	Ironville (Infant), Ch. of Eng.	Alfreton	3	1	.	.
Fea, Emily	Crewe, Ch. of Eng.	Chester	1	3	.	.
Fenn, Elizabeth	Dudley, St. Thomas', Ch. of Eng.	Dudley	3	3	.	.
Fenton, Elizabeth	Dundee, St. Peter's, F. C. S.	Forfar	2	3	.	.
Ferguson, Anne M.	(Student, Edinburgh, F. C. Normal.)	- -	.	.	1	3
Ferguson, Cath. W.	(Student, Edinburgh, F. C. Normal.)	- -	.	.	1	2
Ferguson, Margaret	- - - -	- -	3	3	.	.
Fergusson, Anne	(Student, Glasgow, G.A. Norm.)	- -	.	.	1	2
Fergusson, Cath. I.	Forglen, Female S.	Banff	.	.	1	3
Fernor, Henrietta A.	Camden Town (Infants), Ch. of Eng.	Middlesex	3	3	.	.
Fernie, Emma J.	(Student, Glasgow, F.C. Norm.)	- -	.	.	1	2
Ferraby, Elizabeth	Marston Moretaine, Ch. of Eng.	Ampthill	3	2	.	.
Ferrier, Jane	- - - -	- -	3	3	.	.
Ferrier, Mary	Ipswich, Trinity, Ch. of Eng.	Ipswich	.	.	2	2
Fielden, Zillah M.	Wentworth, Ch. of Eng.	Rotherham	2	1	.	.
Fifield, Anne	Hans Town, School of Industry, Ch. of Eng.	Chelsea	3	3	.	.
Fifield, Ann	- - - -	- -	3	2	.	.
Fifield, Mary A. W.	- - - -	- -	3	3	.	.
Fillingham, Eliz. H.	(Student, Cheltenham)	- -	.	.	1	2
Fillmore, Fanny	Malvern Link, Day, B. S.	Worcester	3	3	.	.
Filmer, Anne S.	(Student, Home and Colonial)	- -	.	.	1	3
Findlay, Jessie	(Student, Glasgow, G.A. Norm.)	- -	.	.	1	3
Finey, Harriet	Fairford, Endowed S.	Gloucester	.	.	2	2
Finley, Frances E.	Stratford, St. John's, Ch. of Eng.	Stratford	3	2	.	.
Fish, Hannah	- - - -	- -	3	2	.	.
Fisher, Caroline	- - - -	- -	3	2	.	.
Fisher, Elizabeth	Portman Square, Ch. of Eng.	Middlesex	3	3	.	.
Fisher, Sarah	Cheltenham, Practising	Cheltenham	.	.	2	1
Fitzgerald, Esther	St. Helen's, Lowe House, R.C.S.	Lancaster	3	3	.	.
Fitzgibbon, Margaret	- - - -	- -	3	2	.	.
Flather, Sabina	Mere, Ch. of Eng.	Wilts	3	3	.	.

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Fleming, Isabella W.	Portobello, Epis.	Edinburgh	.	.	1	3
Fletcher, Eleanor	(Student, Westminster, Wes.)	-	.	.	1	1
Fletcher, Jane	Broken Cross, St. Thomas, Ch. of Eng.	Chester	.	.	2	3
Fletcher, Ruth	Derby, St. Alkmund's, Ch. of Eng.	Derby	3	3	.	.
Flick, Amelia	Ipswich, St. Margaret's, Ch. of Eng.	Suffolk	2	3	.	.
Flockhart, Christina	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	1
Flynn, Lucy	Sheffield, St. Vincent de Paul's, R. C. S.	York	.	.	1	3
Foden, Anna M.	Pershore, Ch. of Eng.	Worcester	3	2	.	.
Folkes, Jemima	-	-	3	3	.	.
Folkes, Mary E.	Lockwood, Ch. of Eng.	Huddersfield	3	2	.	.
Forbes, Deborah	(Student, Westminster, Wes.)	-	.	.	1	2
Forbes, Elizabeth	Greenwich, East Branch, (Girls,) Ch. of Eng.	Kent	2	1	.	.
Forbes, Elizabeth J.	Falkirk, F. C. S.	Stirling	3	2	.	.
Forbes, Mary	Dunnichen, F. C. S.	Forfar	.	.	1	1
Ford, Amelia	Farringdon, Ch. of Eng.	Hants	.	.	1	2
Ford, Ann T.	Burton-on-Trent, Ch. Ch., Ch. of Eng.	Stafford	3	2	.	.
Ford, Louisa H.	-	-	2	1	.	.
Ford, Margaret	Salisbury, Model, Ch. of Eng.	Wilts	2	2	.	.
Forrester, Jessie C.	Old Rayne, Female, Ch. of Scot.	Aberdeen	2	1	.	.
Forrester, Jane H.	Edinburgh, Old Assembly Close, Heriot's Hospital	Edinburgh	3	3	.	.
Forster, Maria	Boston, B. S.	Lincoln	3	2	.	.
Forster, Mary	Neswick, Ch. of Eng.	Driffield	3	1	.	.
Foster, Eliza	Romsey, Ch. of Eng.	Hants	3	1	.	.
Foster, Emily	Brenchley, Girls, Ch. of Eng.	Cranbrook	3	3	.	.
Fothergill, Emma	-	-	3	2	.	.
Fowler, Edith	-	-	3	2	.	.
Fowler, Elizabeth	Speen, Ch. of Eng.	Newbury	3	3	.	.
Fox, Agnes	-	-	3	3	.	.
Fox, Jane	Kidsgrove, Ch. of Eng.	Stafford	2	3	.	.
Fox, Maria	(Student, York and Ripon)	-	.	.	1	3
Fox, Sarah	Allestree, Ch. of Eng.	Derby	3	1	.	.
Fox, Sarah	-	-	.	.	1	2
Fraizer, Elizabeth	-	-	3	1	.	.
Frame, Jane	Wolverhampton, St. George's, Ch. of Eng.	Wolverhampton	2	3	2	1
France, Eliza	Preston, Trinity, Infant, Ch. of Eng.	Lancaster	.	.	1	3
Francis, Mary	Gwernafield, Ch. of Eng.	Mold	.	.	1	3
Francis, Susannah	Reading, St. Lawrence's, Ch. of Eng.	Berks	3	3	.	.
Fraser, Agnes M.	Eyemouth, Industrial, Ch. of Scot.	Berwick	3	2	.	.
Fraser, Catherine	Gartsherrie, St. Mary's, Ch. of Scot.	Coatbridge	2	2	.	.
Fraser, Jessie	Helensburgh, Epis.	Dumbarton	2	2	.	.
Fraser, Margaret	Ancoats, Chalmer's, Presbyterian	Manchester	2	1	.	.
Fraser, Margaret G.	Gloucester, St. James', Ch. of Eng.	Gloucester	3	2	.	.
Freeman, Elizabeth	-	-	3	2	.	.
Freeman, Elizab. M.	(Student, Whitelands)	-	.	.	1	1
Friar, Sarah	Preston, St. James', Ch. of Eng.	Lancaster	3	1	.	.
Fricker, Elizabeth	South Newton, Ch. of Eng.	Salisbury	3	3	.	.
Fricker, Mary E.	Swansea, B. S.	Glamorgan	.	.	1	3
Frith, Huldah H.	-	-	3	2	.	.
Frost, Sarah	Bristol and Gloucester, and Oxford, Training	Bristol	1	3	.	.
Fry, Elizabeth E.	Liverpool, St. Saviour's, Ch. of Eng.	Lancaster	3	2	.	.
Fry, Frances	Chalford, Ch. of Eng.	Stroud	.	.	1	3
Fry, Tabitha	-	-	2	1	.	.
Fulcher, Martha	Cherwell, Infant, B. S.	Banbury	3	3	.	.
Fuller, Ann E.	Rusthall, Ch. of Eng.	Tonbridge	2	1	.	.
Funnell, Elizabeth	Saffron Walden, Ch. of Eng.	Essex	3	1	.	.
Furlong, Elizabeth	(Student, Borough Road)	-	.	.	1	3

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Furmstone, Elizab.	New Brighton, Ch. of Eng.	Birkenhead	.	.	1	2
Furnaess, Sarah	Pembrey Copper Works, B.S.	Carmarthen	3	3	.	.
Gadd, Mary	- - - -	- -	2	3	.	.
Gaisford, Ellen	Cheltenham, Trin. Ch. of Eng.	Gloucester	.	.	2	1
Galbraith, Isabella S.	- - - -	- -	3	1	.	.
Gale, Georgina	Louth, B. S. - - -	Lincoln	.	.	2	2
Galpin, Amelia E.	Whitby, Wes. Infant	Whitby	3	2	.	.
Galton, Elizabeth	Limehouse, St. John's, Ch. of Eng.	London	.	.	2	1
Gamble, Sarah	Hampton Wick, Ch. of Eng.	Middlesex	3	3	.	.
Gardiner, Jane	Best Beech Hill, District, Ch. of Eng.	Hurst Green	3	2	.	.
Gardiner, Margaret L.	Whitehill Colliery S.	Edinburgh	.	.	2	1
Gardner, Alice	Kirkstall, Mixed, Infant.	Leeds	3	3	.	.
Gardner, Janet	(Student, Glasgow, F. C. Normal.)	- -	.	.	2	2
Gardner, Jane B.	Glasgow, Wynd, F. C. S.	Lanark	2	1	.	.
Gardner, Lucy	Wallasey, Ch. of Eng.	Birkenhead	3	2	.	.
Gardner, Mary J.	Alstone, Ch. Ch., Ch. of Eng.	Gloucester	3	3	.	.
Garner, Anne	Bromyard, Girls, Ch. of Eng.	Hereford	.	.	1	3
Gaston, Rebecca	Tarporley, Ch of Eng.	Chester	3	3	.	.
Gater, Harriet	Betley, Ch. of Eng.	Stafford	.	.	1	3
Gaynor, Margaret	York, St. Mary's, R. C. S.	York	3	2	.	.
Gell, Elizabeth	Frodsham, Ch. of Eng.	Chester	3	2	.	.
Gent, Anna	- - - -	- -	3	2	.	.
Gepp, Elizabeth	(Student, Bishop Stortford)	- -	.	.	1	3
Gibbs, Harriet A.	Great Berkhampstead, Ch. of Eng.	Hertford	.	.	2	2
Gibson, Elizabeth	Durham, Blue Coat, Ch. of Eng.	Durham	.	.	1	3
Gibson, Elizabeth A.	(Student, Cheltenham)	- -	.	.	1	3
Gibson, Jane F.	Liverpool, Mount Vernon, St. Thomas', R.C.S.	Lancaster	.	.	1	1
Gibson, Mary	Plumstead, Burrage Road, B.S.	Woolwich	3	3	.	.
Gifford, Mary A.	Birmingham, St. Mary's, Ch. of Eng.	Warwick	3	1	.	.
Gilchrist, Margaret	- - - -	- -	.	.	1	3
Gill, Emma	West Metropolitan Jewish S.	London	.	.	1	3
Gillespie, Agnes	(Student, Edinburgh, F.C. Normal.)	- -	.	.	1	1
Gillespie, Mary	Great Rybergh, Ch. of Eng.	Fakenham	3	3	.	.
Gillespie, Mary S.	Devonport, Royal Naval and Free Ch. of Eng.	Devon	3	1	.	.
Gillott, Matilda A.	Whitelands, Training, Ch. of Eng.	Middlesex	1	3	.	.
Ginn, Maria	Royston, Ch. of Eng.	Hertford	2	2	.	.
Glaister, Mary A.	Hindley, Ch. of Eng.	Wigan	.	.	1	2
Glass, Margaret	Edinburgh, Carruther's Close, St. Paul's Epis.	- -	3	1	.	.
Glendenning, Dor. A.	Seaton Carew, Ch. of Eng.	Stockton-on-Tees	3	1	.	.
Glendinning, Marg.	Epperstone, Ch. of Eng.	Southwell	3	2	.	.
Glover, Catherine	Heanor, Ch. of Eng.	Belper	2	2	.	.
Glover Elizabeth	Westminster, St. Martin's-in-the-Fields, Ch. of Eng.	London	2	3	.	.
Goddard, Maria	Salisbury, Training	- -	2	3	2	1
Goddard, Sarah E.	- - - -	- -	.	.	3	3
Godfree, Jemima	Stockport, P.U.S.	Chester	3	2	.	.
Goff, Martha	- - - -	- -	.	.	1	2
Goldsworthy, Anne	(Student, Bristol)	- -	.	.	1	3
Goldthorpe, Sarah	Bradford, Ch. Ch., Ch. of Eng.	York	2	3	.	.
Good, Elizabeth M.	Redhill, St. John's, Ch. of Eng.	Surrey	3	3	.	.
Goodall, Jane	Glasgow, Gorbals Youth	Lanark	.	.	1	3
Goodchild, Eliza J.	Fareham, Ch. of Eng.	Hants	3	1	.	.
Goodfellow, Sarah	Westminster, Wes. Practising	Middlesex	3	3	.	.
Gooding, Susanna	Benhall, Ch. of Eng.	Saxmundham	3	2	.	.
Goodman, Margaret	- - - -	- -	3	2	.	.
Goostry, Margaret	Cheadle, Ch. of Eng.	Stafford	2	2	.	.
Gordon, Anne	(Student, Edinburgh, F.C. Normal.)	- -	.	.	1	3
Gordon, Annie	- - - -	- -	2	1	.	.
Gordon, Margaret	Larbert, F. C. S.	Stirling	.	.	1	3
Gore, Hannah S.	Hastings, St. Mary's, Ch. of Eng.	Sussex	3	2	.	.
Gould, Agnes	- - - -	- -	.	.	1	2

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Gould, Theodosia	- - - -	- - -	3	3	.	.
Gover, Anna M.	Limehouse, Wes. - - -	Middlesex - -	3	1	.	.
Gowans, Jessie N.	Birmingham, St. Lukes', Ch. of Eng.	Warwick - -	3	3	.	.
Grady, Mary	Wigton, R. C. S. - -	Cumberland -	3	3	.	.
Graham, Clementina	Bramshaw, Ch. of Eng. - -	Lyndhurst - -	.	.	1	3
Graham, Elizabeth	Huddersfield, St. Paul's, Ch. of Eng.	York - - -	3	2	.	.
Graham, Isabella	(Student, Glasgow, F.C. Norm.)	- - -	.	.	1	2
Graham, Lydia W.	Hillingdon, Ch. of Eng. - -	Uxbridge - -	.	.	1	3
Graham, Margaret	(Student, Edinburgh, F.C. Normal.)	- - -	.	.	1	3
Graham, Marion	(Student, Glasgow, G.A.Norm.)	- - -	.	.	1	2
Grant, Margaret	Meadowbank, Female Industrial.	Edinburgh - -	3	2	.	.
Gray, Elizabeth	Cambridge, B. S. - - -	Cambridge - -	3	3	.	.
Gray, Lizzie M.	Bethnal Green, Gascoigne Place, B. S.	London - - -	.	.	1	2
Gray, Mary A.	Freshford, Ch. of Eng. - -	Bath - - -	2	2	.	.
Gray, Sarah E.	Truro, B.S. - - - -	Cornwall - -	2	3	.	.
Green, Amelia S.	Halstead B. S. - - - -	Essex - - -	3	2	.	.
Green, Emma	Warnham, Ch. of Eng. - -	Horsham - -	3	1	.	.
Green, Eleanor	- - - -	- - -	3	3	.	.
Green, Elizabeth J.	Douglas, St. Barnabas, Ch. of Eng.	Isle of Man -	3	3	.	.
Green, Fanny	Walton-on-the-Hill, Ch. of Eng.	Lancaster - -	3	2	.	.
Green, Isabella	Chittoe, Ch. of Eng. -	Devizes - -	3	3	.	.
Green, Martha	(Student, Borough Road) -	- - -	.	.	1	3
Green, Mary	West Bromwich, Summit Foundry, B. S.	Stafford - -	3	2	.	.
Green, Margaret L.	Bloomsbury, St. George-the-Martyr, Ch. of Eng.	London - -	1	3	.	.
Green, Sarah A.	Malmesbury, Infant and Juvenile.	Wilts - - -	3	1	.	.
Greenacre, Emma	Westminster, Ch. Ch., Ch. of Eng.	London - - -	.	.	1	3
Greener, Isabel	York, Aldwark, Ch. of Eng. -	York - - -	2	1	.	.
Gregory, Sarah E.	- - - - -	- - -	3	2	.	.
Gregson, Sarah	(Student, Warrington) - -	- - -	.	.	1	1
Greig, Annie	Stoke Dameral Public, B.S. -	Devon - - -	3	2	.	.
Gretton, Helen J.	Handsworth, St. James', Ch. of Eng.	Birmingham -	.	.	2	3
Grieve, Margaret	Ellon Epis. - - - - -	Aberdeen - -	.	.	1	2
Griffin, Eliza	Wolverhampton, St. Matthew's, Ch. of Eng.	Stafford - -	2	2	.	.
Griffin, Mary	(Student, Glasgow, G.A. Norm.)	- - -	.	.	1	1
Griffiths, Susan	(Student, Cheltenham) - -	- - -	.	.	1	2
Grim, Helen	(Student, Edinburgh, F. C. Normal.)	- - -	.	.	2	1
Grimby, Sarah A.	Birmingham, St. Thomas', Ch. of Eng.	Warwick - -	2	3	.	.
Grimley, Mary A.	- - - -	- - -	3	1	.	.
Grimmond, Amelia	Whitehaven, St. Nicholas, Ch. of Eng.	Cumberland -	2	2	.	.
Grimmond, Jane	Perth, Free Western, Ch. -	Perth - - -	3	1	.	.
Grindley, Sarah A.	(Student, Whitelands) - -	- - -	.	.	1	2
Groom, Ann	- - - -	- - -	3	1	.	.
Gubb, Anna	Abingdon, B.S. - - - -	Berks - - -	3	3	.	.
Guest, Anne	- - - -	- - -	3	3	.	.
Gumm, Hannah	Brighton, St. Nicholas', Ch of Eng.	Sussex - - -	.	.	2	2
Gunn, Esther	Edinburgh, Heriot's Hospital, High School Yard.	Edinburgh - -	2	2	.	.
Gunn, Mary	Plumstead, Central, Ch. of Eng.	Woolwich - -	3	2	.	.
Gunning, Sarah	Wilton, Ch. of Eng. - - -	Wilts - - -	2	3	.	.
Gunton, Martha A.	Thorney Abbey, Duke of Bedford's, Ch. of Eng.	Peterborough -	3	2	.	.
Gurr, Esther	Uckfield, Ch. of Eng. - -	Sussex - - -	3	3	.	.
Gurr, Harriet	Brighton Model, Ch. of Eng. -	Sussex - - -	2	3	.	.
Gwilliam, Elizabeth	- - - -	- - -	3	3	.	.
Gwynne, Alice	Cholderton, P.S. - - -	Marlborough -	.	.	2	3
Haddon, Anne	Woburn Sands, Ch. of Eng. -	Bucks - - -	.	.	1	3
Haggerson, Elizabeth H. P.	Homerton, Ram's Epis. Chapel, Girls'	London - - -	.	.	2	1

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Haines, Mary A.	Winchester, St. Thomas', Ch. of Eng.	Hants	3	2	.	.
Hair, Mary	Paisley, Newtown Infant	Renfrew	.	.	1	3
Hall, Adeliza	- - - -	- - -	3	2	.	.
Hall, Alice	(Student, Derby) - - -	- - -	.	.	1	1
Hall, Anne	Ravenhead, British Plate Glass Company's B. S. - - -	St. Helens	3	3	.	.
Hall, Caroline	(Student, Borough Road) -	- - -	.	.	1	2
Hall, Harriet	Lewes, Ch. of Eng. - - -	Sussex	2	2	.	.
Hall, Harriet	Leeds, Darley St., Wes. - -	York	.	.	2	2
Hall, Rebecca	- - - - -	- - -	3	1	.	.
Hallam, Mary	(Student, Borough Road) -	- - -	.	.	1	1
Hallett, Margaret L.	(Student, Bishop Stortford) -	- - -	.	.	1	2
Halling, Elizabeth	(Student, Cheltenham) - -	- - -	.	.	1	2
Hallows, Fanny	Stanton-by-Dale-Abbey, Ch. of Eng.	Derby	.	.	2	3
Hamilton, Betsy	(Student, Glasgow, G.A. Norm.)	- - -	.	.	1	3
Hamilton, Catherine	- - - - -	- - -	3	1	.	.
Hammett, Charlotte	Great Baddow, Ch. of Eng.	Essex	3	3	.	.
Hampson, Elizabeth	Halton, Ch. of Eng. - -	Runcorn	3	1	.	.
Hampson, Margaret	Hulme, St. Mark's, Ch. of Eng.	Manchester	3	1	.	.
Hampson, Sarah A.	Liverpool, St. Luke's, Ch. of Eng.	Lancaster	.	.	1	1
Hanbury, Emma	Worsley (Infants), Ch. of Eng.	Manchester	2	3	.	.
Hancock, Elizabeth	Ravenhead, British Plate Glass Company's B. S.	St. Helens	3	3	.	.
Hancock, Mary	Worcester, St. Paul's, Ch. of Eng.	Worcester	.	.	1	1
Handover, Marianne	St. Mary Church, Ch. of Eng.	Torquay	.	.	1	3
Hankey, Sarah J.	(Student, Westminster, Wes.)	- - -	.	.	1	2
Hannaford, Agnes	Exeter, St. James', Ch. of Eng.	Devon	.	.	1	3
Hannah, Margaret	(Student, Glasgow, G.A. Norm.)	- - -	.	.	1	2
Hannay, Mary	- - - - -	- - -	3	3	.	.
Hanning, Mary	South Shields, Trinity, Ch. of Eng.	Durham	3	2	.	.
Harbottle, Rosina	- - - - -	- - -	2	1	.	.
Hardcastle, Elizabeth	Oldbury, Ch. of Eng. - -	Birmingham	.	.	2	2
Hardcastle, Sarah A.	Liverpool, St. Augustine's, Ch. of Eng.	Lancaster	3	2	.	.
Harden, Harriet	Tottenham School of Industry	Middlesex	.	.	2	2
Harding, Charlotte	- - - - -	- - -	2	3	.	.
Harding, Mary	Camborne, B.S. - - -	Cornwall	.	.	1	1
Harding, Sarah	(Student, Whitelands) - -	- - -	.	.	1	3
Hardman, Louisa	Manchester, Cheetham Hill, St. Mark's, Ch. of Eng.	Manchester	3	3	.	
Hardy, Elizabeth	Oxford, St. Aldates, Ch. of Eng.	Oxford	3	3	.	.
Hares, Sarah M.	Sheffield Park, Wes. - -	York	.	.	2	1
Harker, Ellen	Yeadon, Mixed, Infant - -	Otley	.	.	2	3
Harle, Martha	(Student, Warrington) - -	- - -	.	.	1	3
Harle, Mary	Haworth, Ch. of Eng. - -	Bradford	2	3	.	.
Harley, Anna	(Student, Glasgow, F.C. Norm.)	- - -	.	.	1	2
Harlow, Ann	Thanet, St. Peter's, Ch. of Eng.	Kent	1	2	.	.
Harper, Amelia	Selby, Grey Coat, Ch. of Eng.	York	3	3	.	.
Harrap, Mary	Rotherhithe, Deptford Road, Ch. of Eng.	Surrey	3	3	.	.
Harries, Jane	Aberdeen, St. John's Epis.	Aberdeen	.	.	1	3
Harris, Ann	- - - -	- - -	.	.	1	3
Harris, Elizabeth F.	- - - -	- - -	3	3	.	.
Harris, Mary	Runcorn, Holy Trinity, Ch. of Eng.	Chester	3	1	.	.
Harrison, Adelaide	Shenley, Ch. of Eng. - -	Barnet	2	2	.	.
Harrison, Isabella	Eltham, Ch. of Eng. - -	Kent	.	.	1	3
Harrison, Jane	Astbury, Ch. of Eng. - -	Chester	3	3	.	.
Harrison, Juliet P.	Gorleston and Southtown, Ch. of Eng.	Great Yarmouth	.	.	2	1
Harrop, Sarah	Ripley, Girls, Ch. of Eng.	Alfreton	.	.	1	3
Hart, Jane	Buckley, Ch. of Eng. - -	Mold	.	.	1	3
Hart, Jane	St. Helier's, Ch. of Eng. -	Jersey	.	.	1	3
Hartley, Grace H.	Leeds, St. Andrew's Ch. of Eng.	York	.	.	2	2
Hartnell, Ada	Newington, Trinity, Ch. of Eng.	Surrey	3	1	.	.
Hartnup, Elizabeth	Islington, St. Michael's, Ch. of Eng.	London	3	2	.	.
Hartwell, Mary E.	Wraxall, Ch. of Eng. - -	Somerset	3	3	.	.
Harty, Catherine	- - - -	- - -	3	2	.	.

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Harvey, Catherine	Newcastle-on-Tyne, St. Andrews, R.C.S.	Northumberland	.	.	1	2
Harvey, Clarissa A.	Church Lawton, Ch. of Eng.	Chester	.	.	1	3
Harvey, Louisa	(Student, Whitelands)	-	.	.	1	3
Haslewood, Maria	Kegworth, Ch. of Eng.	Derby	.	.	1	3
Hastie, Susan R.	-	-	3	3	.	.
Hatcher, Susan	Bradford Peverell, Ch. of Eng.	Dorchester	3	3	.	.
Hawkins, Ann A.	Shelton, Granville S.	Stafford	2	2	.	.
Hawkins, Helen	Margate, St. John's, Ch. of Eng.	Kent	3	3	.	.
Haworth, Mary	Exeter, Mint Lane, Wes.	Devon	2	2	.	.
Hay, Agnes	Edinburgh, Northern District, F. C. S.	Edinburgh	2	2	.	.
Hay, Elizabeth K.	(Student, Glasgow, G.A.Norm.)	-	.	.	1	1
Haydock, Anne	Rotherham, Ch. of Eng.	York	3	3	.	.
Hayes, Elizabeth	-	-	3	3	.	.
Hayes, Elizabeth	St. Helen's, Wes.	Lancaster	.	.	1	2
Haynes, Mary M.	Lenton, Ch. of Eng.	Nottingham	3	1	.	.
Haynes, Rebecca E.	-	-	3	2	.	.
Hayward, Mary A.	(Student, Salisbury)	-	.	.	1	3
Hazell, Lydia	-	-	3	3	.	.
Healy, Caroline	Edgbaston, St. George's, Ch. of Eng.	Birmingham	.	.	2	2
Healey, Rebecca	(Student, Warrington)	-	.	.	1	2
Healy, Maria	Cheadle, St. Giles', R.C.S.	Stafford	2	2	.	.
Hearne, Susannah	Springfield, Ch. of Eng.	Chelmsford	3	1	2	2
Heathcote, Agnes	Preston, St. Paul's, Ch. of Eng.	Lancaster	3	2	.	.
Heaton, Helen	-	-	2	1	.	.
Heaton, Hannah	Windsor Park, Royal School	Berks	1	3	.	.
Hedley, Margaret	Hartlepool, R. C. S.	Durham	2	2	.	.
Heighton, Emma	(Student, Whitelands)	-	.	.	1	3
Hemingway, Georg.	-	-	3	3	.	.
Henderson, Alexandrina.	(Student, Borough Road)	-	.	.	1	3
Henderson, Hannah	Bangor, B.S.	Carnarvon	2	2	.	.
Henderson, Isabella	(Student, Whitelands)	-	.	.	1	3
Henderson, Margaret	(Student, Edinburgh, F. C. Normal.)	-	.	.	2	2
Hepher, Betsy	St. Neot's, Ch. of Eng.	Hunts	3	2	.	.
Herbert, Mary A.	Banbury, Ch. of Eng.	Oxford	2	1	.	.
Herriot, Ann A.	Airdrie, West, F. C. S.	Lanark	2	2	.	.
Hester, Elizabeth M.	Finsbury, St. James', Ch. of Eng.	London	.	.	1	3
Hetherington, Mary	Brighton, St. Stephen's, Ch. of Eng.	Sussex	3	1	.	.
Hewitt, Annie	Hereford, Scudamore, Ch. of Eng.	Hereford	2	3	.	.
Hewitt, Susannah	Redhill, Wes.	Sheffield	3	2	.	.
Hewlett, Elizabeth	-	-	2	2	.	.
Heywood, Ellen D.	Manchester, New Jerusalem, B. S.	Lancaster	3	3	.	.
Hibbs, Hester	Corfe Castle, Ch. of Eng.	Dorset	3	3	.	.
Hicklenton, Sarah	Camberwell, Crawford Street, B. S.	Surrey	2	1	.	.
Hicklinton, Emma	-	-	3	2	.	.
Hicks, Isabella	Clapham, St. John's (Bowyer), Ch. of Eng.	Surrey	2	3	.	.
Higginbotham, Sarah A.	(Student, Whitelands)	-	.	.	1	2
Higson, Elizabeth	Preston, St. Thomas', Infants, Ch. of Eng.	Lancaster	.	.	1	3
Hildred, Ann	(Student, Borough Road)	-	.	.	1	1
Hill, Amelia	Dartford, Wes.	Kent	.	.	1	3
Hill, Anne	Upholland Moor, Ch. of Eng.	Wigan	3	2	.	.
Hill, Elizabeth	Curzon Street, Ch. of Eng.	London	3	1	.	.
Hill, Mary Agnes	Bath, R.C.S.	Somerset	3	1	.	.
Hill, Mary Ann	Warrington, Heathside S.	Lancaster	3	1	.	.
Hill, Rhoda	Oxford, St. Paul's, Ch. of Eng.	Oxford	2	2	.	.
Hillier, Jane	Bury St. Edmund's, St. James', Ch. of Eng.	Suffolk	.	.	2	3
Hillier, Mary	Pocklington, Ch. of Eng., (Inf.)	York	.	.	1	2
Hillman, Elizabeth	Boston, West, Ch. of Eng.	Lincoln	2	1	.	.
Hills, Mary H.	Great Yarmouth, St. Peter's, Ch. of Eng.	Norfolk	2	1	.	.
Hilton, Mary	Middleton, Barrowfields, Ch. of Eng.	Manchester	.	.	2	2

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Hinckley, Annie	Chipping Norton, B.S.	Oxon	2	2	.	.
Hinckley, Sara	Ashford, B. S.	Kent	3	2	.	.
Hind, Maria	St. Pancras, Trin., Ch. of Eng.	London	1	3	.	.
Hindle, Anne	(Student, Warrington)	-	.	.	1	2
Hindshaw, Grace	Alderley Edge, Ch. of Eng.	Congleton	.	.	1	2
Hirst, Mary A.	-	-	3	3	.	.
Hoare, Sarah	(Student, Home and Colonial)	-	.	.	1	2
Hodges, Jane	-	-	3	3	.	.
Hodges, Martha	Bridport, General B.S.	Dorset	.	.	1	3
Hodgson, Mary E.	Carlisle, Fawcett, Ch. of Eng.	Cumberland	3	3	.	.
Hogg, Charlotte	-	-	3	1	.	.
Holbrook, Elizabeth	Wigan, St. Thomas', Ch. of Eng.	Lancaster	.	.	1	1
Holbrow, Elizabeth	Witham, Ch. of Eng.	Essex	3	1	.	.
Holdsworth, Eliz. A.	Bootle, Ch. of Eng.	Lancaster	.	.	2	2
Holdway, Caroline	Charterhouse, St. Thomas', Ch. of Eng.	London	3	1	.	.
Hole, Sarah	Brighton, St. John's, Ch. of Eng.	Sussex	.	.	1	3
Hole, Olivia S.	Furneaux Pelham, Ch. of Eng.	Herts	2	1	.	.
Hollidge, Mary A.	Darlington, Wes.	Durham	.	.	1	2
Hollidge, Sarah	(Student, Whitelands)	-	.	.	1	3
Hollins, Elizabeth	Birmingham, St. George's, Ch. Eng.	Warwick	2	1	.	.
Hollis, Caroline	-	-	2	3	.	.
Holmes, Elizabeth	Liverpool, St. Mark's, Ch. of Eng.	Lancaster	2	1	.	.
Holmes, Elizabeth	Ryecroft, B.S.	Middlesex	.	.	1	2
Holmes, Mary	Birmingham, St. Mark's, Ch. of Eng.	Warwick	3	1	.	.
Holmes, Mary	Dundee, Rood's Yard, Epis.	Forfar	.	.	1	2
Holt, Eliza	Madeley, Endowed, Ch. of Eng.	Newcastle-under Lyne	3	2	.	.
Holyoak, Elizabeth G.	Redditch, Ch. of Eng.	Bromsgrove	2	3	2	1
Honey, Elizabeth	Childrey, Wes.	Berks	3	3	.	.
Honey, Mary	-	-	3	1	.	.
Hood, Agnes	-	-	3	3	.	.
Hooper, Jane	Harrow Road, Windsor Street, Woodfield S.	London	.	.	2	3
Hooper, Mary A.	Gloucester, St. James', Ch. of Eng.	Gloucester	.	.	2	2
Hooper, Sarah K.	Charlton King's, Ch. of Eng.	Cheltenham	.	.	2	2
Hoose, Fanny M.	Bitterne, Ch. of Eng.	Hants	.	.	1	3
Hope, Ann P.	-	-	3	2	.	.
Hopkins, Eliza	(Student, Brighton)	-	.	.	1	3
Hopkins, Jane H.	Uppingham, Ch. of Eng.	Rutland	.	.	1	2
Hopping, Emily	Lympsham, Ch. of Eng.	Weston-super-Mare.	.	.	1	3
Horne, Caroline	(Student, Edinburgh, G.A. Normal.)	-	.	.	1	1
Horrocks, Mary	Home and Colonial, Model, Ch. of Eng.	London	3	1	.	.
Horton, Mary J.	Kensworth, Ch. of Eng.	Dunstable	3	3	.	.
Hoskyn, Kitty	Holloway, St. John's, Ch. of Eng.	Middlesex	3	3	.	.
Hotchkiss, Marianne	Middleton in Chirbury, Ch. of Eng.	Ludlow	2	3	.	.
Hourston, Crawford	(Student, Edinburgh, F.C. Normal.)	-	.	.	1	2
Houseley, Anne	Hadleigh, Ch. of Eng.	Essex	3	3	.	.
Howard, Elizabeth	Stockport, St. Thomas', Ch. of Eng.	Chester	.	.	1	3
Howarth, Eleanor	Manchester, St. Anne's, Ch. of Eng.	Manchester	.	.	1	3
Howarth, Jane	Droitwich, St. Peter's, Ch. of Eng.	Worcester	3	1	.	.
Howden, Ellen	-	-	2	3	.	.
Howe, Emma	Bray, Ch. of Eng.	Maidenhead	3	3	.	.
Howe, Eliza	Stonehouse, Ch. of Eng.	Plymouth	3	3	.	.
Howitt, Mary	Beckenham, Ch. of Eng.	Bromley	2	3	.	.
Howlett, Hannah	Rugby, St. Matthew's, Ch. of Eng.	Warwick	3	3	.	.
Hoyles, Elizabeth H.	-	-	3	1	.	.
Hubbard, Elizabeth	Shipbourne, Ch. of Eng.	Tonbridge	3	2	2	1
Hubbard, Harriet	Downham Market, Ch. of Eng.	Norfolk	3	3	.	.
Hubie, Sarah A.	Weymouth, Ch. of Eng., Inf.	Dorset	.	.	2	3
Hudson, Elizabeth	Hersham, Ch. of Eng.	Surrey	3	3	.	.

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Hudson, Elizabeth T.	Leeds, Newtown, St. Mary's, Ch. of Eng.	York	.	.	1	3
Hudson, Fanny	Halifax, Haley Hill, Ch. of Eng.	Halifax	3	2	.	.
Hudson, Jane	North Audley St., St. Mark's, Ch. of Eng.	Middlesex	3	2	.	.
Hudson, Mary	Croughton, Ch. of Eng.	Brackley	.	.	2	3
Hughes, Ann	Great Yarmouth, St. Nicholas', Ch. of Eng.	Norfolk	3	3	.	.
Hughes, Hannah	-	-	3	2	.	.
Hughes, Margaret	(Student, Whitelands)	-	.	.	1	2
Hulford, Martha S.	New Wortley, Zion, B.S.	Leeds	.	.	1	3
Humphries, Louisa	Devizes, Town, Girls' S.	Wilts	2	1	.	.
Hunt, Catherine A.	St. Leonard's-on-Sea, R.C. Training.	Hastings	.	.	1	2
Hunt, Mary A.	St. Pancras, St. John the Evangalist, Girls' District.	Middlesex	3	2	.	.
Hunter, Betsy A.	(Student, Edinburgh, G.A.Nor.)	-	.	.	1	3
Hunter, Jane	Stornoway, Female Educational and Industrial.	-	.	.	1	3
Hunter, Jane	-	-	3	3	.	.
Hunter, Margaret J.	Croydon, B. S.	Surrey	3	1	.	.
Hunter, Sarah	Bishops Hull, Ch. of Eng.	Taunton	3	2	2	2
Hurren, Emma	Bishop Stortford Diocesan Pract.	Bishop Stortford	2	3	.	.
Hurst, Agnes	Astley, Ch. of Eng.	Manchester	.	.	1	3
Hurworth, Cath. J.	Penrith, Ch. of Eng.	Cumberland	2	3	.	.
Husband, Mary A.	Bromley, Ch. of Eng.	Kent	3	2	.	.
Hussey, Emma S.	Saffron Walden, B. S.	Essex	3	3	.	.
Hutcheon, Rebecca	Largs, Female School of Industry, Ch. of Scot.	Ayr	1	3	.	.
Hutchings, Martha	Cheltenham, Training, Ch. of Eng.	Gloucester	1	3	.	.
Hutchinson, Fanny	-	-	2	3	.	.
Hutchison, Agnes	South Shields, St. John's, Sess.	Durham	2	3	.	.
Hutton, Ann	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	3
Hynd, Agnes W.	-	-	2	2	.	.
Illingworth, Eliza	Dunskey, Mrs. Hunter Blairs'	Wigton	.	.	1	3
Illingworth, Louisa E.	Kirkstall, St. Stephen's, Ch. of Eng.	Leeds	.	.	2	3
Impey, Fanny	Pimlico, St. Michael's, Ch. of Eng.	London	2	2	.	.
Ince, Frances J.	Ockham, Industrial, Ch. of Eng.	Sussex	.	.	1	2
Inglis, Anna H.	-	-	3	2	.	.
Ingram, Harriett	(Student, Cheltenham)	-	.	.	1	3
Inman, Annie	Sudbury, Lord Vernon's, Ch. of Eng.	Uttoxeter	3	3	.	.
Inman, Eliza	Tattenhall, Ch. of Eng.	Whitchurch	2	3	.	.
Ireland, Melicent	Westbury-on-Trym, Infants, Ch. of Eng.	Bristol	3	2	.	.
Irvine, Jessie	Manchester, Cathedral, Ch. of Eng.	Lancaster	3	3	.	.
Irwin, Georgiana E.	-	-	2	2	.	.
Ives, Harriet	Irlams o'-the-Height, Sir B. Heywood's, B.S.	Manchester	.	.	1	2
Ives, Sarah J.	Manchester, St. Jude's, Ch. of Eng.	Lancaster	3	2	.	.
Jackson, Clementina R.	-	-	3	1	.	.
Jackson, Catherine S.	Romford, Ch. of Eng.	Essex	.	.	2	1
Jackson, Eliza	Newark, Ch. Ch., Ch. of Eng.	Nottingham	.	.	1	3
Jackson, Margaret	Nailstone, Ch. of Eng.	Market Bosworth	3	3	.	.
Jackson, Mary E.	Birmingham, St. Patrick's, R.C.S.	Warwick	2	1	.	.
Jackson, Susannah K.	Iffley, Ch. of Eng.	Oxford	.	.	2	3
Jagger, Anne	Huddersfield, Trin., Ch. of Eng.	York	3	1	.	.
James, Elizabeth	-	-	3	1	.	.
James, Louisa	Hoylake, Ch. of Eng.	Birkenhead	3	3	.	.
Jamieson, Sarah A.	-	-	.	.	2	3
Jarvis, Emma	Southampton, St. Mary's, Ch. of Eng.	Hants	3	3	.	.
Jay, Annie	Cheshunt, Ch. of Eng.	Herts	3	1	.	.

MISTRESSES

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Jefferies, Elizabeth T.	Westminster, Chapel, B.S.	Middlesex	2	3	.	.
Jeffery, Ann S.	London, Chapel Street, Domestic Mission.	London	3	3	.	.
Jeffery, Eliza	Oddington, P.S.	Stow-on-the-Wold	.	.	2	1
Jeffrey, Jane	Chichester, Tower St., B.S.	Sussex	3	3	.	.
Jenkin, Eliza	Stoke Pogis, Ch. of Eng.	Buckingham	2	2	.	.
Jenkins, Matilda	Chester, St. Mary's, Ch. of Eng.	Chester	3	3	.	.
Jenkinson, Catherine	Lincoln, Central, Ch. of Eng.	Lincoln	2	3	2	1
Jenmam, Mahalah	(Student, Borough Road)	-	.	.	1	2
Jenvey, Annie	Evercreech, Ch. of Eng.	Bath	2	2	.	.
Jephson, Eliza	-	-	.	.	1	3
Jobson, Rachel S.	-	-	2	3	.	.
Johns, Emma M.	Monkton, Ch. of Eng.	Ramsgate	3	3	.	.
Johnson, Agnes	(Student, Edinburgh, G.A. Normal).	-	.	.	1	1
Johnson, Elizabeth	Allestree, Ch. of Eng.	-	.	.	1	3
Johnson, Elizabeth	-	-	3	3	.	.
Johnson, Ellen	-	-	3	3	.	.
Johnson, Euphemia	Aberdeen, John Knox's, Sess.	Aberdeen	.	.	1	3
Johnson, Jane	Shelton, Granville S.	Stafford	2	1	.	.
Johnson, Margaret	Sutton, Ch. of Eng.	St. Helen's	3	3	.	.
Johnson, Marion M.	(Student, Glasgow, F. C. Nor.)	-	.	.	1	2
Johnson, Mary	Tillington, Ch. of Eng.	Petworth	3	1	.	.
Johnston, Agnes	-	-	3	1	.	.
Johnston, Elizabeth	St. Cyrus, Porteous Female	Kincardine	3	1	.	.
Johnstone, Isabella B.	(Student, Edinburgh, G.A. Normal).	-	.	.	1	1
Jonas, Elizabeth	Llantrysant, Ch. of Eng.	Cardiff	.	.	1	3
Jones, Augusta	Great Rollright, Ch. of Eng.	Chipping Norton	2	1	.	.
Jones, Elizabeth	Home and Colonial, Juvenile, Ch. of Eng.	London	3	1	.	.
Jones, Elizabeth	Draycot-in-Hanbury, Ch. of Eng.	Burton-on-Trent	.	.	1	2
Jones, Elizabeth	-	-	3	3	.	.
Jones, Elizabeth	Hereford, Blue Coat	Hereford	3	3	.	.
Jones, Elizabeth E.	Bridge Works, Chepstow	Monmouth	3	3	.	.
Jones, Elizabeth R.	Bedminster, B.S.	Bristol	.	.	1	1
Jones, Ellen	(Student, Westminster, Wes.)	-	.	.	1	3
Jones, Frances	Bermondsey, St. James', Ch. of Eng.	London	2	3	.	.
Jones, Frances E.	March, Ch. of Eng.	Cambridge	2	3	.	.
Jones, Hannah B.	Nantwich, Ch. of Eng.	Chester	2	2	.	.
Jones, Love	Ledbury, Ch. of Eng.	Hereford	.	.	1	3
Jones, Mary	(Student, Home and Colonial)	-	.	.	1	2
Jones, Mary	Mold, Ch. of Eng.	Flint	3	3	.	.
Jones, Mary A.	Camden Town, Ch. of Eng.	London	3	3	.	.
Jones, Mary G.	(Student, Home and Colonial)	-	.	.	1	1
Jones, Marg. E. M.	Home and Colonial, Training	London	2	3	.	.
Jones, Marianne E. S.	Exeter Episcopal Charity	Devon	2	2	.	.
Jones, Sarah	Blackburn, St. John's, Ch. of Eng.	Lancaster	3	3	.	.
Jones, Sarah A.	(Student, Borough Road)	-	.	.	1	2
Jones, Sarah E.	(Student, Salisbury)	-	.	.	1	3
Jones, Susannah M.	Rhuddlan, Ch. of Eng.	Rhyl	2	2	.	.
Joslyn, Isabella	Amwell, Ch. of Eng.	Hoddesdon	1	3	.	.
Judd, Emma	Melbourne, Ch. of Eng.	Derby	.	.	2	2
Judd, Jenette S.	Bolton, Fletcher Street, Wes.	Lancaster	3	1	.	.
Judge, Emelie	Aberdeen, North Parish, Sess.	Aberdeen	3	3	.	.
Kay, Eliza A.	Dukinfield, Moravian, B.S.	Chester	2	3	.	.
Kay, Elizabeth C.	Nottingham, High Pavement, B.S.	Nottingham	3	3	.	.
Kearney, Rose	Coatbridge, St. Patricks, R.C.S.	Lanark	3	1	.	.
Kearton, Margaret	Carleton, Ch. of Eng.	Skipton	.	.	1	3
Keddell, Jane E.	Mitcham, Ch. of Eng.	Surrey	3	3	.	.
Keeling, Mary	-	-	2	3	.	.
Keen, Sarah A.	Evesham, B.S.	Worcester	.	.	1	2
Kelly, Margaret T.	(Student, Glasgow, F.C. Nor.)	-	.	.	1	3
Kelly, Maria	Birmingham, St. Mary's, R.C.S.	Warwick	1	3	.	.
Kendall, Mary	-	-	3	1	.	.
Kendrick, Esther	(Student, Whitelands)	-	.	.	1	3
Kennedy, Eliza A.	Dukinfield, St. Mark's, Ch. of Eng.	Stockport	.	.	1	3
Kenrick, Mary	Carnarvon, Model Ch. of Eng.	Carnarvon	2	2	.	.

MISTRESSES

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Kent, Mary C.	- - - -	- - -	2	2	.	.
Kerr, Jane	- - - -	- - -	3	3	.	.
Kerr, Janet	Edinburgh, St. George's, Local Day.	Edinburgh	.	.	1	3
Kerr, Margaret	Pontefract, B. S.	York	3	1	.	.
Kerr, Marianne	Glasgow, St. George's, F. C. S.	Lanark	2	1	.	.
Kerry, Matilda	Manchester, Lower Moseley St., B.S.	Lancaster	.	.	1	2
Kerslake, Sarah	Paulton, Ch. of Eng.	Bristol	2	3	.	.
Kibble, Ellen	Richmond, Ch. of Eng.	Surrey	3	1	.	.
Kiddell, Hannah H.	Bramley, Ch. of Eng.	Guildford	3	3	.	.
Kiddell, Sophia	(Student, Salisbury)	- - -	.	.	1	3
Killick, Alice	Durdham Down, Ch. of Eng.	Bristol	2	2	.	.
Kimber, Elizabeth	Critchill-More, Ch. of Eng.	Blandford	3	1	.	.
Kinchett, Charlotte A.	Walmer, Ch. of Eng.	Dover	3	2	.	.
King, Ann J.	Lenton, Ch. of Eng.	Nottingham	2	2	.	.
King, Charlotte A.	Barnham Broom, Ch. of Eng.	Wymondham	3	1	.	.
King, Elizabeth	Swansea, Ch. of Eng.	Glamorgan	3	1	.	.
King, Elizabeth	Malvern Morris, Ch. of Eng.	Worcester	2	3	.	.
King, Elizabeth	Keighley, Wes.	York	3	1	.	.
King, Elizabeth H.	Pimlico, St. Peter's, Ch. of Eng.	London	3	2	.	.
King, Fanny G.	(Student, Borough Road)	- - -	.	.	1	2
King, Mary	Chapel-en-le-Frith, Ch. of Eng.	Derby	2	3	.	.
King, Mary A.	Stonehouse, R. C. S.	Plymouth	.	.	1	3
King, Sarah	East Greenstead, Ch. of Eng.	Colchester	3	1	.	.
Kingstone, Fanny	Road Hill, Ch. of Eng.	Bath	3	2	.	.
Kinnaird, Mary	Prestonkirk, Female Sess.	Haddington	.	.	1	3
Kirby, Lucy E.	- - - -	- - -	2	3	.	.
Kirkby, Maria A.	- - - -	- - -	2	2	.	.
Kirkup, Harriett	South Lynn, All Saints, Infants, Ch. of Eng.	Norfolk	.	.	1	3
Knapton, Elizabeth	Salford, St. Matthias, Ch. of Eng.	Manchester	3	1	.	.
Knevett, Eliza	Truro, St. George's, Ch. of Eng.	Cornwall	2	3	.	.
Knight, Maria	(Student, York and Ripon)	- - -	.	.	1	2
Knott, Susan	Haddenham, B.S.	Cambridge	3	2	.	.
Knowles, Emily S.	Ashby-de-la-Zouch, Ch. of Eng.	Leicester	.	.	1	3
Kovachich, Emma	Liverpool, Hibernian, B. S.	Lancaster	2	3	.	.
Kurr, Jane A.	Rhymney Iron Works, Ch. of Eng.	Newport	.	.	1	3
Kyberd, Susannah	- - - -	- - -	1	2	.	.
Kyle, Marion	- - - -	- - -	2	3	.	.
Kyle, Mary	- - - -	- - -	2	3	.	.
Laidlaw, Elizabeth	Kelvinhaugh, Sess.	Glasgow	.	.	1	3
Lainson, Love	West Molesey, Ch. of Eng.	Kingston on Thames	3	3	.	.
Laird, Robina	Milford, B.S.	Duffield	.	.	2	1
Lake, Jane	Haggerstone, St. Mary's, Ch. of Eng.	London	3	1	.	.
Lake, Sophia A.	City of London, Fourth, Ch. of Eng.	London	3	1	.	.
Lakin, Ellen	Hockliffe, Ch. of Eng.	Leighton	2	3	.	.
Lambert, Eliza	(Student, Bishop Stortford)	- - -	.	.	1	3
Lamont, Mary	Rawtenstall, Holly Mount, B.S.	Manchester	.	.	1	3
Lane, Anna M.	Ashton, Ch. of Eng.	Heytesbury	3	2	.	.
Lang, Isabella	Glasgow, Blue Vale, Sess.	Lanark	1	3	.	.
Langridge, Mary A.	(Student, Brighton)	- - -	.	.	1	2
Langskill, Margaret	- - - -	- - -	2	3	2	3
Last, Jane E.	- - - -	- - -	3	1	2	3
Last, Mary M.	- - - -	- - -	.	.	1	3
Lates, Maria	- - - -	- - -	.	.	1	3
La Thangue, Clara	St. Martin's-in-the-Fields, Northern District, Ch. of Eng.	Middlesex	2	2	.	.
Lauder, Isabella W.	Dundee, Chalmers', F.C.S.	Forfar	3	1	.	.
Lavender, Jane A.	Evesham, Ch. of Eng.	Worcester	1	3	.	.
Laver, Ellen	- - - -	- - -	.	.	1	1
Law, Selina	Castle Hill, Ch. of Eng.	Nottingham	.	.	2	2
Lawes, Louisa	Godalming, Infant, Ch. of Eng.	Surrey	.	.	2	3
Lawler, Mary A.	Leeds, St. Peter's, Ch. of Eng.	York	2	3	2	2
Lawrence, Emily	Bishop Stortford, New Town, Ch. of Eng.	Herts	.	.	1	3
Lawrie, Margaret S.	Roberton, Female	Lanark	.	.	1	3
Lawson, Jane	Bedale, Ch. of Eng.	York	.	.	2	1
Lawson, Janet S.	- - - -	- - -	3	3	.	.

MISTRESSES

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Lawson, Marie Scott	Poplar, Regent St., B. S.	Middlesex	3	2	.	.
Lawton, Elizabeth	Habergham, All Saints, Ch. of Eng.	Burnley	3	3	.	.
Lawton, Emma	Bradford, St. James's, Ch. of Eng.	York	.	.	2	2
Layton, Emma	Chinnor, Ch. of Eng.	Tetsworth	.	.	1	3
Lazenby, Mary A.	Birmingham, St. John's, R.C.S.	Warwick	.	.	1	2
Lease, Elizabeth	St. Ippolytt's, Ch. of Eng.	Hertford	3	2	.	.
Lebrun, Cecile	Kensington, Vicarage Pl., R.C.S.	London	.	.	1	3
Leckie, Margaret	(Student, Glasgow, F.C. Nor.)	-	.	.	1	3
Ledger, Mary	York, St. George's, Wes.	York	.	.	2	1
Ledwith, Mary G.	Wolverhampton, St. George, and St. Patrick's, R. C. S.	Stafford	1	3	.	.
Lee, Ellen	-	-	3	3	.	.
Lee, Elizabeth M.	Kenilworth, St. John's, Ch. of Eng.	Warwick	3	2	.	.
Lee, Louisa J.	Brompton, Trinity, Ch.of Eng.	Chatham	.	.	1	3
Lee, Lucy	-	-	3	1	.	.
Lee, Mary	Barnwell Ch. of Eng.	Cambridge	3	2	.	.
Lee, Matilda	Cheltenham, St. John's, Ch. of Eng.	Gloucester	3	3	.	.
Lees, Martha G.	Hulme, St. George's, Ch. of Eng.	Manchester	.	.	1	3
Leicester, Violetta	Rolleston, Juvenile and Infant, Ch. of Eng.	Burton-on-Trent	3	2	.	.
Leigh, Frances	Ashchurch, Ch. of Eng.	Tewkesbury	3	1	.	.
Lennox, Jacobina J.	(Student, Glasgow, G.A. Nor.)	-	.	.	1	1
Lennox, MaryAnn S.	Ironbridge, Severnside S.	Salop	2	3	.	.
Lescher, Anne M.	Sheffield, St. Vincent de Paul, R.C.S.	York	.	.	1	1
Lescher, Frances M.	Liverpool, R.C. Training	Lancaster	.	.	1	1
Leslie, Isabella T.	(Student, Edinburgh, G.A. Normal).	-	.	.	1	3
Letheby, Eliza	Nottingham, St. Mary's, R. C. S.	Nottingham	.	.	1	2
Lewis, Ann	Home and Colonial, Model	Middlesex	1	3	.	.
Lewis, Elizabeth	-	-	.	.	1	1
Lewis, Helen	Rugby, Wes.	Warwick	.	.	1	3
Lewis, Jane	-	-	2	3	.	.
Lightfoot, Ellen	Manchester, St. Philip's, Ch. of Eng.	Lancaster	.	.	1	3
Lilwall, Bridget A.	-	-	3	2	.	.
Lindsay, Jane B.	Alexandria, F.C.S.	Dumbarton	.	.	2	2
Lindsay, Margaret	-	-	2	2	.	.
Little, Joanna	(Student, Edinburgh, G.A. Normal).	-	.	.	1	3
Livesay, Rachel	Manchester, Paddington, St. Paul's, Ch. of Eng.	Lancaster	3	3	.	
Livesey, Alice	Lincoln, Northern District, Ch. of Eng.	Lincoln	.	.	1	3
Livingston, Ann	-	-	2	3	.	.
Livingstone, Jane J. S.	-	-	2	2	.	.
Lloyd, Elizabeth	(Student, Cheltenham)	-	.	.	1	3
Lloyd, Elizabeth A.	Derby, Diocesan Training, Ch. of Eng.	Derby	2	3	2	1
Lloyd, Mary	(Student, Warrington)	-	.	.	1	3
Lloyd, Mary A.	East Stower, P. S.	Wincanton	3	3	.	.
Lockwood, Eliza	-	-	3	3	.	.
Lockwood, Elizabeth	Edgbaston, Ch. of Eng.	Birmingham	3	3	.	.
Lockwood, Zillah	Fryern Barnet, Ch. of Eng.	Middlesex	.	.	1	3
Logan, Charlotte	-	-	3	2	.	.
Logan, Margaret	-	-	3	3	.	.
Lomas, Martha S.	Preston, Ch. Ch., Ch. of Eng.	Lancaster	3	1	.	.
Lomax, Hannah	Doveridge, Ch. of Eng.	Uttoxeter	.	.	2	2
Long, Catherine	Forest Row, Ch. of Eng.	Tonbridge Wells	2	3	.	.
Long, Caroline E. B.	Benson, Ch. of Eng.	Wallingford	3	1	.	.
Long, Harriet M.	(Student. Bishop Stortford)	-	.	.	1	3
Long, Sarah C.	Bristol, H. More's, Ch. of Eng.	Gloucester	1	3	.	.
Longman, Mary E.	Wolverhampton, St. Mary's, R. C. S.	Stafford	2	1	.	.
Loosemore, Elizab. A.	(Student, Salisbury)	-	.	.	1	3
Louth, Mahala	Spalding, Ch. of Eng.	Lincoln	.	.	1	3
Lovegrove, Amelia	-	-	3	3	.	.
Lovelace, Letitia	Southborough, Ch. of Eng.	Tonbridge Wells	.	.	2	3
Lovelock, Harriet	-	-	3	3	.	.

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Lowe, Mary A.	Huntley, Female Industrial	Aberdeen	3	2	.	.
Lowry, Hannah	Stanwix, Ch. of Eng.	Carlisle	.	.	2	2
Loyd, Rachel	(Student, Salisbury)	-	.	.	1	3
Lucas, Ellen	Harwood, Ch. Ch., Ch. of Eng.	Bolton-le-Moors	.	.	1	3
Lucas, Henrietta M.	Salisbury, Model, Ch. of Eng.	Wilts	3	3	.	.
Lucas, Martha	Milford, Ch. of Eng.	Lymington	.	.	1	3
Luckie, Catherine	-	-	2	3	.	.
Ludlow, Mary J.	St. Marylebone, Western, Infant, Ch. of Eng.	London	.	.	1	2
Luke, Christina	Dundee, Hilltown, F. C., Infant.	Forfar	3	1	.	.
Lukes, Martha	Menheniot, Ch. of Eng.	Liskeard	.	.	1	2
Lush, Edith S.	Tisbury, Ch. of Eng.	Hindon	.	.	1	3
Lyne, Mary	-	-	3	2	.	.
M'Alpine, Helen	Haddington, Industrial, Ch. of Scot.	Haddington	2	2	.	.
M'Callum, Catherine	-	-	3	1	.	.
M'Callum, Isabella	Campbeltown, United Female School of Industry.	Argyll	2	3	.	.
M'Carthy, Alicia	St. Peter's Port, St. John's, Infant, Ch. of Eng.	Guernsey	3	3	.	.
M'Carthy, Mary	Bristol, Pennywell Road, St. Nicholas, R.C.S.	Gloucester	3	2	.	.
M'Clymont, Jane	-	-	2	3	.	.
M'Connochie, Cath.	Windsor, St. Ann's, Ch. of Eng.	Berks	2	2	.	.
M'Cormack, Mary A.	-	-	3	1	.	.
M'Donald, Helen	Edinburgh, Dr. Thompson's, F. C. S.	Edinburgh	3	1	.	.
M'Donald, Louisa M.	Kirknewton, P.S.	-	3	3	.	.
M'Donald, Mary	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	1
M'Donell, Mary	Everton and Kirkdale (Infants) Ch. of Eng.	Liverpool	2	3	.	.
M'Donell, Annie	Airdrie, St. Margaret's, R.C.S.	Lanark	.	.	1	3
M'Donell, Eliza M.	Liverpool, St. Mary, R.C.S.	Lancaster	.	.	1	3
M'Evily, Catherine	-	-	3	1	.	.
M'Ewan, Elizabeth	Berwick-on-Tweed, Infant, B.S.	Northumberland	2	1	.	.
M'Farlane, Christina	Corsock, Female Industrial	Kirkcudbright	2	1	2	1
M'Farlane, Margaret	(Student, Glasgow, G.A., Nor.)	-	.	.	1	3
M'Greal, Margaret	Worksop, St. Mary, R.C.S.	Notts	.	.	1	3
M'Gregor, Anne	Laurencekirk, St. Laurence's Epis.	Kincardine	.	.	1	2
M'Gregor, Elizabeth	City of London Second S.	London	.	.	2	2
M'Gregor Janet	Leeds, Little Holbeck, Marshall's Factory, Ch. of Eng.	York	3	3	.	.
M'Gregor, Margaret	Crieff, St. Michael's, Epis.	Perth	.	.	1	2
M'Gregor, Margaret	Leith, St. James', Epis.	Edinburgh	.	.	1	3
M'Gregor, Margaret	South Shields, St. John's Sess.	Durham	.	.	1	3
M'Gregor, Mary	(Student, Glasgow, G.A., Nor.)	-	.	.	1	2
M'Gregor, Mary	Liverpool, St. Paul's, Princes Park, Ch. of Eng.	Lancaster	2	3	.	.
M'Hale, Mary	Birmingham, St. Marie's, R.C.S.	Warwick	2	3	.	.
M'Hughson, Helen	Newhaven, Free, Fisherman's Soc. S.	Edinburgh	.	.	1	3
M'Ilwaine, Cath. L.	-	-	3	2	.	.
M'Innes, ElizabethB.	(Student, Glasgow, F. C. Normal.)	-	.	.	2	2
M'Intire, CatherineE.	Westminster, St. Margaret's and St. John's, Ch. of Eng.	London	2	1	.	.
M'Intosh, Marg. B.	Edinburgh, St. Andrew's Hall, Model.	Edinburgh	.	.	1	2
M'Intosh, Mary H.	West Greenock, Epis.	Renfrew	.	.	1	1
M'Ivor, Isabella B.	(Student, Glasgow, F.C. Nor.)	-	.	.	1	2
M'Kenzie, Jane H.	Kensington, Vicarage Pl., R.C.S.	London	.	.	1	3
M'Kenzie, Margaret	-	-	3	2	.	.
M'Kenzie, Margaret	-	-	2	2	.	.
M'Kenzie, Mary	Kilbarchan, Female G.A.S.	Renfrew	.	.	1	2
M'Kinlay, Margaret	(Student, Glasgow, G. A. Normal.)	-	.	.	1	3
M'Kintosh, Elizabeth	New Milns, F.C.S.	Ayr	3	1	.	.
M'Lachlan, Agnes	-	-	3	2	.	.
M'Lachlan, Eliza	Leeds, St. George's, Ch. of Eng.	York	2	3	.	.
M'Lachlan, Jane	-	-	3	3	1	3

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
M'Lachlan, Janet E.S.	Edinburgh, Trinity, Epis.	Edinburgh	3	3	.	.
M'Lean, Barbara	Oswald & Kirk Session, Ch. of Scot.	Kirkintillock	2	3	.	.
M'Lean, Catherine	- - - - -	- - -	3	3	.	.
M'Lean, Eliza	Paisley, Dickson's Abbey, Par.	Paisley	2	2	.	.
M'Lean, Isabella P.	Dundee, St. John's, Infant and Indust.	Forfar	2	2	.	.
M'Leod, Anne	Wilton, Epis. - - - -	Roxburgh	.	.	1	3
M'Millan, Mary	Everton and Kirkdale, Ch. of Eng.	Liverpool	3	3	.	.
M'Morran, Agnes	(Student, Edinburgh, F.C. Normal.)	- - -	.	.	1	3
M'Nab, Rosa C.	(Student, Glasgow, F.C. Norm.)	- - -	.	.	1	2
M'Nair, Eliza M.	Brighton Training, Ch. of Eng.	Brighton	1	2	.	.
M'Naughton, Mary	- - - -	- - -	2	2	.	.
M'Neil, Mary	- - - -	- - -	3	3	.	.
M'Niell, Mary	(Student, Glasgow, G.A. Norm.)	- - -	.	.	1	1
M'Pherson, Christina	- - - -	- - -	3	2	2	1
M'Pherson, Isabella	Perth, Infants, Ch. of Scot.	Perth	3	3	.	.
M'Pherson, Janet B.	(Student, Edinburgh, F. C Normal.)	- - -	.	.	2	1
M'Quoin, Elizabeth	Lancaster, St. Mary, R.C.S.	Lancaster	2	2	.	.
M'Rae, Isabella W.	Exton, Girls, Ch. of Eng.	Oakham	2	1	.	.
M'Vicar, Isabella	- - - -	- - -	3	3	.	.
M'Vicar, Margaret	- - - -	- - -	2	2	.	.
M'William, Jessie	- - - -	- - -	2	3	.	.
Macartney, Cath. J.	- - - -	- - -	.	.	2	2
Mace, Amelia	Halesworth, Ch. of Eng.	Suffolk	3	1	.	.
Macey, Mary A.	Glastonbury, Ch. of Eng.	Somerset	.	.	1	3
Mackie, Margaret S.	(Student, Edinburgh, G.A. Normal.)	- - -	.	.	1	2
Maddicks, Cath. R.	- - - -	- - -	3	1	.	.
Maddocks, Louisa	Upholland, Ch. of Eng.	Wigan	3	3	.	.
Mahony, Honora	- - - -	- - -	.	.	1	3
Main, Jane E.	Norbiton, Ch. of Eng.	Kingston, Surrey	2	3	.	.
Maizey, Fanny C.	(Student, Borough Road)	- - -	.	.	1	3
Major, Mary	(Student, Glasgow, F.C. Norm.)	- - -	.	.	1	2
Malcolm, Elizabeth	Aberdeen, Female School of Industry.	Aberdeen	.	.	1	3
Malcolm, Elizabeth O.	Aberdeen, South Parish Sess.	Aberdeen	2	1	.	.
Malcolm, Hannah	Russell School of Industry, St. Pancras, Ch. of Eng.	London	3	2	.	.
Maloney, Rosanna	Stirling, R.C.S. - - -	Stirling	.	.	1	2
Manson, Janet	Paisley, Abbey Parish, Dickson's.	Renfrew	.	.	2	1
Maple, Emma	- - - - -	- - -	2	2	.	.
Marchant, Miriam	- - - -	- - -	3	3	.	.
Margetts, Elizabeth	- - - -	- - -	2	1	.	.
Marks, Elizabeth	Bath, St. Saviour's, Ch. of Eng.	Somerset	2	1	.	.
Marnes, Catherine	Westwood, Ch. of Eng.	Coventry	.	.	1	3
Marr, Frances	Wimbledon, Ch. of Eng.	Surrey	3	1	.	.
Marriott, Lydia	Grimsby, Wes.	Lincoln	.	.	1	3
Marsh, Mary A.	Nottingham, St. James' Infant	Notts	.	.	2	3
Marshall, Christina	Edinburgh, St. Paul's, District F.C.S.	Edinburgh	.	.	1	3
Marshall, Elizabeth	Silkstone, Girls, Ch. of Eng.	Barnsley	3	1	.	.
Marshall, Jessie	Edge Hill, St. Mary's, Ch. of Eng.	Liverpool	3	2	.	.
Marshall, Marion	Auldearn Innes, F.C.S.	Nairn	2	2	.	.
Marshall, Martha	Grangemouth, Subscription	Stirling	.	.	1	3
Marshall, Rose	Leyland, Ch. of Eng.	Lancaster	3	3	.	.
Martin, Diana A.	Whixley, Ch. of Eng.	York	3	3	.	.
Martin, Ellen	Mayfield, Ch. of Eng.	Ashbourne	2	3	.	.
Martin, Isabella	Leeds, Quarry Hill, St. Mary's, Ch. of Eng.	York	3	3	.	.
Martin, Lucy	(Student, Warrington)	- - -	.	.	1	3
Martin, Lucy A.	(Student, Borough Road)	- - -	.	.	1	2
Martin, Sarah	Redenhall, Ch. of Eng.	Harleston	.	.	1	3
Martin, Sarah J.	(Student, Whitelands)	- - -	.	.	1	2
Martyn, Anne	Kirk German, St. John's, P.S.	Isle of Man	1	3	.	.
Maskell, Jane	Buckingham, Ch. of Eng.	Buckingham	.	.	2	1
Maskell, Rose	Stockbridge, Ch. of Eng.	Hants	.	.	1	3
Mason, Charlotte	Chelsea, St. Jude's, Ch. of Eng.	Middlesex	3	1	.	.

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Mason, Elizabeth A.	Winchester, St. Michael's, Ch. of Eng.	Hants	3	1	.	.
Mason, Emma	Marples, Ch. of Eng.	Stockport	3	3	.	.
Mason, Harriet	Shirley, Ch. of Eng.	Derby	3	2	.	.
Mason, Jane	Newcastle-under-Lyne, St. George's, Infant, Ch. of Eng.	Stafford	3	3	.	.
Mason, Margaretta I.	Paddington, St. John's, Ch. of Eng.	London	3	1	.	.
Mason, Rebecca	Winchester, Central, Ch. of Eng.	Hants	2	3	.	.
Masters, Catherine	(Student, Cheltenham)	-	.	.	1	3
Masterson, Jane	Whitelands, Infants, Ch. of Eng.	Chelsea	.	.	2	1
Mathews, Letitia S.	Sheffield, St. Mary, Ch. of Eng.	York	3	1	.	.
Maton, Elizabeth	Fordingbridge, Ch. of Eng.	Hants	3	3	.	.
Matthews, Sarah	Fakenham, Ch. of Eng.	Norfolk	2	1	.	.
Mattingley, Eliza	-	-	3	2	.	.
Maxwell, Catherine	-	-	3	1	.	.
Maxwell, Hannah	Edinburgh, St. John's, Epis.	Edinburgh	.	.	2	1
Maxwell, Jessie	-	-	3	1	.	.
Maxwell, Susannah	Norton-in-the-Moors, Ch. of Eng.	Newcastle-under-Lyne.	1	3	.	.
May, Ellen Z.	Calstock, Ch. of Eng.	Callington	3	3	.	.
Mayhew, Hannah	Millbrook, Ch. of Eng.	Bedford	3	2	.	.
Mayne, Mary A. D.	Penrose, Ch. of Eng.	Helstone	3	2	.	.
Meaden, Elizabeth	Sutton Waldron, Ch. of Eng.	Blandford	.	.	2	3
Meaden, Mary A.	Conway, Ch. of Eng.	Carnarvon	2	2	.	.
Meadows, Elizabeth	Quedgley, Ch. of Eng.	Gloucester	3	1	.	.
Meadows, Susan	Rotherhithe, Trinity, Ch. of Eng.	Surrey	.	.	2	1
Measures, Mary E.	Leicester, Knighton Street, Ch. of Eng.	Leicester	3	1	.	.
Medlicott, Mary	Halifax, King Cross, St. Paul's, Ch. of Eng.	York	3	2	.	.
Mehain, Eliza	Galashiels, R.C.S.	Roxburg	3	3	.	.
Mellor, Elizabeth A.	Brymbo, Ch. of Eng.	Wrexham	1	2	.	.
Mellor, Mary A.	Rochdale, Wes.	Lancaster	3	2	.	.
Mellor, Mary E.	Liverpool, Ch. Ch., Infant, Ch. of Eng.	Liverpool	.	.	2	1
Merrick, Mary A.	Manchester, St. Barnabas, Ch. of Eng.	Lancaster	3	3	.	.
Mesnard, Maria	Wigan, St. Joseph's, R.C.S.	Lancaster	.	.	1	2
Meyers, Mary E.	Liverpool, St. Mark's, Infant, Ch. of Eng.	Lancaster	.	.	1	3
Meyers, Susan E.	Liverpool, Naylor Street, St. Bartholomew's, Ch. of Eng.	Liverpool	3	2	.	.
Michie, Elizabeth	(Student, Edinburgh, G.A. Normal.)	-	.	.	1	3
Middleton, Ann	Liverpool, St. Barnabas, Ch. of Eng.	Lancaster	2	2	.	.
Middleton, Catherine	Salford, Scotch Presbyterian	Manchester	3	1	.	.
Milbourn Elizabeth	Sunderland, Nicholson Street, Wes.	Durham	2	1	.	.
Mill, Ann	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	2
Millar, Elizabeth L.	-	-	1	3	.	.
Millard, Mary A.	Margate, Trinity, Ch. of Eng.	Kent	3	3	.	.
Miller, Anne M.	-	-	3	3	.	.
Miller, Barbara B.	Leith, Mariners, F. C. S.	Edinburgh	2	1	.	.
Miller, Elizabeth F.	London, Gate Street, St. Mary's, R.C.S.	Middlesex	.	.	1	2
Miller, Jane	(Student, Glasgow, F.C.Norm.)	-	.	.	1	2
Miller, Mary	-	-	3	2	.	.
Miller, Mary F.	-	-	3	3	.	.
Miller, Sybella	Ironville, Ch. of Eng.	Derby	2	2	.	.
Milligan, Margaret	-	-	3	1	.	.
Millington, Mary	Whitelands, Practising School	Middlesex	1	3	.	.
Millner, Ellen	-	-	2	2	.	.
Mills, Ann	Hammersmith, St. Peter's, Ch. of Eng.	London	.	.	2	2
Millward, Ann	Stone, Ch. Ch., Ch. of Eng.	Stafford	3	1	.	.
Millward, Frances	Kidderminster, St. Mary's, Ch. of Eng.	Worcester	2	2	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Milnes, Elizabeth	Morpeth, St. James', Ch. of Eng.	Northumberland	3	2	.	.
Minter, Maria	Bollington, Ch. of Eng.	Chester	3	1	.	.
Mitchel, Violet M.	- - - -	- - -	2	3	.	.
Mitchell, Ann	Shepherd's Bush, St. Stephen's, P.S.	London	2	1	.	.
Mitchell, Elizabeth M.	Glasgow, Hill Street, St. John's, F.C.S.	Lanark	3	2	.	.
Mitchell, Isabella	Middlesboro', New Infant, B.S.	Stockton-on-Tees	.	.	1	2
Mitchell, Janet	- - - -	- - -	1	2	.	.
Mitchell, Laura M.	Alyth, Girls' Industrial	Perth	3	1	.	.
Mitchell, Martha	Chorlton-on-Medlock, Pres.	Manchester	3	1	.	.
Molland, Charlotte	Northallerton, Ch. of Eng.	York	2	1	.	.
Mollatt, Elizabeth	(Student, Warrington)	- - -	.	.	1	3
Monk, Eliza W.	Cubington, Ch. of Eng.	Warwick	.	.	2	2
Monro, Catherine	Annan, Infant and Industrial	Dumfries	1	3	.	.
Moodie, Anne	(Student, Glasgow, F.C. Norm.)	- - -	.	.	1	2
Moore, Anne	Lambeth, St. Mary's, Prince's Road, Ch. of Eng.	Surrey	2	3	.	.
Moore, Annie	- - - -	- - -	.	.	1	1
Moore, Ellen	Madeley, Ch. of Eng.	Ironbridge	.	.	1	3
Moore, Emily	St. Pancras, Ch. Ch., Ch. of Eng.	Middlesex	.	.	2	1
Moore, Margaret	Liverpool, All Saints', Ch. of Eng.	Lancaster	.	.	1	1
Moore, Mary A.	York, Groves, Ch. of Eng.	York	3	3	.	.
Moore, Selina	Clifton-on-Dunsmore, Ch. of Eng.	Rugby	.	.	1	3
Moorfield, Matilda	Kendal, St. George's, Ch. of Eng.	Westmoreland	3	3	.	.
Morgan, Caroline A. E.	- - - -	- - -	3	3	.	.
Morgan, Mary	Redcliffe, St. Mary's, Ch. of Eng.	Bristol	.	.	2	3
Morgan, Sarah A.	(Student, Whitelands)	- - -	.	.	1	1
Morgan, Susannah	- - - -	- - -	3	2	.	.
Morley, Ann	Burnley, Wes.	Lancaster	2	2	.	.
Morris, Anne	Wickham, Ch. of Eng.	Newbury	2	2	.	.
Morris, Catherine	Dundee, St. Andrew's, F. C. S.	Forfar	3	3	.	.
Morris, Elizabeth	- - - -	- - -	3	3	.	.
Morris, Elizabeth	Runcorn, Wes.	Chester	.	.	1	3
Morris, Elizabeth	(Student, Cheltenham)	- - -	.	.	1	1
Morris, Elizabeth C.	Wandsworth Rd., Commercial	Surrey	.	.	2	3
Morris, Hannah	Bethnal Green, St. Matthew's, Ch. of Eng.	Middlesex	3	3	.	.
Morrison, Jane	(Student, Edinburgh, F.C. Normal.)	- - -	.	.	1	2
Morrison, Margaret P.	- - - -	- - -	3	2	.	.
Mortimer, Sarah A.	Preston, Central, Ch. of Eng.	Lancaster	3	2	.	.
Morton, Susannah	Bishop's Hatfield, Ch. of Eng.	Herts	2	1	.	.
Morze, Clarissa M.	- - - -	- - -	3	2	.	.
Moses, Emily	Stella, St. Cuthbert's, Ch. of Eng.	Durham	2	3	.	.
Mosley, Hannah	Ackworth, Girls', S.	Pontefract	.	.	1	2
Moss, Eliza	Manchester New Jerusalem Church, Factory S.	Manchester	3	3	.	.
Moss, Elizabeth	- - - -	- - -	2	3	.	.
Mosselman, Mary A.	Shillington, Ch. of Eng.	Hitchin	.	.	2	3
Mott, Esther	Norwich Training	Norwich	1	3	.	.
Mott, Lucy	Folkestone, B.S.	Kent	3	3	.	.
Mottram, Hannah	(Student, Whitelands)	- - -	.	.	1	3
Mowbray, Ann	- - - -	- - -	3	1	.	.
Mowbray, Lydia R.	Edinburgh, G. A. Normal	Edinburgh	2	1	.	.
Moye, Frances R.	Fulham, All Saints', Ch. of Eng.	Middlesex	1	3	.	.
Muir, Christina	- - - -	- - -	3	3	.	.
Munro, Catherine A.	- - - -	- - -	3	3	2	3
Munro, Jessie R.	- - - -	- - -	2	3	.	.
Munro, Margaret W.	- - - -	- - -	3	1	.	.
Munroe, Jane	Edmonstone, Ch. of Scot.	Edinburgh	2	3	.	.
Murdoch, Agnes M.	(Student, Glasgow, G.A. Norm.)	- - -	.	.	1	2
Murdoch, Harriet	Tarbolton, Female	Ayr	3	1	.	.
Murdoch, Jessie	- - - -	- - -	3	3	.	.
Murphy, Ann	- - - -	- - -	3	2	.	.
Murphy, Elizabeth	- - - -	- - -	.	.	1	2
Murphy, Jane	Liverpool, Toxteth Park, St. Thomas, Ch. of Eng.	Lancaster	3	1	.	.
Murray, Eliza	(Student, Glasgow, F.C. Norm.)	- - -	.	.	1	1
Murray, Jane K.	(Student, Edinburgh, F.C. Normal.)	- - -	.	.	1	1

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Murray, Mary A.	- - - -	- - -	3	3	.	.
Murray, Nicholas C.	Bo'ness, Infant, Ch. of Scot.	Linlithgow	3	3	.	.
Murrow, Matilda	Walcot, Parochial	Bath	3	2	.	.
Musgrave, Mary	Whitehaven, Trinity, Ch. of Eng.	Cumberland	1	3	.	.
Muskett, Amelia	Pimlico, St. Michael's, Ch. of Eng.	London	.	.	1	2
Musprett, Sarah A.	Handley, Ch. of Eng.	Salisbury	.	.	2	2
Musselwhite, Anne	- - - -	- - -	3	2	.	.
Mustard, Margaret J.	Lakenham, St. Mark's, Ch. of Eng.	Norwich	1	3	.	.
Muston, Sarah	Salford, St. Matthias, Ch. of Eng.	Manchester	2	1	.	.
Myrtle, Mary J.	Liverpool, St. Francis Xavier's, R.C.S.	Lancaster	.	.	1	1
Naish, Ruth	Southampton, Trinity, Ch. of Eng.	Hants	3	3	.	.
Naismith, Helen C.	Glasgow, East Gorbals, Territorial, F.C.S.	Lanark	3	3	.	.
Nash, Eleanor	Shirley, Ch. of Eng.	Solihull	.	.	2	2
Nash, Esther	(Left England)	- - -	3	3	.	.
Nash, Eliza	Rochester, Training	Bishop Stortford	1	3	.	.
Nash, Harriet	Warwick, Borough, Ch. of Eng.	Warwick	3	3	.	.
Neale, Sarah Ann	- - - -	- - -	3	1	.	.
Neale, Susan Anne	Rampisham, Ch. of Eng.	Evershot	.	.	2	3
Needham, Charlotte	- - - -	- - -	3	1	.	.
Neller, Emma E.	Bethnal Green, St. Bartholomew's, Ch. of Eng.	Middlesex	3	3	.	.
Nelson, Catherine	Leith, St. John's Free Infant	Edinburgh	1	3	.	.
Nelson, Grace	Baldwin's Gardens, Ch. of Eng.	London	2	1	.	.
Nelson, Sophia	Midmar Female Subscription	Aberdeen	.	.	1	2
Nettleton, Ruth H.	Woodhouse, Ch. Ch., Ch. of Eng.	Huddersfield	2	2	.	.
New, Frances E.	Woodford, Ch. of Eng.	Essex	.	.	2	2
Newell, Caroline	Crayford, Ch. of Eng.	Kent	2	3	.	.
Newman, Caroline	Kew, Queen's S.	Surrey	.	.	1	3
Newnham, Ruth	- - - -	- - -	2	3	.	.
Newton, Charlotte W.	(Student, Bishop Stortford)	- - -	.	.	1	3
Newton, Elizabeth	(Student, Edinburgh, F.C. Normal.)	- - -	.	.	1	1
Newton, Esther	Dover, East Cliff, Ch. of Eng.	Kent	2	3	.	.
Nichol, Elspet P.	Methlick, Girls', S.	Aberdeen	.	.	1	3
Nicholass, Lousia A.	Cardiff, Wes.	Glamorgan	2	2	.	.
Nicholls, Jane M.	(Student, Whitelands)	- - -	.	.	1	2
Nicholson, Sarah A.	- - - -	- - -	2	1	.	.
Nicoll, Margaret H.	Strichen, Female, Ch. of Scot.	Aberdeen	3	1	.	.
Nixon, Isabella	St. Pancras', Woburn Epis.	London	3	1	.	.
Noble Mary E.	St. Leonard's-on-Sea, R.C. Training.	Hastings	.	.	1	2
Nolan, Elizabeth	(Student, Cheltenham)	- - -	.	.	1	3
Norgate, Frances	Much Marcle, Ch. of Eng.	Hereford	.	.	2	2
Norris, Esther	Liverpool, Moorfields, Old Church, Charity, Ch. of Eng.	Lancaster	2	1	.	.
Norris, Maria O.	Halifax, Cross Hill, St. James, Ch. of Eng.	York	.	.	1	3
Norton, Mary E.	Kingham, Ch. of Eng.	Chipping Norton	.	.	1	3
Nugent, Ellen	Canterbury, St. Paul's, Ch. of Eng.	Kent	3	1	.	.
Nugent, Elizabeth R.	Ramsgate, St. George, Ch. of Eng.	Kent	.	.	1	3
Nutley, Elizabeth A.	- - - -	- - -	3	1	.	.
Nye, Mary A.	Enfield Highway, St. James', Ch. of Eng.	Middlesex	.	.	2	1
O'Brien, Ann	- - - -	- - -	3	1	.	.
O'Clery, Anne M.	Crewe, R.C.S.	Chester	3	2	.	.
O'Connor, Mary S.	Cheadle St. Wilfrids, R.C.S.	Stafford	3	3	.	.
Ogden, Betty	Heywood, St. James', Infant, Ch. of Eng.	Manchester	.	.	1	3
Olding, Elizabeth M.	Birmingham and Edgbaston, Industrial.	Warwick	3	3	.	.
Oliver, Isabella	Alnwick, Ch. of Eng.	Northumberland	.	.	1	3
Oliver, Jane	Dowlais, Sir J. Guest's	Glamorgan	2	1	.	.
O'Neill, Jane	Edinburgh, St. Catherine's, R.C.S.	Edinburgh	2	2	.	.

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Ormiston, Jemima	Glasgow, St. Paul's, Female School of Industry.	Lanark	3	1	.	.
Ormiston, Mary	Glasgow, St. Matthew's, Industrial.	Lanark	3	1	.	.
Orr, Sarah A.	St. Leonard's-on-Sea, R.C. Training.	Hastings	.	.	1	1
Orrock, Jane	-	-	3	2	.	.
Osborn, Mary	Southwark Chapel, Wes.	London	2	1	.	.
Osborne, Henrietta M.	-	-	3	3	.	.
Osborne, Mary	Cuckfield, Ch. of Eng.	Sussex	3	3	.	.
O'Shea, Eliza M.	Richmond, St. Elizabeth, R.C.S.	Surrey	3	3	.	.
Osmond, Emma	Boston, West, Middle, Girl's	Lincoln	.	.	2	2
O'Sullivan, Ellen	Ashbourne, Ch. of Eng.	Derby	3	1	.	.
Outhwaite, Isabella A.	Elham, B.S.	Folkestone	3	3	.	.
Outing, Susannah	Darlington, Kendrew Street, B.S.	Durham	.	.	2	2
Outlaw, Hannah	Lowestoft, Ch. of Eng.	Suffolk	2	3	.	.
Owen, Alice	-	-	2	1	.	.
Owens, Amelia	Walsall, Blue Coat, Ch. of Eng.	Stafford	.	.	1	3
Paliseer, Jane	(Student, Warrington)	-	.	.	1	2
Palk, Ann	-	-	3	2	.	.
Palmer, Anges	Craig Mills, F. C. S.	Perth	3	3	2	3
Palmer, Emma	Gainsborough, Ch. of Eng.	Lincoln	.	.	1	3
Palmer, Rosetta	North Shields, R. C. S.	Northumberland	3	3	.	.
Palmer, Sarah A.	Hankerton, Ch. of Eng.	Malmesbury	.	.	1	3
Parish, Ann E.	Ipswich, B.S.	Suffolk	.	.	1	1
Park, Lavinia	Hornsey, Ch. of Eng.	Middlesex	3	1	.	.
Parkes, Margaret	Manchester, St. James', Ch. of Eng.	Lancaster	3	3	.	.
Parkes, Mary	Ettingshall, Ch. of Eng.	Wolverhampton	.	.	2	3
Parkes, Mary J.	-	-	3	2	.	.
Parkinson, Martha	Leeds, Basinghall Street, B. S.	York	.	.	1	3
Parkinson, Sarah	Sheffield, St. George's, Ch. of Eng.	York	3	2	.	.
Parks, Elizabeth	West Malling, Ch. of Eng.	Kent	3	2	2	3
Parnall, Elizabeth	Bristol, Lewin's Mead, B. S.	Gloucester	3	1	.	.
Parratt, Frances A.	Littleport, Ch. of Eng.	Ely	2	3	.	.
Parry, Elizabeth	Ettingshall, Ch. of Eng.	Wolverhampton	3	3	.	.
Parry, Louisa S.	Walkden Moor, Ch. of Eng.	Manchester	3	2	.	.
Parry, Mary	Everton, St. Chrysostom's, Ch. of Eng.	Liverpool	2	1	.	.
Parsons, Alice	(Student, Cheltenham)	-	.	.	1	2
Parsons, Anne B.	Reigate, Ch. of Eng.	Surrey	3	3	.	.
Parsons Christiana	Banbury, B.S.	Oxford	3	3	.	.
Parsons, Julia	Gordon Square, All Saints', Ch. of Eng.	London	2	2	.	.
Partridge, Sarah	Chadwell, St. Mary's, Ch. of Eng.	Grays, Essex	2	3	.	.
Pasco, Ann	(Student, Westminster, Wes.)	-	.	.	1	3
Passman, Caroline W.	Manchester, Lower Mosley St., B.S.	Lancaster	2	3	.	.
Paterson, Jemima	Glasgow, Milton, Estab. Ch.	Lanark	.	.	1	3
Paton, Agnes	West Kilbride, Female Indust.	Ayr	.	.	1	1
Paton, Jane M.	Dundee, Meadowside, Fem. Sess.	Forfar	3	2	.	.
Patrick, Jane	(Student, Glasgow, G. A. Normal).	-	.	.	2	1
Patrick, Mary	(Student, Glasgow, G.A.Norm.)	-	.	.	1	2
Patterson, Mary	(Student, Glasgow, G.A. Norm.)	-	.	.	1	3
Patton, Jessie E. J.	Nellfield, Ch. of Scot.	Ratho	2	3	.	.
Payne, Anne M.	(Student, Bishop Stortford)	-	.	.	1	3
Payne, Caroline	(Student, Brighton)	-	.	.	1	2
Payne, Charlotte	Moreton-in-the-Marsh, Ch. of Eng.	Gloucester	.	.	2	2
Payne, Louisa	King's Lynn, St. Margaret's, Ch. of Eng.	Norfolk	2	3	.	.
Peach, Harriett	Eastbourne, Ch. of Eng.	Sussex	2	3	.	.
Peacock, Agnes	-	-	2	1	.	.
Pearce, Harriet	Westbury-on-Trym, Ch. of Eng.	Bristol	3	2	.	.
Pearce, Sarah	Tetbury, Ch. of Eng.	Gloucester	2	3	.	.
Pearcy, Charlotte M.	Beckington, P. S.	Frome	2	3	.	.
Pearl, Emma	Tean, B. S.	Stafford	3	3	.	.
Pearl, Mary Elizab.	Warrington, B.S.	Lancaster	3	3	.	.
Pears, Grace M.	-	-	2	3	.	.
Pearson, Elizabeth	Prestwich, Ch. of Eng.	Lancaster	2	3	.	.

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Pearson, Frances E.	Speen, Ch. of Eng.	Newbury	3	3	.	.
Pearson, Mary	Barnsley, St. Mary's, Ch. of Eng.	York	2	2	.	.
Peat, Mary A. H.	(Student, Westminster, Wes.)	-	.	.	1	2
Pedlar, Ann	(Student, Whitelands)	-	.	.	1	2
Peel, Louisa	-	-	3	1	.	.
Pellowe, Adelaide	Taunton, B. S.	Somerset	3	2	.	.
Pemberton, Charl. M.	-	-	3	1	.	.
Penney, Janet	(Student, Edinburgh, G. A. Normal).	-	.	.	1	3
Penton, Sarah	Moira, Infant, Ch. of Eng.	Ashby-de-la-Zouch	3	2	.	.
Perry, Fanny L.	Bristol, St. Paul's, Ch. of Eng.	Gloucester	2	2	.	.
Perry, Matilda V.	Nottingham, St. Mary's, R.C.S.	Notts	.	.	1	1
Pester, Anne P.	Barton-on-Humber, Wes. Infants'.	Lincoln	.	.	2	1
Peters, Margaret	(Student, Westminster, Wes.)	-	.	.	1	3
Peters, Sarah	Steeple Ashton, Ch. of Eng.	Trowbridge	2	3	.	.
Phillips, Emily	Warminster, Infants, Ch. of Eng.	Wilts	2	2	.	.
Phillips, Fanny	Hampstead, P. S.	London	2	2	.	.
Phillips, Mary J.	Acton, Ch. of Eng.	London	.	.	2	1
Phillips, Sophia E.	Walmer and Ringwould, Ch. of Eng.	Dover	.	.	1	3
Pick, Sarah	Market Harborough, Ch. of Eng.	Leicester	2	3	.	.
Pickering, Mary A.	Hull, Salthouse Lane, Ch. of Eng.	York	2	1	.	.
Pigott, Elizabeth	(Student, Home and Colonial)	-	.	.	1	1
Pike, Elizabeth M.	Portsea, All Saints', Ch. of Eng	Hants	2	3	.	.
Pike, Jane Louisa	(Student, Bishop Stortford)	-	.	.	1	3
Pindred, Eleanor	Battersea, P. S.	London	.	.	2	2
Pinnell, Catherine S.	Westmeston, Ch. of Eng.	Lewes	3	1	.	.
Pinnington, Mary A.	Edinburgh, St. George's, Epis.	Edinburgh	3	3	.	.
Piper, Agnes E.	-	-	3	1	.	.
Pirie, Jane	Errol, F. C. S.	Cruden	3	2	.	.
Pither, Matilda	Tichborne, Ch. of Eng.	Hants	3	1	.	.
Pitman, Rosetta	Bethnal Green, Abbey Street, B. S.	London	2	1	.	.
Pitson, Susannah	(Student, Whitelands)	-	.	.	1	2
Plant, Sarah A.	Leicester, Hill Street, B. S.	Leicester	3	2	.	.
Please, Eliza	Stepney, Red-coat, Ch. of Eng.	Middlesex	2	1	.	.
Plumley, Sarah	-	-	3	3	.	.
Pointing, Caroline	Huddersfield, St. Peter's, Ch. of Eng.	York	2	2	.	.
Pointing, Eliza	Huddersfield, Longroyd Bridge, Ch. of Eng.	York	3	2	.	.
Polishon, Emma C.	(Student, Bishop Stortford)	-	.	.	1	3
Polley, Anne	(Student, Westminster, Wes.)	-	.	.	1	3
Pool, Eliza	-	-	3	1	.	.
Poole, Hannah	(Student, Derby)	-	.	.	1	2
Poore, Frances	Cranley, Ch. of Eng.	Godalming	3	2	.	.
Pope, Harriet	Aylesford, Preston Hall, Infants, Ch. of Eng.	Maidstone	3	2	.	.
Porteous, Ruth M'Lean.	Kincardine, Baroness Keith's, Ch. of Scot.	Stirling	3	2	.	.
Porter, Emily	(Student, Whitelands)	-	.	.	1	3
Potter, Mary A.	Sheffield, Trinity, Infants, Ch. of Eng.	York	.	.	1	2
Potts, Harriett	Alton, B. S.	Hants	3	1	.	.
Poulton, Jane	South Islington and Pentonville, B. S.	London	1	3	.	.
Powell, Anne	Wighill, Ch. of Eng.	Tadcaster	.	.	1	3
Pownall, Lydia S.	-	-	3	3	.	.
Powys, Emma	(Student, Whitelands)	-	.	.	1	2
Pratt, Susan	(Student, Salisbury)	-	.	.	1	3
Presnail, Elizabeth	Isleworth, Ch. of Eng.	London	3	1	.	.
Prettie, Elizabeth C.	(Student, Edinburgh, F. C. (Normal).	-	.	.	1	2
Price, Jane	Spittlegate, Ch. of Eng.	Grantham	.	.	2	3
Price, Margaret	Worcester, St. Peter's, Ch. of Eng.	Worcester	3	3	.	.
Priestley, Mary	Thorner, Girls', Ch. of Eng.	Leeds	3	2	.	.
Prince, Amelia	Wolverton Station, B. S.	Bucks	.	.	1	3

MISTRESSES

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Prior, Harriet	Ashdon, Ch. of Eng.	Linton	3	2	.	.
Prior, Mary A.	Doncaster, R. C. S.	York	.	.	1	3
Proctor, Anne	- - - -	- - -	.	.	2	2
Pugh, Maria L.	Cheltenham, Ch. Ch., Ch. of Eng.	Gloucester	.	.	1	3
Pugh, Sarah	Colchester, St. Peter's, Girls', Ch. of Eng.	Essex	.	.	2	1
Pugh, Sophia	Melton Mowbray, Free	Leicester	2	1	.	.
Pughe, Euphemia R.	Errol, Female Industrial	Perth	.	.	1	2
Pullar, Grace	- - - -	- - -	3	2	.	.
Pullar, Jane	- - - -	- - -	2	1	.	.
Purdom, Mary	Kilsyth, Female, Ch. of Scot.	Stirling	2	1	.	.
Quillins, Robanna	Oldham, Wes.	Lancaster	3	3	.	.
Quinlan, Johanna	Accrington, St. Oswald's, R.C.S.	Blackburn	.	.	1	3
Quinlan, Mary	Hurst Green, R. C. S.	Blackburn	.	.	1	3
Radburn, Caroline	Westmeon, Ch. of Eng.	Petersfield	.	.	1	3
Rae, Jessie	- - - -	- - -	2	3	.	.
Raleigh, Sarah	- - - -	- - -	2	3	.	.
Ramsay, Mary A.	Hanwell, Ch. of Eng.	Middlesex	3	3	.	.
Ramsden, Emma L.	Leeds, Woodhouse, St. Mark's, Ch. of Eng.	Leeds	.	.	1	3
Ramsden, Sabina	Ludlow, Ch. of Eng.	Salop	.	.	1	2
Randall, Elizabeth	- - - -	- - -	1	3	.	.
Randall, Hannah J.	Cheltenham, St. Paul's, Ch. of Eng.	Gloucester	3	2	.	.
Randall, Mary A.	Wrington, Ch. of Eng.	Somerset	.	.	2	2
Randerson, Emma	Southampton, St. Mary's, Infants, Ch. of Eng.	Southampton	3	3	.	.
Ransom, Elizabeth	- - - -	- - -	3	2	.	.
Rattey, Mary	Gresford, Ch. of Eng.	Wrexham	.	.	1	3
Raven, Harriet	Albury, Ch. of Eng.	Bishop Stortford	.	.	2	2
Rawlinson, Susan J.	Guiseley, Ch. of Eng.	Leeds	3	3	.	.
Read, Anne	Stockton-on-Tees, Industrial, Ch. of Eng.	Durham	3	2	.	.
Read, Eliza V.	- - - -	- - -	3	2	.	.
Reade, Mary	Stafford, Ch. of Eng.	Stafford	.	.	2	2
Reckie, Marjory	(Student, Edinburgh, F. C. Normal.)	- - -	.	.	1	3
Redcliffe, Jane	Steeple Bumpstead, Ch. of Eng.	Haverill	2	3	.	.
Redman, Helen M.	Enfield, Ch. of Eng.	Middlesex	.	.	1	2
Reeves, Mary A.	Halifax, Copley Factory, Ch. of Eng.	Halifax	.	.	1	3
Reid, Anne	(Student, Edinburgh, F. C. Normal.)	- - -	.	.	1	1
Reid, Annie H.	Ellon, Female, Ch. of Scot.	Aberdeen	3	3	.	.
Reid, Annie McK.	(Student, Edinburgh, G. A. Normal.)	- - -	.	.	1	1
Reid, Barbara	Forres, Fraser's Female Industrial.	Elgin	.	.	1	3
Reid, Elizabeth	St. George-in-the-East, Ch. Ch., Ch. of Eng.	London	3	3	.	.
Reid, Elizabeth W.	Irwell, Infants', Ch. of Eng.	Bury	.	.	1	3
Reid, Frances	Glasgow, G. A. Normal, Practising.	- - -	3	2	.	.
Reid, Jane	Largs, F. C. S.	Ayr	.	.	.	.
Reid, Jane	- - - -	- - -	2	2	.	.
Reid, Margaret	(Student, Glasgow, F.C. Norm.)	- - -	.	.	1	2
Reid, Mary	(Student, Glasgow, F.C. Norm.)	- - -	.	.	1	2
Renton, Sarah	- - - -	- - -	3	3	.	.
Reynolds, Elizabeth	Coseley, Ch. Ch., Ch. of Eng.	Bilston	2	2	.	.
Reynolds, Ellen	Constantine, B. S.	Falmouth	3	3	.	.
Reynolds, Isabella L.	Cheltenham Training, Ch. of Eng.	Gloucester	1	1	.	.
Reynolds, Mary A.	Thorney Abbey, Ch. of Eng.	Cambridge	.	.	1	1
Reynolds, Sarah	Great Harwood, Ch. of Eng.	Blackburn	.	.	1	1
Rich, Lucy A.	- - - -	- - -	2	2	.	.
Richards, Jane	Truro, Fairmantle Street, Ch. of Eng.	Cornwall	2	2	.	.
Richards, Mary A.	Bristol, St. Michael's, Ch. of Eng.	Gloucester	.	.	1	2
Richardson, Dor. E.	Henley, Ch. of Eng.	Oxford	2	1	.	.
Richardson, Elizab.	- - - -	- - -	.	.	1	2
Richardson, Jessie	Carlisle, Fawcett's, Ch. of Eng.	Cumberland	3	1	.	.
Richardson, Laura	Hitcham P. S.	Bildeston	.	.	1	3

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Richardson, Priscilla	Halifax, Parish Ch., Ch. of Eng.	York	2	2	.	.
Richman, Emma	Vauxhall, Price's Candle Factory, Ch. of Eng.	Surrey	3	2	.	.
Richmond, Elizabeth	Marylebone, High Street, St. James', R. C. S.	London	.	.	1	3
Rickard Sally C.	Norwood, St. Luke's, Ch. of Eng.	Surrey	.	.	1	2
Rider, Anne	Bideford, B. S.	Devon	3	2	.	.
Ridgley, Eleanor	(Student, Cheltenham)	-	.	.	1	3
Ridley, Elizabeth	-	-	3	3	.	.
Rigby, Jane	Liverpool, South, Ch. of Eng.	Lancaster	.	.	2	1
Riley, Alice	Manchester, Cheetham Hill Road, Jews'.	Lancaster	.	.	1	2
Riley, Harriet	Stockton-upon-Tees, St. Thomas, Ch. of Eng.	Durham	3	2	2	1
Riordan, Mary A.	Newcastle-on-Tyne, St. Andrew's, R. C. S.	Northumberland	2	3	.	.
Ripley, Ellen	Burslem, St. John's, Ch. of Eng.	Stafford	2	3	.	.
Ritchie, Alice	Glasgow, St. Enoch's, Sess.	Lanark	.	.	1	1
Roalfe, Mary A.	Ashford, Ch. of Eng.	Kent	3	3	.	.
Roalfe, Maria M.	Cambridge, King Street, Ch. of Eng.	Cambridge	.	.	2	2
Robbins, Clara	Portishead, Ch. of Eng.	Bristol	.	.	1	3
Roberts, Ann	-	-	2	1	.	.
Roberts, Eliza	Isleham, Ch. of Eng.	Mildenhall	.	.	1	3
Roberts, Elizabeth	Calne, Ch. of Eng.	Wilts	2	3	.	.
Roberts, Elizabeth	-	-	3	1	.	.
Roberts, Ellen J.	(Student, Cheltenham)	-	.	.	1	1
Roberts, Emma	Stamford, Ch. of Eng.	Lincoln	.	.	2	1
Roberts, Emily M.	-	-	3	2	.	.
Roberts, Frances L.	Brighton, Spa Street and Egremont Street Ragged.	Sussex	3	2	.	.
Roberts, Margaret	Worcester, St. John's, Ch. of Eng.	Worcester	.	.	2	2
Roberts, Rebecca H.	Downton, Ch. of Eng.	Salisbury	3	2	.	.
Robertson, Elizabeth	(Student Edinburgh, G. A. Normal).	-	.	.	1	2
Robertson, Helen	Bradford, Borough, West, B.S.	York	.	.	2	1
Robertson, Janet	-	-	3	1	.	.
Robertson, Jane	Glasgow, Free Milton School	Lanark	3	3	.	.
Robertson, Jessie	(Student, Edinburgh, G. A. Normal).	-	.	.	1	1
Robertson, Justina M.	Bonhill, Mrs. Ewing's, Female Industrial.	Dumbarton	2	2	.	.
Robertson, Margaret	-	-	3	1	.	.
Robinson, Anne E.	Liverpool, Harrington, B.S.	Lancaster	3	1	.	.
Robinson, Eliza	-	-	2	3	.	.
Robinson, Margaret	(Student, York and Ripon)	-	.	.	1	2
Robinson, Mary A.	Wolverhampton, St. Patrick's, R. C. S.	Stafford	.	.	1	2
Robinson, Mary J.	-	-	3	2	.	.
Robinson, Sarah	-	-	3	3	.	.
Robinson, Susannah	(Student, Home and Colonial)	-	.	.	1	2
Robson, Mary A.	Westminster, St. James's, Ch. of Eng.	Middlesex	3	1	.	.
Rockett, Marianne	Southsea, St. Jude's, Ch. of Eng.	Hants	2	3	.	.
Rodgers, Hannah	Flamborough, Ch. of Eng.	Bridlington	3	3	.	.
Rodgie, Isabella	-	-	3	2	.	.
Rodgie, Isabella	-	-	3	1	.	.
Rodwell, Ann	Wortwell, Ch. of Eng.	Harlestone	3	3	.	.
Roe, Mary A.	Thirsk, B. S.	York	3	3	.	.
Rogers, Catherine	Cobridge, St. Peter's, R. C. S.	Stafford	3	1	.	.
Rogers, Elizabeth	Liverpool, St. Oswald's, R.C.S.	Lancaster	.	.	1	2
Rogers, Mary	-	-	3	2	.	.
Rogers, Mary A.	-	-	2	1	.	.
Rogers, Sophia A.	Northampton, All Saints', Ch. of Eng.	Northampton	1	3	.	.
Rollo, Mary	(Student, Edinburgh, F. C. Normal).	-	.	.	1	3
Rose, Jane	-	-	2	1	.	.
Rose, Rachel R.	Farnham, Ch. of Eng.	Bishop Stortford	.	.	2	2
Ross, Mary Anne	Thames Ditton, Infant, Ch. of Eng.	Surrey	.	.	1	3
Ross, Mary Ann	Largo, Durham Charity	Fife	2	3	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Ross, Mary J.	Doune, F. C. S.	Perth	3	3	2	1
Rowley, Emma	Launton, Ch. of Eng.	Bicester	.	.	2	3
Rowley, Mary	Bishop's Auckland, Industrial	Durham	.	.	1	3
Roy, Mary	Ayton, Infants'	Berwick	3	1	.	.
Ruddle, Eliza	(Student, Bristol)	-	.	.	1	1
Rumney, Isabella	Thornhaugh, Ch. of Eng.	Wansford	2	2	.	.
Rundle, Joanna	Daventry, B. S.	Northampton	.	.	1	2
Rushbrook, Harriett	Lambeth, Archbishop Tenison's.	Surrey	.	.	1	2
Russell, Elizabeth	Manchester, Marshall Street, B. S.	Lancaster	3	3	.	.
Russell, Maria E.	Woolwich, St. Thomas', Ch. of Eng.	Kent	.	.	2	1
Russell, Mary G.	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	3
Rutherford, Amelia	Edinburgh, Little Lochend's Close, Ch. of Scot.	Edinburgh	1	3	.	.
Rutherford, Margaret	(Student, Edinburgh, F. C. Normal).	-	.	.	1	1
Rutter, Emilia A.	Warrington, Heath Side S.	Lancaster	2	3	.	.
Rutter, Margaret	Bolton-le-Moors, Trinity, Ch. of Eng.	Lancaster	3	3	.	.
Ryde, Sarah E.	-	-	2	3	.	.
Sagar, Ellen	Kidderminster, St. Mary's, Infants', Ch. of Eng.	Worcester	.	.	1	3
Sailly, Frances	King's Somborne, Ch. of Eng.	Stockbridge	3	1	.	.
Salmon, Emily H.	Painswick, Ch. of Eng.	Painswick	2	3	.	.
Salter, Harriet F.	Chelsea, St. Saviour's, Ch. of Eng.	Middlesex	1	3	.	.
Salter, Harriet S.	-	-	3	1	.	.
Samphier, Mary	-	-	3	1	.	.
Sample, Agnes	York, Bishophill, B. S.	York	.	.	1	1
Sampson, Mary	York and Ripon, Diocesan Training, Ch. of Eng.	York	1	3	.	.
Samson, Sarah M.	Woodstock, Ch. of Eng.	Oxford	2	2	.	.
Sanderson, Annie	(Student, Cheltenham)	-	.	.	1	3
Sandilands, Agnes	-	-	3	1	.	.
Sandison, Jane	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	1
Sankey, Mary J.	Nottingham, St. Mary's, R.C.S.	Nottingham	.	.	1	2
Saull, Caroline	-	-	3	2	.	.
Saull, Mary A.	Poynton, Infants', Ch. of Eng.	Chester	3	2	.	.
Saunders, Elizabeth	Bradford, New Leeds, Ch. of Eng.	York	3	1	.	.
Saville, Sarah A.	Derby, All Saints', Ch. of Eng.	Derby	.	.	1	3
Sawers, Jessie	-	-	3	2	.	.
Sayers, Elizabeth	Enfield, Dock, Royal Ordnance, Ch. of Eng.	Middlesex	.	.	2	1
Schindler, Maria	(Student, Glasgow, G. A. Normal).	-	.	.	1	3
Schofield, Alice	Preston, St. Peter's, Ch. of Eng.	Lancaster	2	3	.	.
Schofield, Anne	-	-	3	1	.	.
Schofield, Jane	Preston, St. Mary's, Ch. of Eng.	Lancaster	2	3	.	.
Scholefield, Mary	Bradford, Stott Hill, Ch. of Eng.	York	3	3	.	.
Scholfield, Isabella	-	-	.	.	2	1
Schultze, Maria I.	Woodchurch, Ch. of Eng.	Tenterden	.	.	2	3
Schultze, Sarah L.	Fletching, Ch. of Eng.	Uckfield	.	.	2	3
Scott, Ann	Bury, Wes.	Lancaster	3	3	.	.
Scott, Elizabeth	(Student, Glasgow, F. C. Norm.)	-	.	.	1	3
Scott, Georgina L.	Aberdeen, John Knox's, F. C. S.	Aberdeen	3	1	.	.
Scott, Isabella	(Student, Edinburgh, F. C. Normal).	-	.	.	2	1
Scott, Jane	Birmingham, Church of the Saviour, B. S.	Warwick	3	1	.	.
Scott, Jane K.	Bristol, Red Cross Street, B.S.	Gloucester	2	2	.	.
Scott, Louisa	Borough Road, Model, B. S.	Surrey	2	1	2	1
Scott, Martha	Llanelly B. S.	Carmarthen	3	3	.	.
Scott, Sarah	-	-	.	.	1	2
Scully, Mary A.	North Shields, Union B. S.	Northumberland	3	2	.	.
Searle, Emily E.	Walsingham, Ch. of Eng.	Norfolk	3	2	.	.
Searle, Louisa	Shirley, P. S.	Hants	3	2	.	.
Sessions, Elizabeth	Mortlake, St. Mary Magdalene, R. C. S.	Surrey	3	1	.	.
Sharpe, Annie	Newhaven, Ch. of Eng.	Sussex	3	3	.	.

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Sharpe, Emma	(Student, Derby)	-	.	.	1	3
Shaw, Jessie G.	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	1
Shaw, Mary	Kirkburton, Ch. of Eng.	Huddersfield	.	.	2	1
Shaw, Mary A.	-	-	2	3	.	.
Shawcross, Fanny W.	Stretton, Ch. of Eng.	Chester	3	1	.	.
Shepard, Susannah	Paddington, All Saints, Ch. of Eng.	London	3	3	.	.
Shepherd, Cassandra	Nottingham, Trinity, Ch. of Eng.	Nottingham	3	1	.	.
Shepherd, Jessie	Alyth, Female, Epis.	Perth	3	2	.	.
Shepherd, Jessie	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	3
Shepherd, Lois S.	Paisley, Neilson's Educational Institution.	Renfrew	.	.	1	3
Shields, Anne	-	-	.	.	2	2
Shore, Ann	Shiffnal, Ch. of Eng.	Salop	.	.	1	3
Shore, Jane	Wolverhampton, St. Paul's, Ch. of Eng.	Stafford	3	2	.	.
Shurmur, Ann E.	Witton, Girls', Ch. of Eng.	Northwich	3	2	.	.
Shute, Matilda	Maidstone, All Saints', Ch. of Eng.	Kent	2	2	.	.
Sibson, Catherine	Vauxhall Walk, Wes.	London	3	1	.	.
Siddall, Mary	-	-	.	.	1	2
Sidgwick, Lydia	Aldersgate Ward and Packington S.	London	1	2	.	.
Siggs, Elizabeth A.	Lynn, St. John's, Ch. of Eng.	Norfolk	3	3	.	.
Sime, Catherine	Hill Side, Girls', F. C. S.	Montrose	3	1	.	.
Simmonds, Sarah A.	Hull, St. Stephen's, Ch. of Eng.	Hull	3	3	.	.
Simmonite, Mary A.	Weston, Ch. of Eng.	Sheffield	.	.	2	1
Simpson, Anne	Tothill Fields, St. Mary's, Ch. of Eng.	London	3	2	.	.
Simpson, Eleanor	Oxton, Ch. of Eng.	Great Neston	.	.	1	1
Simpson, Ellen	St. Austell, Ch. of Eng.	Cornwall	3	1	.	.
Simpson, Elizabeth	Montrose, Sess.	Forfar	.	.	1	2
Simpson, Frances	-	-	2	2	.	.
Simpson, Jane B.	-	-	3	3	.	.
Simpson, Mary	-	-	2	1	.	.
Simpson, Mary	Walham Green, Ch. of Eng.	-	3	3	.	.
Sims, Elizabeth	Verwood, Ch. of Eng.	Cranbourne	.	.	1	3
Sims, Sarah A.	Studley, St. John's, Ch. of Eng.	Trowbridge	.	.	1	3
Sinclair, Jemima	(Student, Edinburgh, F. C. Normal).	-	.	.	1	1
Sinclair, Margaret	South Shields, St. Stephen's, Ch. of Eng.	Durham	.	.	2	1
Sinclair, Margaret	Bridge of Earn, F. C. S.	Perth	.	.	2	1
Singleton, Janet	Bowdon, Ch. of Eng.	Altrincham	2	1	.	.
Sinton, Anne	St. Andrew's, Infants, Ch. of Scot.	Fife	3	1	.	.
Sintzenick, Eliza M.	St. Pancras, Ch. of Eng.	London	3	3	.	.
Sissling, Sibyl A.	Keighley, Ch. of Eng.	Bradford, York	.	.	1	2
Skinner, Caroline	Ticehurst, Ch. of Eng.	Hurst Green	.	.	2	3
Skyrme, Jane	Whitelands, Model, Ch. of Eng.	Chelsea	.	.	1	1
Sladen, Priscilla	Tenby, Infants'	Pembroke	.	.	1	2
Slater, Caroline	Manchester, St. John's, Ch. of Eng.	Lancaster	2	2	.	.
Slater, Caroline	West Bromwich, Ch. Ch., Ch. of Eng.	Stafford	.	.	1	3
Slesser, Isabella	Carriden, Girl's School	Linlithgow	.	.	1	1
Sly, Sarah	(Student, Whitelands)	-	.	.	1	2
Small, Elizabeth	Taunton, Central, Ch. of Eng.	Somerset	.	.	1	2
Small, Margaret	St. Cyrus', Stratton's Endowed, Ch. of Scot.	Kincardine	3	3	.	.
Smallcorn, Sarah	Bedminster, Ch. of Eng.	Bristol	3	1	.	.
Smallwood, Mary T.	Broadway, St. Marie's, R. C. S.	Evesham	3	2	.	.
Smart, Helen	Paisley, Neilson's Educational Institution.	Renfrew	3	1	.	.
Smart, Matilda E.	Heighington, Girls', Ch. of Eng.	Lincoln	2	3	.	.
Smedley, Margaret	Nottingham, St. John's, Ch. of Eng.	Nottingham	3	1	.	.
Smetham, Sarah (D)	-	-	2	2	.	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Smith, Ann	- - - -	- - -	3	3	.	.
Smith, Anne	Cromarty, F. C. S. - - -	Ross and Cromarty	2	1	.	.
Smith, Anne	(Left England) - - -	- - -	3	1	.	.
Smith, Agnes	Port Glasgow, Industrial -	Renfrew - -	.	.	1	3
Smith, Caroline	Silsoe, Ch. of Eng. - - -	Bedford - -	2	2	.	.
Smith, Catharine	Norham, Ch. of Eng. - -	Berwick-on-Tweed	.	.	2	3
Smith, Christina	(Student, Edinburgh, F. C. Normal).	- - -	.	.	1	3
Smith, Eliza	Brentford, B. S. - - -	Middlesex - -	3	1	.	.
Smith, Elizabeth	Bethnal Green, St. Jude's, Ch. of Eng.	London - -	3	3	.	.
Smith, Elizabeth	Isle of Wight, P. U. S. - -	Hants - - -	3	3	.	.
Smith, Elizabeth	Manchester, St. Matthew's, Ch. of Eng.	Lancaster - -	.	.	2	1
Smith, Elizabeth S.	Stirling, Infants, F. C. S. -	Stirling - -	3	1	.	.
Smith, Emma	(Student, Derby) - - -	- - -	.	.	1	2
Smith, Hannah	Hampstead, Par. - - -	Middlesex - -	.	.	2	2
Smith, Hannah W.	- - - - -	- - -	2	3	.	.
Smith, Isabella S.	Dunmow, B. S. - - -	Essex - - -	.	.	1	2
Smith, Jane	- - - - -	- - -	2	3	.	.
Smith, Jane	- - - - -	- - -	3	2	.	.
Smith, Jane	Edinburgh Original Ragged -	Edinburgh - -	.	.	1	3
Smith, Janet	Drymen, Industrial - -	Stirling - -	3	1	.	.
Smith, Jessie C.	(Student, Glasgow, F.C. Norm.)	- - -	.	.	1	3
Smith, Lillias C.	Inverary, Burgh - -	Argyll - - -	3	3	.	.
Smith, Margaret	Anderston, Burgh School of Industry, Ch. of Scot.	Glasgow - -	3	1	.	.
Smith, Margaret	Gogar, Female, Ch. of Scot. -	Edinburgh - -	2	1	.	.
Smith, Margaret	East Greenock, Epis. - -	Renfrew - -	2	1	.	.
Smith, Martha	(Student, Salisbury) - -	- - -	.	.	1	3
Smith, Mary	(Student, Borough Road) -	- - -	.	.	1	2
Smith, Mary A.	North Shields, Presbyterian -	Northumberland	3	2	.	.
Smith, Matilda	Chorlton-on-Medlock, St. Saviour's, Ch. of Eng.	Manchester - -	2	3	.	.
Smith, Rebecca J.	Westbury, Ch. of Eng. - -	Wilts - - -	2	2	2	1
Smith, Sarah	Chipping Norton, B. S. - -	Oxford - - -	2	3	.	.
Smith, Sarah	Lower Crumpsall, Ch. of Eng.	Lancaster - -	.	.	1	3
Smith, Sarah	(Student, Warrington) - -	- - -	.	.	1	1
Smith, Susan	(Student, Borough Road) -	- - -	.	.	1	3
Smyth, Hannah R.	- - - - -	- - -	3	2	.	.
Snape, Alice	Leeds, Little London, St. Matthew's, Ch. of Eng.	York - - -	3	1	.	.
Snow, Maria	Cheltenham, St. Mary's, Ch. of Eng.	Cheltenham - -	.	.	1	2
Snowden, Anne	(Student, Westminster, Wes.)	- - -	.	.	1	3
Solomon, Mary A.	Fressingfield, Ch. of Eng. -	Harleston - -	.	.	2	3
Souter, Frances	- - - - -	- - -	2	2	2	1
Southcott, Mary A.	Ipswich, St. Clement's, Ch. of Eng.	Suffolk - - -	3	1	.	.
Southern, Jane	Liverpool, Ch. Ch., Ch. of Eng.	Lancaster - -	.	.	2	1
Sowter, Emma	Glossop, Duke of Norfolk's, B. S.	Derby - - -	3	3	.	.
Sparrow, Maria	Chedgrave, Ch. of Eng. - -	Loddon - -	.	.	1	3
Speaight, Caroline	- - - - -	- - -	.	.	1	3
Speaight, Elizabeth	St. Marylebone, Central, Ch. of Eng.	London - -	1	3	.	.
Spedding, Alice	Leeds, St. Saviour's, Ch. of Eng.	York - - -	3	1	.	.
Spence, Catherine S.	(Student, Edinburgh, G. A. Normal.)	- - -	.	.	1	1
Spencer, Ann	Everton, Ch. Ch., Ch. of Eng.	Liverpool - -	3	3	.	.
Spencer, Harriett	Melksham, B. S. - - -	Wilts - - -	.	.	1	2
Spiers, Janet	Lochgelly, Est. Ch. - -	Fife - - -	3	2	.	.
Spink, Mary	Ripon, Cathedral, Ch. of Eng.	York - - -	2	2	.	.
Spracklin, Mary A.	(Student, Home and Colonial)	- - -	.	.	1	3
Spray, Eliza	Ipswich, St. Clement's and St. Helen's, Ch. of Eng.	Ipswich - -	.	.	1	1
Spreadbury, Eliz. S.	Salisbury, Ch. of Eng. - -	Wilts - - -	2	3	2	1
Spreadbury, Mary	Portland Prison, Officers' S.	Dorset - - -	3	3	.	.
Spriggs, Elizabeth	Southampton, All Saints', Ch. of Eng.	Hants - - -	2	3	.	.
Sproston, Anne	(Student, Whitelands) - -	- - -	.	.	1	3
Spurgeon, Maria	Taunton, Original Infant B.S.	Somerset - -	2	3	.	.
Squire, Mary E.	East St. Pancras, Ch. of Eng.	London - -	.	.	2	3
Stace, Mary A.	- - - - -	- - -	2	3	.	.

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Stacey, Caroline	- - - -	- - -	2	2	.	.
Stafford, Rosina	Ashton-in-Mackerfield, St. Oswald's, R. C. S.	Warrington	.	.	1	2
Staines, Elizabeth F.	- - - -	- - -	3	3	.	.
Stammer, Alice	Brighton, Practising, Infants, Ch. of Eng.	Sussex	3	3	2	1
Stammer, Theresa	Brighton, Training, Ch. of Eng.	Sussex	1	3	.	.
Standley, Annie	- - - -	- - -	.	.	1	2
Stanton, Ellen	Northampton, St. Giles, Ch. of Eng.	Northampton	3	1	.	.
Starling, Mary A. C.	Norwich, Octagon Chapel S.	Norfolk	2	2	.	.
Steddy, Emma	- - - -	- - -	3	3	.	.
Steel, Eliza	Stockingford, Ch. of Eng.	Nuneaton	.	.	1	3
Steele, Catherine	Darlington, B. S.	Durham	3	3	.	.
Steele, Helen	Edinburgh, Pleasance, Territorial.	Edinburgh	3	1	.	.
Steer, Mary	(Student, Cheltenham)	- - -	.	.	1	3
Steggall, Elizabeth	Bloomsbury, Par., Ch. of Eng.	London	2	3	.	.
Stephen, Eliza	(Student, Edinburgh, F. C. Normal.)	- - -	.	.	1	3
Steven, Jane	(Student, Glasgow, G. A. Norm.)	- - -	.	.	1	1
Stevens, Eliza	Alton, Ch. of Eng.	Hants	.	.	2	2
Stevens, Elizabeth	- - - -	- - -	3	2	.	.
Stevens, Hannah	Kemptown, St. Mark's, Ch. of Eng.	Brighton	3	3	.	.
Stevens, Jane	Wytham, Ch. of Eng.	Oxford	.	.	2	1
Stevens, Maria	(Student, Home and Colonial)	- - -	.	.	1	2
Stevens, Mary A.	Exeter, Ch. of Eng.	Devon	.	.	2	1
Stevenson, Janet	Glasgow, G. A. Practising	Lanark	.	.	1	2
Stevenson, Rebecca	- - - -	- - -	3	2	.	.
Stewart, Jane	Salen, Female Industrial	Argyll	3	1	.	.
Stewart, Janet	(Student, Glasgow, G. A. Norm.)	- - -	.	.	1	3
Stiff, Margaret J.	Reading, St. Giles', Ch. of Eng.	Berks	3	3	.	.
Stirk, Sophia M.	Leeds, St. George, Ch. of Eng.	York	3	2	.	.
Stocker, Elizabeth M.	Birmingham, St. Philip's, R.C.S.	Warwick	2	1	.	.
Stocker, Mary	Tooting, Ch. of Eng.	Surrey	3	2	.	.
Stocks, Louisa D.	(Left England)	- - -	3	3	.	.
Stocks, Mary A.	Earls Shilton, Ch. of Eng.	Leicester	.	.	2	3
Stockwell, Jane	Melksham, Ch. of Eng.	Wilts	.	.	2	1
Stockwell, Rebeeca	Westbourne S.	London	3	2	.	.
Stoker, Elizabeth	Northampton, St. Catherine's, Ch. of Eng.	Northampton	2	3	.	.
Stokes, Anne	Chapel Hill and Tintern Parva, Ch. of Eng.	Chepstow	.	.	2	2
Stokes, Elizabeth	- - - -	- - -	2	3	.	.
Stothard, Sophia S.	Brighton, Ch. Ch., Ch. of Eng.	Sussex	2	1	.	.
Stowell, Rachel	- - - -	- - -	2	1	.	.
Strachan, Agnes	Renton, G. A. S.	Dumbarton	3	2	.	.
Strachan, Eve S.	(Student, Edinburgh, G. A. Normal.)	- - -	.	.	1	1
Street, Emma	- - - -	- - -	3	2	.	.
Street, Marian	Chelmsford, Victoria, Ch. of Eng.	Essex	1	3	.	.
Stretton, Mary A.	- - - -	- - -	3	1	.	.
Strickland, Eliz. C.	Melsonby, Wes.	Pocklington	.	.	2	3
Stripp, Ellen	Aylesford, Ch. of Eng.	Kent	2	2	.	.
Stroud, Mary	Stapleford, Ch. of Eng.	Wilton	3	3	.	.
Struthers, Margaret	- - - -	- - -	3	1	.	.
Strutt, Martha	Edensor, Ch. of Eng.	Bakewell	1	3	.	.
Stuckbury, Dinah	- - - -	- - -	3	3	.	.
Stutter, Frances	Cambridge, St. Paul's, Ch. of Eng.	Cambridge	3	2	.	.
Styche, Susanna	Cradley, Girls, Ch. of Eng.	Malvern	2	1	.	.
Suffolk, Helen	- - - -	- - -	3	3	.	.
Sully, Jane	Croydon, Archbishop Tenison's.	Surrey	3	3	.	.
Summers, Anne	Hucclecote, Ch. of Eng.	Gloucester	.	.	1	3
Summers, Kezia	Offchurch, Lady Guernsey's S.	Warwick	.	.	1	3
Sunderland, Thirza	Oakworth, Ch. of Eng.	Keighley	.	.	1	2
Sunley, Sarah	- - - -	- - -	3	3	.	.
Sunter, Rebecca	Home and Colonial, Training, Ch. of Eng.	London	1	2	.	.
Sutherland, Eliza	- - - -	- - -	3	3	.	.
Sutherland, Jane	- - - -	- - -	3	1	2	2

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Sutherland, Margaret	- - - -	- - -	1	3	.	.
Sweatman, Amelia S.	(Student, Salisbury) - -	- - -	.	.	1	2
Sweeney, Rebecca -	Edinburgh, St. Catherine's, R. C. S.	Edinburgh - -	.	.	1	1
Sykes, Anne - -	Ackworth, Ch. of Eng. - -	York - -	3	2	.	.
Sykes, Harriet - -	- - - -	- - -	3	1	.	.
Tait, Euphemia S. -	Ryecroft, B. S. - - - -	Ashton-under-Lyne	2	3	.	.
Talmedge, Ann E. -	Farringdon Street, Harp Alley, B. S.	London - -	.	.	1	2
Tanner, Jane E. -	King Cross, St. Paul's, Ch. of Eng.	Halifax - -	3	1	.	.
Tate, Hannah L. -	St. Helier's, St. Mark's, Ch. of Eng.	Jersey - - -	3	3	.	.
Tatlock, Eliza - -	Wordsley, Ch. of Eng. - -	Dudley - - -	.	.	1	2
Tayler, Sophia - -	Stepney, Redman's Row, Ch. of Eng. (Infant.)	Middlesex - -	2	3	2	1
Taylor, Agnes - -	Jarrow, Chemical Company's B. S.	Durham - -	3	2	.	.
Taylor, Alice - -	Wicker, Holy Trinity, Ch. of Eng.	Sheffield - -	2	1	.	.
Taylor, Alicia S. -	Petersfield, Ch. of Eng. - -	Hants - - -	2	2	.	.
Taylor, Annie W. -	Didsbury, Endowed, Ch. of Eng.	Stockport - -	2	1	.	.
Taylor, Catherine A.	Scarborough, Ch. of Eng. -	York - -	3	3	.	.
Taylor, Elizabeth -	Ingrow, St. John's, Ch. of Eng.	Keighley - -	.	.	1	2
Taylor, Emma - -	(Student, Whitelands) - -	- - -	.	.	1	2
Taylor, Esther - -	Carlisle, Central, Ch. of Eng. -	Cumberland -	2	1	.	.
Taylor, Lucy - -	Coventry, Trinity, Ch. of Eng.	Warwick - -	3	2	.	.
Taylor, Margaret -	Edinburgh, St. Paul's, District, F. C. S.	Edinburgh - -	3	3	.	.
Taylor, Margaret -	Edinburgh, Free, St. Paul's District.	Edinburgh - -	2	2	.	.
Taylor, Maria - -	- - - -	- - -	2	1	.	.
Taylor, Marion M. -	Kirkpatrick, Durham P. S. -	Kirkcudbright -	.	.	1	3
Taylor, Sarah - -	Gosport, St. Matthew's, Ch. of Eng.	Hants - -	3	1	.	.
Taylor, Sarah - -	Birmingham, Hurst Street, Domestic Mission.	Warwick - -	3	1	.	.
Taylor, Sarah - -	Hull, Holderness Ward, B. S.	York - - -	1	3	.	.
Taylor, Violet -	(Student, Edinburgh, F. C. Normal.)	- - -	.	.	2	1
Teague, Annitta -	Smethwick, Chance's, Ch. of Eng.	Birmingham -	3	2	.	.
Teague, Margarita -	Halsall, Ch. of Eng. - -	Ormskirk - -	2	3	.	.
Teare, Mary A. -	- - - -	- - -	2	1	.	.
Tedman, Agnes -	(Student, Whitelands) - -	- - -	.	.	1	2
Tee, Elizabeth A. -	Beccles, Ch. of Eng. - -	Suffolk - - -	2	2	.	.
Teeling, Elizabeth -	- - - -	- - -	.	.	2	2
Teeton, Elizabeth -	Liverpool, St. John's, Ch. of Eng.	Lancaster - -	.	.	2	2
Temple, Charlotte -	Faversham, Central, Ch. of Eng.	Kent - - -	1	3	.	.
Temple, Elizabeth -	Weston, Ch. of Eng. - -	Bath - - -	.	.	2	2
Templeton, Jane -	Kilmarnock, Free, High Ch. -	Ayr - - -	.	.	1	1
Tenison, Elizabeth -	- - - -	- - -	3	1	.	.
Tennant, Harriet -	Alverstoke, Ch. of Eng. - -	Gosport - -	.	.	2	2
Tennant, Mary A. -	Great Marlow, Ch. of Eng. -	Buckingham -	3	3	.	.
Tennison, Louisa -	Bristol, Benevolent Society of St. James' and St. Paul's, Ch. of Eng.	Gloucester - -	2	2	.	.
Thear, Charlotte -	Selby, Grey Coat, Girls', Ch. of Eng.	York - - -	.	.	1	3
Thear, Mary - -	Whitelands, Practising, Ch. of Eng.	Chelsea - - -	1	2	.	.
Thewlis, Elizabeth -	Altcar, Ch. of Eng. - - -	Ormskirk - -	2	2	.	.
Thomas, Eliza J. -	(Student, Salisbury) - -	- - -	.	.	1	3
Thomas, Frances -	Elsecar, Infants, Ch. of Eng. -	Barnsley - -	3	3	.	.
Thomas, Isabella -	Dukinfield, St. John's, Ch. of Eng.	Stockport - -	2	2	.	.
Thomas, Jane - -	Birmingham, St. Paul's, Ch. of Eng.	Warwick - -	.	.	2	2
Thompson, Anne -	Cheltenham, Practising.	Cheltenham - -	.	.	2	2
Thompson, Anne -	Sunderland, St. Mary's, R.C.S.	Durham - -	.	.	1	2
Thompson, Elizabeth	(Student, Cheltenham) - -	- - -	.	.	1	3

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class Year.
Thompson, Henrietta	(Student, Warrington)	-	.	.	1
Thompson, Sarah A.	Banbury, Ch. of Eng.	Oxford	2	2	.
Thomson, Isabella	Dalkeith, Sessional	Edinburgh	3	1	.
Thomson, Margaret	Blairgowrie, St. Catherine's, Epis.	Perth	2	2	.
Thomson, Mary A.	-	-	3	1	.
Thorn, Jane	-	-	2	3	.
Thorne, Harriet	Bristol, and Gloucester and Oxford, Practising S.	Bristol	.	.	2
Thornton, Margaret E.	-	-	2	3	.
Thornton, Mary	-	-	.	.	2
Thorp, Sarah	South Audley Street, Grosvenor Chapel, Ch. of Eng.	London	3	1	.
Thorpe, Sarah	Castleton-Moor, B. S.	Lancaster	.	.	2
Thurlow, Emma	(Student, Bishop Stortford)	-	.	.	1
Thwaites, Ellen	Leicester, St. Margaret's, Ch. of Eng.	Leicester	3	1	.
Tillett, Amelia	Hoxton, St. John's, Ch. of Eng.	London	3	1	.
Tilly, Rebecca	Faversham, B. S.	Kent	3	3	.
Tims, Jane M.	Tenterden, B. S.	Kent	3	2	.
Tindale, Anne	-	-	3	1	.
Tingle, Mary	Dodworth, Girls', Ch. of Eng.	Barnsley	.	.	1
Tinker, Maria	-	-	3	1	.
Tinkler, Emily E.	West Hackney, Ch. of Eng.	Middlesex	3	2	.
Tipper, Anne	Lyncombe and Widcombe, P.S.	Somerset	.	.	1
Titley, Mary J.	Castle Combe, Ch. of Eng.	Chippenham	2	3	.
Titterton, Mary	(Student, Cheltenham)	-	.	.	1
Toby, Emma	Hull, St. James', Ch. of Eng.	York	3	1	.
Tod, Euphemia	(Student, Edinburgh, G. A. Normal.)	-	.	.	2
Todd, Amelia P.	Bristol, St. Augustine's, Ch. of Eng.	Bristol	3	2	.
Todd, Cecilia	Glasgow, St. George's (City Road), F. C. S.	Lanark	3	2	.
Todd, Isabella	Dundee, St. John's Sess.	Forfar	2	2	.
Tomes, Hannah M.	-	-	2	3	.
Tomlinson, Anne	-	-	2	2	.
Tomlinson, Mary F.	(Student Cheltenham)	-	.	.	1
Tomlison, Ann	Bury, Holy Trinity, Ch. of Eng.	Lancaster	3	3	.
Tomlison, Jane	Bury, Holy Trinity, Ch. of Eng.	Lancaster	3	3	.
Torkington, Sarah J.	Little Bolton, All Saints', Ch. of Eng.	Lancaster	3	3	.
Torpey, Mary	Hazlewood, R. C. S.	Driffield	.	.	1
Tough, Ann	Carnoustie, F. C. S.	Forfar	3	3	.
Tovell, Hannah	Bethnal Green, Abbey St., B.S.	Middlesex	3	1	.
Tower, Eliza	Fox and Knot Court, B. S.	Red Lion Square, London.	2	3	.
Town, Annie	Strood, Ch. of Eng.	Rochester	3	3	.
Trayt, Thirza	Marylebone, Ch. Ch., Ch. of Eng.	London	1	3	.
Tregenza, Sarah	Pool, Ch. of Eng.	Truro	1	3	.
Trinder, Emma	Hulme, St. John the Baptist's, Ch. of Eng.	Manchester	1	2	.
Trix, Sarah W.	Stoke Climsland, Ch. of Eng.	Callington	.	.	1
Trobridge, Eliz. H.	(Student, Cheltenham)	-	.	.	1
Truelove, Mary A.	(Student, Home and Colonial)	-	.	.	1
Tunkin, Jane	Lisson Grove, St. Paul's, Bentinck S.	London	.	.	2
Turner, Annie	Hammersmith, St. Peter's, Ch. of Eng.	London	2	3	.
Turner, Letitia	Bexley Heath, Ch. of Eng.	Dartford	3	3	.
Turner, Rebecca A.	-	-	2	2	.
Turner, Sarah	Bath, Octagon Chapel, Ch. of Eng.	Somerset	3	3	.
Turner, Susan	Scropton, Ch. of Eng.	Derby	2	3	.
Twinch, Sarah	Greenwich, Trinity, Ch. of Eng.	Kent	3	3	.
Twysden, Elizabeth	Ramsgate, Ch. Ch., Ch. of Eng.	Kent	.	.	1
Tye, Jane A.	Norton-in-the-Moors, Ch. of Eng.	Newcastle-under-Lyne	3	2	.
Tyldsley, Margaret	Bolton-le-Moors, Emanuel, Ch. of Eng.	Lancaster	2	2	.
Ullyett, Mary A.	Datchet, Ch. of Eng.	Slough	3	2	.

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Underwood, Anne	Northampton, All Saints', Ch. of Eng.	Northampton	2	1	.	.
Underwood, Eliz.	Watermoor, Trinity, Ch. of Eng.	Cirencester	.	.	2	2
Upright, Emily S.	(Student, Westminster, Wes.)	- - -	.	.	1	3
Urmson, Betsey	Widnes Docks, Ch. of Eng.	Warrington	.	.	2	2
Urquhart, Christian	Fraserburgh, St. Peter's, Epis.	Aberdeen	.	.	1	3
Usher, Jane	- - - -	- - -	3	2	.	.
Utber, Diana E.	- - - -	- - -	3	1	.	.
Vallence, Grace A. C.	Edinburgh, Fountain Bridge, F. C. S.	Edinburgh	2	3	.	.
Vary, Mary	- - - -	- - -	3	2	.	.
Vass, Harriet	Oldbury, Messrs. Chance's	Birmingham	.	.	1	3
Veal, Emily B.	Tonbridge Wells, P. S.	Kent	3	1	.	.
Ventham, Mary	Leominster, B. S.	Hereford	.	.	1	3
Vernon, Anne	Montrose, St. Mary's, Epis.	Forfar	.	.	2	2
Verral, Charlotte	Liverpool, St. Martin's, Ch. of Eng.	Liverpool	3	3	.	.
Vial, Evelina E.	Holborn, St. Andrew's, Trinity District, Ch. of Eng.	London	3	3	.	.
Vick, Mary	Alton, Ch. of Eng.	Hants	3	3	.	.
Vickery, Euphemia N.	Crawley, P. S.	Winchester	.	.	1	2
Vincent, Rosetta	Bemerton, Ch. of Eng.	Salisbury	3	3	.	.
Viney, Ellen	Beaminster, Ch. of Eng.	Dorset	.	.	2	1
Virgo, Elizabeth	Tiverton, Elmore, B. S.	Devon	3	1	.	.
Vivian, Susanna	Bath, Lyncombe, St. Mark's, Infants', Ch. of Eng.	Somerset	3	2	.	.
Waddell, Isabella B.	Carlisle, B. S.	Cumberland	3	1	.	.
Waddie, Lilias	Hull, St. Mark's, Ch. of Eng.	York	3	2	.	.
Wade, Frances M.	Salford, Ch. Ch., Ch. of Eng.	Manchester	3	1	.	.
Wade, Mary Anne	St. John's Wood, St. John's, Ch. of Eng.	London	2	1	.	.
Wade, Mary Ann	Salford, Ch. Ch., Infants', Ch. of Eng.	Manchester	3	1	.	.
Wade, Sarah	Limehouse, St. Ann's, Ch. of Eng.	London	2	3	.	.
Waite, Anne	Swindon, Infants'	Wilts	.	.	2	3
Waite, Elizabeth	Tunstall, Ch. of Eng.	Stafford	.	.	2	3
Wales, Martha J.	Ewell, Ch. of Eng.	Surrey	2	3	.	.
Walker, Annabella	- - - -	- -	3	3	.	.
Walker, Anna R.	Farnham, Ch. of Eng.	Surrey	3	3	.	.
Walker, Emma	Lambeth, St. Thomas', Ch. of Eng.	Surrey	.	.	1	3
Walker, Georgina	Edinburgh, St. Columba's Epis.	Edinburgh	.	.	1	3
Walker, Jessie	Wakefield, All Saints, Ch. of Eng.	York	.	.	2	3
Walker, Margaret	- - - -	- - -	2	1	.	.
Walker, Martha A.	Silverdale, Ch. of Eng.	Newcastle-under-Lyne.	.	.	2	3
Walker, Martha A.	(Student, Whitelands)	- - -	.	.	1	3
Walker, Mary	Holywell, Ch. of Eng.	Flint	.	.	1	3
Wallace, Elizabeth	- - - -	- - -	3	2	.	.
Wallace, Jane	Beith, Estab. Ch., Female Industrial.	Ayr	.	.	2	1
Wallace, Mary	(Student, Bishop Stortford.)	- - -	.	.	2	2
Wallington, Esther L.	Henfield, Infant, Ch. of Eng.	Sussex	3	3	.	.
Wallis, Lucy	Liverpool R. C. Training S.	Lancaster	.	.	1	2
Walsh, Eleanor	Manchester, St. John's, Ch. of Eng.	Lancaster	3	3	.	.
Walton, Hannah E.	(Student, Whitelands)	- - -	.	.	1	2
Walton, Mary	Ilkeston B. S.	Nottingham	2	3	.	.
Wannop, Jane	- - - -	- - -	3	3	.	.
Ward, Matilda M.	Chewstoke, Free, Ch. of Eng.	Bristol	3	1	.	.
Warde, Sarah	Newbold-on-Stour, Ch. of Eng.	Worcester	3	2	.	.
Wardell, Caroline M.	Liverpool, Holy Cross, R.C.S.	Lancaster	.	.	1	2
Warming, Louisa S.	Huntingdon, Girls', Ch. of Eng.	Huntingdon	2	2	.	.
Warner, Anne	Stalbridge, Ch. of Eng.	Shaftesbury	3	3	.	.
Warren, Eliza	Camborne Town, Ch. of Eng.	Cornwall	.	.	1	3
Warriner, Ann	Longsight, St. John's, Ch. of Eng.	Manchester	3	1	.	.
Warrington, Mary L.	Southwell, Ch. of Eng.	Nottingham	2	1	.	.
Warry, Mary	Minchinhampton, Ch. of Eng.	Gloucester	3	2	.	.

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. Class.	Certificate. Division.	Class. Year.	Class. Class.
Watkin, Sarah	Church Oakley, Ch. of Eng.	Basingstoke	.	.	1	3
Watts, Mary A.	Plymouth, Ch. Ch., Ch. of Eng.	Devon	.	.	1	3
Watson, Ann S.	Borough Road, Training	Surrey	2	2	.	.
Watson, Elizabeth	Bacup, Wes.	Lancaster	3	1	.	.
Watson, Eleanor	Dursley, Ch. of Eng.	Gloucester	2	3	.	.
Watson, Flora	Durham, St. Oswald's, Ch. of Eng.	Durham	2	3	.	.
Watson, Harriet	Leigh, Ch. of Eng.	Rochford	3	3	2	1
Watson, Isabella	-	-	3	2	.	.
Watson, Isabella	Househill Endowed	Renfrew	2	3	.	.
Watson, Jane	-	-	3	3	.	.
Watson, Mary H.	-	-	2	3	.	.
Watt, Ann E.	Birdbrook, Ch. of Eng.	Halstead	.	.	1	3
Watt, Jane G.	Castle Eden, Ch. of Eng.	Durham	.	.	2	2
Watts, Mary A.	Stanford Rivers, Ch. of Eng.	Romford	.	.	2	2
Watters, Emma E.	-	-	2	1	.	.
Waugh, Isabella	-	-	2	3	.	.
Weaver, Jane	-	-	3	2	.	.
Webb, Catherine	-	-	2	2	.	.
Webb, Jane	Marlborough, St. Mary's, Ch. of Eng.	Wilts	2	3	.	.
Webb, Jane E.	-	-	.	.	1	1
Webber, Elizabeth	-	-	3	2	.	.
Webber, Jane	Widcombe, Infants', P. S.	Bath	.	.	2	3
Webster, Agnes	Aberdeen, West. Par. Sess.	Aberdeen	3	1	.	.
Webster, Anne	Alvah Linhead, Girls', Ch. of Scot.	Banff	2	3	.	.
Webster, Alice	Southport, Trinity, Ch. of Eng.	Lancaster	3	3	2	1
Webster, Catherine	Roberton, F. C. S.	Lanark	3	2	.	.
Webster, Hannah	-	-	.	.	2	3
Weeks, Mary A.	(Student, Whitelands)	-	.	.	1	2
Weeks, Rhoda J.	(Student, Whitelands)	-	.	.	1	3
Weir, Barbara	Linlithgow, F.C.S.	Linlithgow	2	2	.	.
Weldon, Eliza M.	Liverpool, Mount Vernon, St. Thomas, R.C.S.	Lancaster	.	.	1	3
Wells, Mary A.	Reigate, Infants', Ch. of Eng.	Surry	.	.	2	1
Wemyss, Catherine K.	-	-	3	1	.	.
Wemyss, Cath. Kerr	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	3
West, Fanny	Sutton Valence (United), Ch. of Eng.	Maidstone	.	.	1	3
Westley, Sarah C.	Marlborough, St. Peter's, Ch. of Eng.	Wilts	2	3	.	.
Wheeler, Eliza	Lymm, Ch. of Eng.	Warrington	3	3	.	.
Wheeler, Eliza	(Student, Whitelands)	-	.	.	1	3
Wheeler, Maria	Croydon, Girls', Ch. of Eng.	Surrey	.	.	2	1
Whitaker, Marianne	Bilston, St. Joseph's, R.C.S.	Stafford	.	.	1	2
White, Agnes J.	Hendon, St. Paul's, Ch. of Eng.	Bishop Wearmouth	2	3	.	.
White, Charlotte	Portsmouth, Ch. of Eng.	Hants	3	3	.	.
White, Elizabeth A.	-	-	2	2	.	.
White, Frances	Eastwood, Ch. of Eng.	Nottingham	3	1	.	.
White, Harriet	-	-	3	2	.	.
White, Kate	Stepney, Trinity, Ch. of Eng.	Middlesex	3	1	.	.
White, Margaret A.	Deptford, St. Andrew's, Ch. of Eng.	Bishop Wearmouth	.	.	1	3
White, Mary A.	St. Helen's, Ch. of Eng.	Lancaster	3	1	.	.
White, Rachel	Edinburgh, Dean, Free Chalmers'	Edinburgh	2	3	.	.
White, Sarah	-	-	3	2	.	.
White, Sarah	Stepney, Trinity, Infants', Ch. of Eng.	Middlesex	3	2	.	.
Whitehead, Sophia	(Student, Bishop Stortford)	-	.	.	1	3
Whiteley, Elizabeth	Wolsingham, Ch. of Eng.	Durham	3	1	.	.
Whitelock, Rebecca	-	-	3	1	.	.
Whitfield, Fanny	Oswestry, Ch. of Eng.	Salop	2	2	.	.
Whitham, Betsey	-	-	.	.	1	2
Whitlock, Ann M.	Chawton, Ch. of Eng.	Alton	3	3	.	.
Whyte, Agnes	-	-	2	3	.	.
Whyte, Christina L.	-	-	3	3	.	.
Whyte, Isabella	Deskford, F. C. S.	Banff	3	3	.	.
Whyte, Margaret P.	Edinburgh, St. John St. Indust.	Edinburgh	3	1	2	3
Widgery, Emma	-	-	3	1	.	.
Wiggins, Mary R.	Rochester Training	Bishop Stortford	2	2	2	1

MISTRESSES

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Wilby, Eliza F.	Chelsea, Upper Trinity, Infants', Ch. of Eng.	London	2	3	.	.
Wilcock, Emma	(Student, Cheltenham)	-	.	.	1	2
Wilcockson, Mary F.	Ince, Ch. of Eng.	Wigan	3	3	.	.
Wilde, Anne	Hyson Green, St. Paul's, Ch. of Eng.	Nottingham	.	.	2	3
Wilford, Frances	Barkestone, Ch. of Eng.	Melton Mowbray	3	3	.	.
Wilkins, Elizabeth	West Bromwich, St. James' Ch. of Eng,	Stafford	2	2	.	.
Wilkins, Eliza A.	-	-	.	.	2	3
Wilkins, Louisa	Stockwell, St. Michael's, Ch. of Eng.	Surrey	1	3	.	.
Wilkins, Mary A.	Stepney, St. Peter's, Ch. of Eng.	Middlesex	2	1	.	.
Wilkinson, Emma A.	Salford, Model, Ch. of Eng.	Manchester	2	2	.	.
Wilkinson, Harriet B.	Lincoln's Inn Fields, Great Queen St., Wes.	London	3	1	.	.
Wilkinson, Jane	Doncaster, Ch. of Eng.	Doncaster	2	2	.	.
Wilks, Elizabeth	Bath, Weymouth House, Ch. of Eng.	Bath	3	2	.	.
Willans, Mary	West Bromwich, Hill Top, Wes.	Stafford	.	.	1	3
Williams, Annie	Cheltenham, St. Paul's, Ch. of Eng.	Gloucester	2	1	.	.
Williams, Ann	Chelsea, Park Chapel, Ch. of Eng.	London	1	3	.	.
Williams, Delia	Canterbury, St. Mildred's, Ch. of Eng.	Kent	.	.	2	2
Williams, Gertrude A.	Saffron Hill, St. Peter's, Ch. of Eng.	London	3	2	.	.
Williams, Martha E.	(Student, Bishop Stortford)	-	.	.	1	3
Williams, Rosetta	South Hackney Charity, Ch. of Eng.	London	2	3	.	.
Williams, Sarah	Bromley, St. Leonard's, Ch. of Eng.	Middlesex	3	3	.	.
Williamson, Eliza	-	-	3	2	.	.
Williamson, Harriet	Burnley, Ch. of Eng.	Lancaster	.	.	1	3
Williamson, Mary	-	-	3	3	.	.
Willis, Maria	Woolwich, Ch. of Eng.	Kent	.	.	2	3
Willson, Harriet A.	Mold, Infants', Ch. of Eng.	Flint	3	2	.	.
Willmer, Mary A.	Lee, Infants', Ch. of Eng.	Kent	3	3	.	.
Willmot, Mary A.	-	-	3	1	.	.
Wilmot, Henrietta S.	Holborn, St. Andrew's, Ch. of Eng.	London	2	1	.	.
Wilmot, Susannah	Chelmsford, Victoria, Ch. of Eng.	Essex	.	.	1	2
Wilson, Caroline B.	-	-	3	1	.	.
Wilson, Elizabeth	-	-	3	2	.	.
Wilson, Elizabeth	-	-	3	1	.	.
Wilson, Jane A.	Inverness, The Bishop's S.	Inverness	2	1	.	.
Wilson, Mary	(Student, Glasgow, F. C. Normal.)	-	.	.	1	2
			3	3	.	.
Wilson, Mary	Pontefract, Ch. of Eng.	York	2	3	.	.
Wilson, Margaret	Monikie, Female, F. C. S.	Forfar	2	2	.	.
Wilson, Margaret	-	-	-	-	-	-
Wilton, Catherine D.	Ecclefechan, Inft. and Indust.	Dumfries	3	3	.	.
Winch, Mary	(Student, Bishop Stortford)	-	.	.	1	2
Windsor, Elizabeth	Bristol and Gloucester and Oxford, Training.	Bristol	.	.	2	1
Winstanley, Susanna	Preston, St. Paul's, Ch. of Eng.	Lancaster	3	1	.	.
Winter, Isabella	Accrington, Wes.	Blackburn	.	.	1	3
Winter, Jane	Notting Hill, St. John's, Ch. of Eng.	London	.	.	2	2
Winter, Rose H.	Douglas, St. George's, Ch. of Eng.	Isle of Man	3	2	.	.
Wise, Mary A.	West Ham and Stratford, B.S.	London	.	.	1	3
Withers, Sarah	Crowan, Ch. of Eng.	Camborne	.	.	2	1
Woehrle, Helen	Ipswich, St. Peter's, Ch. of Eng.	Suffolk	3	3	.	.
Wood, Ann	Shelton, Ch. of Eng.	Newcastle-under-Lyne.	3	1	.	.
Wood, Ann	Milton, Ch. Ch., Ch. of Eng.	Gravesend	.	.	1	3
Wood, Elizabeth	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	3
Wood, Helen	Kingswinford, St. Mary's, Ch. of Eng.	Stafford	3	2	.	.

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		Class.	
			Class.	Division.	Year.	Class.
Wood, Jane	Wolverhampton, St. Paul's, Infants', Ch. of Eng.	Stafford	3	3	.	.
Wood, Maria	-	-	3	3	.	.
Wood, Mary	Romsey, Ch. of Eng.	Hants	.	.	1	2
Wood, Sophia	London, St. Sepulchre's, P.S.	Middlesex	.	.	1	2
Woodhouse, Ellen	(Student, Cheltenham)	-	.	.	1	3
Woodhouse, Jane	Crewe, Infants', Ch. of Eng.	Chester	.	.	1	3
Woods, Anne	(Student, Warrington)	-	.	.	1	3
Woods, Harriette	Ashwicken and Leziate, Ch. of Eng.	Lynn	.	.	1	2
Woods, Sarah	Hyde, St. Bartholomew's, Ch. of Eng.	Ringwood	3	1	.	.
Woodward, Juliet	-	-	3	1	.	.
Wooler, Hannah	Comberton, Ch. of Eng.	Caxton	3	3	.	.
Woolford, Elizabeth	-	-	3	1	.	.
Woolley, Mary A.	Lamborne, Wes.	Berks	3	3	.	.
Worboys, Sophia	Tebworth, Ch. of Eng.	Bedford	.	.	1	3
Worral, Elizabeth	Warrington, P. S.	Warrington	3	3	.	.
Wray, Jane	Brimscombe, Ch. of Eng.	Stroud	.	.	1	2
Wrench, Emily	Hastings, St. Clement's and All Saints', Ch. of Eng.	Sussex	1	3	.	.
Wright, Christina	-	-	3	3	.	.
Wright, Eliza	Sellinge, Ch. of Eng.	Ashford	.	.	1	3
Wright, Emily A.	Walsall, St. Mary's, R.C.S.	Stafford	.	.	1	2
Wright, Frances	-	-	3	2	.	.
Wright, Fanny H.	-	-	3	3	.	.
Wright, Harriet	Cainscross, Ch. of Eng.	Stroud	3	1	.	.
Wright, Mary	Flockhouse, F. C. S.	Fife	3	1	.	.
Wright, Mary J.	(Student, Cheltenham)	-	.	.	1	1
Wright, Susannah	Tutbury, Ch. of Eng.	Burton-on-Trent	.	.	1	3
Wyatt, Harriet	Netherbury, Ch. of Eng.	Beaminster	2	1	.	.
Wylde, Sarah A.	-	-	3	3	.	.
Wylie, Christina	-	-	2	1	.	.
Wyllie, Margaret	(Student, Glasgow, G.A. Norm.)	-	.	.	1	1
Wynn, Sarah	Bridlington, Infants', Ch. of Eng.	York	3	1	.	.
Wyver, Hester A.	Tarrant Hinton, Ch. of Eng.	Blandford	.	.	1	3
Yaxley, Mary A.	(Student, Salisbury)	-	.	.	1	2
Yelland, Mary A.	-	-	.	.	1	1
Yeoman, Helen	Brampton, Ch. of Eng.	Huntingdon	.	.	1	3
York, Anne	Lambeth Chapel, Wes.	Surrey	3	2	.	.
Young, Catherine	Ledbury, Ch. of Eng.	Hereford	3	2	.	.
Young, Elizabeth	Renfrew, Old Burgh Female, Ch. of Scot.	Renfrew	3	1	.	.
Young, Jane	Selmeston, Ch. of Eng.	Lewes	.	.	1	3
Young, Mary	-	-	3	2	2	2
Young, Mary	Student, Glasgow, F.C. Norm.)	-	.	.	1	2
Young, Mary A.	(Student, Edinburgh, G. A. Normal.)	-	.	.	1	3
Young, Martha M.	Forest Gate, Ch. of Eng.	Essex	3	2	.	.
Younger, Jane	Habergham, All Saints', Infants', Ch. of Eng.	Lancaster	2	3	.	.
Youngson, Eliza	-	-	3	3	.	.
Yule, Elizabeth W.	(Student, Edinburgh, F. C. Normal.)	-	.	.	1	1

INFANT SCHOOL TEACHERS CERTIFICATED UNDER MINUTE OF 29 APRIL 1854.

Name of Teacher.	Name of School.	Post Town or County.	Class.
Barclay, Barbara	Heywood, Queen Street, Infant, Wes.	Bury	1
Broadway, Mary A.	- - -	- - -	1
Brough, Eliza R.	- - -	- - -	1
Buck, Ayah S.	Liverpool, Edge Hill, St. Mary's, Ch. of Eng.	Lancaster	1
Chapman, Sarah C.	Rochester, St. Nicholas, Ch. of Eng.	Kent	1
Cleaver, Elizabeth M.	Oakham, Ch. of Eng. - - -	Rutland	1
Coulston, Elizabeth	Brighton, Spa Street and Egremont Street Ragged S.	Sussex	1
Dovey, Hephzibah	Llanelly, B. S. - - -	Carmarthen	1
Dunsden, Catherine	West Fordington, Par.	Dorchester	2
Edmunds, Elizabeth	Barnton, Ch. of Eng. - -	Northwich	2
Elliott, Ellen F.	East St. Pancras, Ch. of Eng.	Middlesex	1
Fear, Ruth A.	Bridport, General B. S.	Dorset	1
Ferguson, Annabella	Droylesden, B.S.	Manchester	1
Fisher, Ellen	- - -	- - -	2
Fox, Jane	Birmingham, St. George's, Ch. of Eng.	Warwick	1
Fox, Mary	Birmingham, St. Matthias, Ch. of Eng.	Warwick	2
Greig, Janet E.	- - -	- - -	1
Harvey, Ellen	- - -	- - -	1
Hodson, Ann	New Radford, Ch. of Eng.	Notts	2
Ivie, Anne	Sheffield, St. George's, Ch. of Eng.	York	1
James, Fanny	Worcester, St. Peter's, Ch. of Eng.	Worcester	1
James, Marianne	South Molton, Ch. of Eng.	Devon	1
Jennings, Catherine	- - -	- - -	1
Jones, Mary H.	Harrow, Ch. of Eng. - -	Middlesex	2
Jones, Susanna	Redcliff, St. Mary Infant S.	Bristol	2
Kelly, Emma	- - -	- - -	1
Kelly, Frances	Pilkington, Park Lane, B. S.	Manchester	1
Kirk, Elizabeth	Loughborough, Emanuel	Leicester	1
Lesiter, Harriet M.	Thornhaugh, Ch. of Eng.	Wansford	1
Miller, Fanny	Sherston, B.S. - - -	Wilts	1
Morgan, Maria	- - -	- - -	2
Nash, Sarah	North Brixton, St. John's, Ch. of Eng.	London	2
Neild, Jane	Burslem, Wes.	Stafford	1
Nicklin, Mary A.	Newport, Ch. of Eng. - -	Isle of Wight	1
Norton, Emma	Bloomsbury, St. George the Martyr, Ch. of Eng.	London	1
Oakley, Elizabeth	Reading, St. John's, Ch. of Eng.	Berks	2
Olson, Margaretta	Coldharbour, Infant - -	Dorking	2
Passmore, Louisa E.	Oxton, Ch. of Eng. - -	Liverpool	2
Porch, Matilda	Brampton, Ch. of Eng.	Huntingdon	2
Power, Harriet A.	Marylebone, Ch. Ch., Ch. of Eng.	London	1
Prigg, Margaret C.	Bromley, Ch. of Eng. - -	Kent	2
Roberts, Ann	Woodstock, Ch. of Eng.	Oxford	2
Sharing, Sarah A.	- - -	- - -	1
Spencely, Eliza A.	Southwark, St. Mary's, Ch. of Eng.	Surrey	1
Spetch, Mary E.	York, Bishopgate, Ch. of Eng.	York	2
Stevens, Susan	Tooting, Ch. of Eng. - -	Surrey	1
Sullivan, Catherine	Cockermouth, Ch. of Eng.	Cumberland	1
Thackthwaite, Sarah E.	Chadlington, Ch. of Eng.	Enstone	1
Thornton, Elizabeth	Fulham, All Saints', Ch. of Eng.	Middlesex	2
Tibbles, Elizabeth	Sydenham, Ch. of Eng.	Lewisham	2
Wells, Anne E.	West Ham and Stratford, B.S.	Essex	2
Wenham, Mary F.	Weston, Ch. of Eng.	Stevenage	2
Wilson, Eleanor	Kendal, P. U. S.	Westmoreland	1
Wood, Frances	Cirencester, Ch. of Eng.	Gloucester	2
Wright, Elizabeth M.	St. Alban's, St. Peter's, Ch. of Eng.	Herts	1

CALENDAR OF REGISTERED TEACHERS.

I.—Teachers of 35 years of age and upwards, registered for Capitation Grants under Minute of 2 April 1853.

Names.	Schools.
Masters.	
Adams, John	Boscastle, Ch. of Eng.
Badcock, Henry Charles	Lyme Regis B. S.
Bicknell, William	Islington, St. Stephen's, Ch. of Eng.
Boole, William J.	Helsby in Frodsham, Ch. of Eng.
Burgess, James Heath	Spitalfields, Ch. Ch., Ch. of Eng.
Cape, John	Matlock Bath, Ch. of Eng.
Clegg, Thomas	Lane Head (Briercliffe), Ch. of Eng.
Cooke, George G.	Teignmouth P. S.
Cordwell, John	Walsall Wood, Ch. of Eng.
Danson, Robert	Ingleton, Ch. of Eng.
Davies, Timothy J.	Llantrisant, Ch. of Eng.
Du Bois, Habertus	Peel, St. James', Ch. of Eng. (Isle of Man.)
Dyer, Samuel	Holme Hayton, Wes.
Earwaker, William	Alton (Hants), Ch. of Eng.
Feltham, Charles	North Walsham, Ch. of Eng.
Fleming, John	Lyncombe and Widcombe, Ch. of Eng.
Gittins, Edward	Meliden, Ch. of Eng.
Harding, Henry	Kennington, Regent Square, Ch. of Eng.
Hellier, Samuel	Lyncombe, St. Mark's, Ch. of Eng.
Hill, Thomas	Wordsley, Ch. of Eng. (Stourbridge.)
Holden, William	Dean Forest, Ch. Ch., Ch. of Eng.
Hooper, William	Altarnum, Ch. of Eng.
Hough, James	Crewe Green, Ch. of Eng.
Jones, David Edward	Llandyssul, Ch. of Eng.
Jones, Thomas	Southborough, Ch. of Eng.
Karran, Thomas William	Kirk Marown P.S.
Lanning, George	Kingston Magna, Ch. of Eng.
Litchfield, William James	Brampton Brian, Ch. of Eng.
M'Cann, Hugo G.	Wigan, Presbyterian.
M'Rae, Robert George	Bethnal Green, St. Thomas, Ch. of Eng.
Madge, Walter	Forthampton, Ch. of Eng.
Mannering, George	Woodchurch, Ch. of Eng.
Mee, William F.	Hambledon, Ch. of Eng.
Mifflen, Samuel	Norbury, Ch. of Eng.
Mollan, James	Northallerton, Ch. of Eng.
Nosworthy, Robert	Bishopsteignton, Ch. of Eng.
Owen, John	Amlwch, Ch. of Eng.
Palmer, Joseph	Badgeworth, Ch. of Eng.
Parke, Fenning	Minchinhampton, Boys, B. S.
Parker, Isaac	Linsdale, Ch. of Eng.
Parrot, John	Macclesfield, Crompton Road, Ch. of Eng.
Pearce, Robert	Llanedwin, Duchess of Kent's S. (Bangor.)
Phillips, William	Haverfordwest, Zion Hill, B. S.
Pool, John	Corby B. S.
Rees, David Beynon	Llandewi Aberarth, Ch. of Eng.
Roberts, Rees	Tre and Port Madoc, B. S.
Roberts, Samuel	Walsall, St. Peter's, Ch. of Eng.
Robinson, Thomas	Mildenhall, West Row, Ch. of Eng.
Rodgers, Charles	Nether Poppleton, Ch. of Eng.
Sharman, John	Morville, Ch. of Eng.
Shelvey, Daniel	Platt, St. Mary's, Ch. of Eng.
Thomas, Edward	Prestbury, Ch. of Eng.
Tredaway, George	Winslow, Ch. of Eng.
Turnbull, Thomas	Withington, St. Paul's, Ch. of Eng.
Wallis, Benjamin	Shaw, Ch. of Eng.
Webster, Henry S.	Castle Cary and Almsford, Ch. of Eng.
Wightman, Thomas	Risley, B. S.
Wright, William Henry	Aveley, Ch. of Eng.
Wynn, Samuel	Bridlington, Ch. Ch., Ch. of Eng.
Mistresses.	
Baldwin, Jane B.	Lea Marston, Ch. of Eng.
Bell, Julia	Bargates S. (Whitchurch.)
Bell, Mary	Birmingham, St. Luke's, Ch. of Eng.
Brierley, Clara	Fleetwood, Testimonial S.
Brown, Mary F.	Southfleet, Ch. of Eng.
Burt, Elizabeth	Welwyn, Ch. of Eng.
Cottrell, Elizabeth	Alvechurch, Ch. of Eng.

Names.	Schools.
Cridge, Mary A.	Southgate (Infant), Ch. of Eng.
Crouch, Susannah	Wincanton, Ch. of Eng.
Davis, Emma	Bristol, St. Philip's, Ch. of Eng.
Ebrey, Mary	Loppington, Ch. of Eng.
Elliott, Elizabeth	Gloucester, Ch. of Eng.
Jackson, Mary	Presturch, Ch. of Eng.
King, Caroline Georgiana	Stowe (Lichfield), Endowed.
Kington, Caroline	Idle (Bradford), Ch. of Eng.
Melbourne, Sarah	Lincoln, Miss Cookson's, Ch. of Eng.
Monk, Sarah Maria	St. Neot's (Hunts), Ch. of Eng.
Monro, Eliza	Court-y-Bella, Ch. of Eng.
Moseley, Ann	Beverley Minster, Ch. of Eng.
Weeks, Catherine Jane	Great Bardfield, B. S.

II.—Teachers of 35 years of age and upwards, registered for Capitation Grants under Minute of 2 April 1853, and *also* as qualified for instruction of Pupil-Teachers under Minute of 20 August 1853.

Names.	Schools.
	Masters.
Allen, Joshua	Wateringbury, Ch. of Eng.
Andrews, William	Bristol, St. James', Back Ragged S.
Anthony, James	Chetwynd S.
Avery, Samuel	Kensall Green, St. John's, Ch. of Eng.
Baker, Edward	Moreton-in-the-Marsh B. S.
Baldwin, Thomas	Mitcheldean, Free S.
Bancroft, Joseph	Sharston, Ch. of Eng.
Bannister, John M.	Exmouth, Ch. of Eng.
Barnes, Thomas	Hasting's, St. Mary's, Ch. of Eng.
Barrie, George	Dundee, Wallace Town, F. C. S.
Beale, Samuel	Weymouth, B. S.
Beverley, Richard	Eglwysfach, Ch. of Eng.
Black, John	Manchester, All Saints', Ch. of Eng.
Bond, John	Newton-on-Ouse, Ch. of Eng.
Braithwaite, John	Leeds, Woodhouse, St. Mark's, Ch. of Eng.
Briggs, Philip	Pudsey Fartown, Ch. of Eng.
Brooke, George	Farsley, Ch. of Eng.
Buckley, Scholes K.	Oldham, St. Peter's, Ch, of Eng.
Carter, Henry	Stoke Public S. (Devonport.)
Cotton, James	Leiston, Ch. of Eng.
Cowle, Thomas	Barnton, Ch. of Eng.
Crook, Charles A.	Brabourne, Ch. of Eng.
Crowden, George	Walcot P. S. (Bath.)
Dade, Edward	Gayton, Ch. of Eng.
Davies, Caleb Abel	Dukinfield, Factory, B. S.
Davies, William	Brecon, Sir John Davey's, Endowed S.
Dixon, James	Bromley (Bow), Ch. of Eng.
Downham, Francis	Beckenham, Ch. of Eng.
Drewett, Benjamin	High Wycombe, B. S.
Drewitt, John	Kingston, Public S.
Durphy, Richard	Blackburn, St. Ann's, R. C. S.
Dyer, Samuel	Holme Wes.
Edsell, James Thomas	Aberdovey, Ch. of Eng.
Edwin, James	Bursledon, Ch. of Eng.
Ellis, Edward	Llandyrnog, Ch. of Eng.
Fish, James	Twyford (Sussex), Ch. of Eng.
Fitzgerald, Joseph David	Gloucester, St. James', Ch. of Eng.
Fluck, John	Bidford, Ch. of Eng.
Ford, John	Silkstone, Ch. of Eng.
Forder, Felix	Horsell, Ch. of Eng.
Fryer, John	Exeter, Ch. of Eng.
Goulding, William	Padiham, Wes.
Grainge, Thomas	Wem, Ch. of Eng.
Gregory, Edward	Pilkington, Park Lane B. S.
Gregory, Joseph	Old Windsor, Ch. of Eng.
Hadfield, Joseph	Blackburn, St. John's, Ch. of Eng.
Harben, William	Ermington, Ch. of Eng.
Hargreaves, Abraham	Kirkburton, Ch. of Eng.
Harrup, Alfred Richard	Seaforth, Ch. of Eng.

Names.	Schools.
Hawkins, John	Bristol, St. James' (Infant), Ch. of Eng.
Heal, Henry	Clapham, Bowyer's S.
Hellier, Samuel	Bath, St. Mark's, Ch. of Eng.
Heron, William	Christian Malford, Ch. of Eng.
Heslop, John	Allenheads, St. Peter's, Ch. of Eng.
Higgins, John	Glasgow, Chalmer's P. S.
Hill, David	Newtown (Hants), Ch. of Eng.
Hill, John	Hilperton, Ch. of Eng.
Hill, William	Birmingham, St. Stephen's, Ch. of Eng.
Holloway, Stephen	Truro, St. Mary's P. S.
Hopwood, James	Calverley, Ch. of Eng.
Horn, Thomas C.	Walthamstow, St. Mary's, Ch. of Eng.
Howard, Benjamin	Tilstone, Ch. of Eng.
Hughes, William	Tarvin, Ch. of Lng.
Humphries, James	Gwersyllt, Ch. of Eng.
Irving, Robert W.	Alnwick, Ch. of Eng.
Jones, Edward	Holywell, Ch. of Eng.
Jones, John	Burbage, Ch. of Eng.
Kay, William	Oldbury, Wes.
Keiller, John W.	Tetbury, Ch. of Eng.
King, William	Westbury-upon-Trym, Edmond's Foundation S
Kirkham, William L.	Manchester, St. Saviour's, Ch. of Eng.
Knowles, Edward	Walton-le-Wold, Ch. of Eng.
Lacey, Solomon	Risborough B. S.
Lambert, William	Bishop's Stortford, Ch. of Eng.
Landon, Frederick	Frodingham, Ch. of Eng.
Large, Thomas	Burnham (Norfolk), Ch. of Eng.
M'Donald, Robert	Wigan, Presbyterian.
Maguire, Edward	Preston, St. Wilfred's, R. C. S.
Marshall, Robert	Tintwhistle B. S.
Martin, James	Cullen, F. C. S.
Mears, Francis D'Oyley	Bishop Waltham, Ch. of Eng.
Mellor, John	Lower Slaithwaite, Ch. of Eng.
Michaux, James	Marylebone, Portman S.
Mickle, Peter	Kirkmahoe, F. C. S.
Mitchell, John	Mylor Bridge, Ch. of Eng.
Mitchell, Joseph	Dodworth Town, Ch. of Eng.
Moore, Robert	Rotherhithe, Deptford Road, Ch. of Eng.
Moorhouse, Samuel	Musbury, Ch. of Eng.
Morris, David	Aberbank, Ch. of Eng.
Morris, William	Wickham, Ch. of Eng.
Mylrea, Philip	Castletown, St. Mark's, Ch. of Eng. (Isle of Man.)
Newman, Joseph C.	Castle Madoc B. S.
Newton, John James	Eastover, St. James', Ch. of Eng.
Nixon, William	Dukinfield, St. Mark's, Ch. of Eng.
O'Brien, John	Sowe, Ch. of Eng.
Packer, John Widdowson	Nottingham, Derby Road B. S.
Palmer, George	Sutton, St. George, Ch. of Eng.
Parker, John	North Huish, Ch. of Eng.
Pierce, John	Bearstead, United Ch. of Eng.
Plowright, James	Hellingley, Ch. of Eng.
Plumridge, Henry	Hursley P. S.
Prior, Thomas	Ashdon, Ch. of Eng.
Protheroe, James	Wolborough and Highweek, Ch. of Eng.
Pugh, Isaac	Richmond, Ch. of Eng.
Rawkins, Thomas G.	Fordingbridge B. S.
Renton, John	Leadgate, Ch. of Eng.
Reynolds, John	Constantine B. S.
Richard, Thomas Z.	Uckfield P. S.
Roberts, William	London, Fox and Knot Court, B. S.
Rodgen, Charles	Wyke, Ch. of Eng.
Sarjent, Charles	Bristol, Benevolent Society, St. James' and St. Paul's, Ch. of Eng.
Sawyer, Thomas	Sudbury B. S.
Sayce, James	Alcester, Ch. of Eng.
Scott, John	Low Moor, Ch. of Eng. (Bradford.)
Shapland, John	Ottery, St. Mary's, Ch. of Eng.
Shaw, Thomas	Poulton, Ch. of Eng.
Sheldon, Henry	Lound S. (Chapeltown.)
Smith, Alexander	Staleybridge, St. Paul's, Ch. of Eng.
Soar, Robert S.	Bushey B. S. (Watford.)
Sowler, Thomas	Wintringham, Ch. of Eng.
Sparke, James	Hockwold-cum-Wilton, Ch. of Eng.
Squire, Thomas	Horncastle, St. Mary's, Ch. of Eng.
Taylor, William	Glasgow, Lennoxtown Subscription S.
Taylor, William	Malin's Lee, Ch. of Eng.
Townsend, Thomas Bryan	Mark, Ch. of Eng.
Tucker, Edward	Bath, Beacon Hill, Ch. of Eng.

Names.	Schools.
Tucker, James	Corfe Castle B. S.
Turner, Samuel	Barford, St. Martin's, Ch. of Eng.
Walton, James	Forebridge, Ch. of Eng.
Weigh, Edwin	Sunbury, Ch. of Eng.
White, George	St. Just in Penwith, Ch. of Eng.
Wilcocks, James	Ibstock B. S.
Wilkins, John	Cheltenham, Trinity, Ch. of Eng.
Williams, John	Penrhyn-den-draeth, B. S.
Wood, Peter	Bonhall, Ch. of Eng.
Woodcock, John	Bristol, St. Mary's Redcliffe, Ch. of Eng.
	MISTRESSES.
Andrews, Louisa	Plymouth, St. Andrew's Chapel, Ch. of Eng.
Bailey, Harriet W.	Putney, Ch. of Eng.
Baylis, Catherine	Truro B. S.
Brien, Elizabeth	Wandsworth, St. Mary's District, Ch. of Eng.
Brothers, Mary Ann	Windsor, Ch. of Eng.
Bryant, Elizabeth	Clifton, Ch. of Eng.
Bullock, Mary Ann	Newcastle-on-Tyne, St. Andrew's, Ch. of Eng.
Burr, Phillis	Stockwell, Ch. of Eng.
Buxton, Agnes	Keswick, St. John's, Mixed S.
Candler, Susannah	Wivenhoe, Ch. of Eng.
Clinton, Anne G.	Litherland R. C. S.
Cochrane, Wilhelmina	Selborne (Alton), Ch. of Eng.
Cocker, Frances	Little Eaton, Ch. of Eng.
Cooksley, Eliza	Paignton, Ch. of Eng.
Coston, Sarah Anne	Clapham B. S.
Cowing, Elizabeth	Bridlington, Girls, Ch. of Eng.
Davies, Lydia	Beechwood B.S.
Day, Eliza Louisa	St. Marylebone, Western, Ch. of Eng.
Dellews, Elizabeth	Kingston-upon-Thames Public S.
Duff, Ellen	West Bromwich, Chance's S.
Fisher, Charlotte	Weston, Ch. of Eng. (Bath.)
Forder, Elizabeth	East Meon, Ch. of Eng.
Gane, Elizabeth S.	Boston, Ch. of Eng.
Hodges, Eliza	Marylebone, Ch. Chapel, Ch. of Eng.
Howarth, Alice	Sarsden and Churchill, Ch. of Eng.
Hull, Anna	St. Marylebone, Trinity, Ch. of Eng.
Irving, Margaret	Alnwick, Ch. of Eng.
King, Caroline	Hoxton, St. John's, Ch. of Eng.
King, Sarah Charlotte	Luton (Chatham), Ch. of Eng.
Lloyd, Sarah	Cheltenham, B. S.
Lowther, Susan	Tenterden, Ch. of Eng.
Manning, Harriet	Chelsea, Ch. Ch., Ch. of Eng.
Martin, Arabella	Milton Abbot, Ch. of Eng.
Martin, Susan	Brighton, Warwick S., Ch. of Eng.
Messer, Mary C.	Guilden Morden, Ch. of Eng.
Miller, Elizabeth B.	Westbury, Heywood House, Ch. of Eng.
Moore, Sarah	Northam, Ch. of Eng.
Morgan, Margaret	Knighton, Infant, Ch. of Eng.
Palmer, Elizabeth	Nettleton and Burton, Ch. of Eng.
Porter, Eliza	Reading, St. Mary's, Ch. of Eng.
Price, Anne	Chirk, Ch. of Eng.
Price, Sarah	Brecon, St. Mary's Postern S.
Ranken, Mary	Stirling, Epis.
Robinson, Jane E.	Tetbury, Ch. of Eng.
Rowlett, Emma	Burlington, St. James's, Western S.
Rush, Helen	Kensall Green, St. John's, Ch. of Eng.
Smith, Mary	Market Harboro', Ch. of Eng.
Storey, Eleanor	Bath, Trinity, Ch. of Eng.
Thompson, Isabella	Langholme S.
Toole, Eliza	Leeds, St. Patrick's, R. C. S.
Ullathorne, Emma	Bristol, St. George's, Brandon Hill, Ch. of Eng.
Wainwright, Esther	Tisbury, Ch. of Eng.
Way, Mary	Dorchester, Ch. of Eng.
Webster, Ann	Axminster, Ch. of Eng.
Weeks, Martha	Bickerstaffe, Ch. of Eng.
Whipple, Jane P.	Richmond (Surrey) St. John's School of Industry.
Wicks, Mary Ann	Stratford, St. Mary's, Ch. of Eng.
Witts, Ellen Mary	Cambridge, St. Giles', Ch. of Eng.
Wood, Mary	Hurdsfield, Ch. of Eng.

CLASS LIST

Of Students in Normal Colleges, and Teachers in Elementary Schools, examined before Her Majesty's Inspectors of Schools, at Christmas 1856.

The letter (D.), *after a Student's or Teacher's name, indicates that he has obtained a Certificate of Competency as a Teacher of Drawing.—*(*Minute of* 28 *January* 1854.)

*** A prize for proficiency in Drawing has been awarded to every Candidate to whose name an asterisk (*) is prefixed.

ENGLAND AND WALES.

I. MALE TRAINING COLLEGES.

Battersea.

Students of the Second Year.

FIRST CLASS.

Ashton, Philip.
Bennett, Robert.
Cubbin, John.
Dawson, James.
*Emery, John (D.)
French, Robert James.
Harrap, Thomas.
*Heap, Charles John.
Howitt, Charles.
Hutton, William.
Jennings, John.
Kay, James.
*Moss, James.
*Robinson, John E.
*Swaine, Absalom R.
Tetley, John Henry.
Thomas, John.
*Veecock, James.

SECOND CLASS.

Beaumont, Thomas.
Bowden, Edward R.
*Church, George.
*Emmerson, John.
Garaway, Francis.
Gledhill, Joseph.
Howarth, Edwin.
Knowles, William.
*Large, James J.
Latter, William.
Long, Thomas.
*Onn, William T.
Rayner, George.
Thomas, William.
*Timm, Thomas.
Ward, William.

THIRD CLASS.

Day, William S.
Lodge, Charles.
*Maddern, Richard.
Wilson, Edwin.

Students of the First Year.

FIRST CLASS.

Barton, George.
Brewer, Robert F.
*Chambers, William O.
Cooper, Henry.
Cross, George R.
*Daniel, Evan.
Halliwell, Edwin.
*Hill, John.
Hopping, Charles J.
*Lawson, James.
Major, Henry.
*Maytum, William J.
*Mensing, Thomas W.
Morse, Thomas.
*Sargent, John R.
Todd, John.
*Ullyett, Henry.

SECOND CLASS.

Aishton, John.
Augwin, Benjamin.
*Barrington, William J.
*Bartholomew, Robert.
Burnett, Edward.
Cavill, John I.
Chalk, Joseph.
Chaplin, Robert W.
Chick, James.
Cobham, James.
Dell, Joseph.
*Fillingham, William.
*Garnon, William.
*Glover, Henry.
Green, Samuel.
Hamilton, William H.
Jones, Joseph T.
Jones, William.
*Leader, Leonard M.
Line, John.
*Lloyd, William.
Napper, Edwin W.
*Pratt, Henry.
Robertson, John.
Salter, Moses.
Sinclair, James B.
Smith, Henry W.
Smith, John A.
*Snelus, George J.
Tabraham, George.
*Wilson, James.

THIRD CLASS.

Bill, John.
Daddo, William.
Davies, Charles.
Hannaford, John.
Henwood, Henry.
Jay, William.
Killingbeck, James.
*Marsh, William.
Roberts, Thomas.
*Wall, Christopher.
Walker, Michael T.

SCHEDULE.

Darley, William.
Large, Herbert.
*Newton, William H.
Parker, John.
Stephenson, Jackson.
Wotton, William.

Borough Road.

(BRITISH AND FOREIGN SCHOOL SOCIETY.)

Students of the Second Year.

FIRST CLASS.

Ashton, Jonas.
*Jennett, Edward Henry.
Porter, Charles Augustus.
*Reeves, James Cross.
Stevens, Andrew.
Whaley, John Walmsley.

SECOND CLASS.

*Fewings, John Annely.
Rooke, George.
*Whitehead, Eli.

THIRD CLASS.

Bird, Edward.

Students of the First Year

FIRST CLASS.

*Balchin, Richard.
*Brown, John Stanley.
*Burrows, Richard.
*Catchasides, William.
*Collett, John.
*Davies, Dan Isaac.
*Eckersall, William.
Floyd, William.
*Haysman, David.
*Ingamells, Joshua.
*Jarvis, William.
*Jones, Ebenezer Lloyd.
*Naish, Charles.
*Ogden, Thomas.
*Pearce, Alfred James.
*Smith, Henry.
*Steane, John.
*Tinker, Henry.
*Woolnough, Wm. Harewell.

SECOND CLASS.

*Allen, Thomas Painter.
*Crossman, John.
*Hardy, Norton.
*Hawkins, Baines.
*Hay, Robert.
*Horton, William.
Jones, David.
*M'Michael, David.
*Nunweek, Richard.
Presley, James Thomas.
*Simpson, John Thomas.
*Uren, Henry Francis.
*Vipond, James.
*Vivian, William John Rowe.
*Webb, Frederick John.
Willett, Samuel.
Williams, Griffith.

THIRD CLASS.

Bartlett, James Michael.
*Chamberlain, Jos. Ananias.
*Dixon, Henry.
*Grayston, John.
Griffiths, James.
*Jones, John.

SCHEDULE.

Burn, John.
Damarell, Charles Henry.
Gray, William.
Melmer, William.
Moden, Jabez.
Pilkington, John.
*Rowse, Richard Anthony.

Caermarthen.

Students of the Second Year.

THIRD CLASS.

Coppard, Denis George.
*Hartnell, William Porter.

Students of the First Year

FIRST CLASS

Rees, Griffith.

SECOND CLASS.

Davies, David Rees.
John, William.
*Powell, John.
*Smith, John.

THIRD CLASS.

Burgess, Matthew.
Dillon, James Henry.
*Page, George Alfred.
Smithies, William.
Thomas, William.
*Williams, Emanuel Evan.
Wilson, James.

SCHEDULE.

Lewis, Thomas Whittle.
Lewis, David.
Mathias, David Christmas.
Owens, William.
Routledge, James.
Williams, Joseph.
Wood, Henry.

Caernarvon.

Students of the Third Year.

THIRD CLASS.

*Davies, David.
*Roberts, Robert.

Students of the Second Year.

FIRST CLASS.

*Edwards, Thomas.

SECOND CLASS.

*Jones, Griffith.
Owen, William.
Williams, Richard.

THIRD CLASS.

Evans, Robert.
Parry, William.

Students of the First Year.

SECOND CLASS.

*Clayton, Joseph.
Harvey, John.
Lloyd, William.
Morgan, John.
Thomas, David.
Williams, Evan.

THIRD CLASS.

Edwards, Joseph W.
Hughes, Edward.
Jones, John Ebenezer.

SCHEDULE.

Jones, William.
Morris, Thomas.

Chelsea (St. Mark's).

Students of the Third Year.

SECOND CLASS.

Dawe, Charles Joseph.
Lee, Robert.
Veness, Thomas Robert.

THIRD CLASS.

Goodwin, William Henry.

Students of the Second Year.

FIRST CLASS.

*Nash, William.
Thorne, Joseph.

SECOND CLASS.

Briggs, William.
Cowdell, Samuel.
Day, William.
Hall, John.
*Hunt, Frederick Goodman (D.)
Powell, William.
Roberts, Robert.
Snell, Robert.

THIRD CLASS.

Craven, Joseph.
Draper, Elijah.
Dyson, William.
Glover, Alfred Walker.
*Owen, William.
*Smith, Hercules.
Stott, Charles Henry.
Tate, Joseph.

Students of the First Year

FIRST CLASS.

Cook, James.
Cuttance, John Francis
*Jenkin, William G.
Lakin, Thomas.
*Masters, John.
Perkins, Thomas.
Smith, Joseph Henry.
Thatcher, Geo. Ferdinand.
*Walker, Walter.
Welsh, James.
Wright James.

SECOND CLASS.

Amps, James Henry.
Barnacle, John.
Binns, Michael.
Craddock, Edw. William.
Dew, John.
Dove, Kershaw.
Fairman, John Benjamin.
Field, Ebenezer.
*Freeman, Allen.
Minkley, George.
*Newnham, John William.
Pitt, George.
Sherwood, William.
Slade, James John.

THIRD CLASS.

Adkinson, William.
*Dodson, Henry.
King, Richard.
Maltby, Edward.
*Rayner, William.
Roberts, Esrom.
Roberts, John.
Roberts, Paul.
Roberts, Peter.
Sneath, George John.
Stokes, Alfred John.
Swallow, Joseph.
Whittles, Earnshaw.
Williams, William.
Wortley, John.

SCHEDULE.

Faulkner, Nathan.
Haswell, William.
*Johnson, James.
Kempton, George Everett.
Morley, William S.
Smith, Thomas Austin.
Sykes, Daniel.

Cheltenham.

Students of the Second Year.

FIRST CLASS.

Alcock, Charles.
Briggs, William.
Bryant, William Wear.
*Cole, George.
*Charnock, George (D.)
*Gardner, William.
Leeming, William Bland.
*Meeson, John Thomas.
*Morley, William.
*Pittway, Edward J.H. (D.)
*Priestland, William.
*Sharpe, Thomas Taylor.
*Vick, William (D.)
*Webb, John.

SECOND CLASS.

*Appleby, William.
*Ball, Thomas.
*Boyd, Joseph.
*Crookham, William.
Davis, Henry.
Ducker, George Tallents.
Dutton, William.
Fancourt, George.
Genner, Benjamin.
*Husbands, Robert.
Lightburn, John Wilson.
Littlewood, Thos. Marshall.
Prinsep, Joseph.
Roberts, John.
Smith, Edward.
Welch Thomas.

THIRD CLASS.

Davies, John.
Davenport, Charles.
*Ground, Jonathan.
Hornby, Nehemiah.
Samuels, William.
*Smith, Ambrose Henry.
*Stead, William.

Students of the First Year.

FIRST CLASS.

Blanchard, Henry.
*Chambers, Samuel.
Greenway, Edwin.
Lister, James.
*Reid, Henry.
Satchwill, John.
Smith, William.
*Watson, John.

SECOND CLASS.

Allcock, Walter William.
Baldwin, Robert.
Blackshaw, William John.
Bryan, James Allen.
Colchester, Maynard.
Dyer, Samuel.
*Elworthy, Robert.
Jenkin, Martin.
Johnson, Benjamin.
Lister, William.
Packer, Matthew William.
Stodd, Edmund.
Stubbs, William
Twite, Charles.
Waters, Benjamin.
Wade, Alexander.

THIRD CLASS.

Hele, George.
Jones, Thomas.
Knight, Edward.
*Lott, John.
Perry, Isaac.
Price, Thomas.
Stibbs, John Edwin.
Tate, Ralph.
Togwell, John.
Wroughton, James.
Wyatt, Henry.

SCHEDULE.

Lord, Samuel.
Morris, William.
Moss, Joseph.
Norfolk, Alfred.
Saxty, Edward.
Taylor, John Bruce Easton.
Taylor, William Charles.

Chester.

Students of the Third Year.

FIRST CLASS.
Birkenhead, E. Hesketh (D.)

Students of the Second Year.

FIRST CLASS.
*Cowell, Charles (D.)
*Gill, James (D.)
*Jones, Henry (D.)
*Laing, William W. (D.)
*Scott, George (D.)

SECOND CLASS.
*Bostock, Daniel.
Briggs, James.
*Cowburn, William (D.)
*Walsh, John.

THIRD CLASS.
Knowles, William.

Students of the First Year.

FIRST CLASS.
*Betley, Ralph.
*Brailsford, Thomas.
*Darlington, Henry.
*Goodacre, William.
*Hudgson, Thomas.

SECOND CLASS.
*Beckett, Thomas Wall.
Crowther, Richard.
Eckersley, Joseph.
*Hughes, Thomas.
*Preston, Henry,
*Rydings, Joseph.

THIRD CLASS.
*Clarke, Richard.
*Marsden, John.
Robinson, John.
*Sanderson, John.
*Wilson, Major.

SCHEDULE.
Bradbury, Henry,
Cooke, Anthony.
Nightingale, John.
Norris, Samuel Chesterfield.
Sephton, John.
Turner, John.

Chichester.

Students of the Second Year.

THIRD CLASS.
Nettleingham, William.

Students of the First Year.

FIRST CLASS.
Winham, James Richard.

SCHEDULE.
Foard, Alexander.

Culham.

Students of the Third Year.

FIRST CLASS.
Pickard, William Jesse (D.)

Students of the Second Year.

FIRST CLASS.
Hampton, Hemming Geo.

SECOND CLASS.
*Lord, Richard Moody.

THIRD CLASS.
Bottomley, Dan.
*Greenshields, James.
Hatt, Frederick.
*Hooper, William.

Students of the First Year.

FIRST CLASS.
Dunn, George Simmons.
Freeman, Peter Tom.

SECOND CLASS.
*Freeman, David.
Richards, James.
*Thorogood, John Harris.

SCHEDULE.
*Copnall, Samuel.
Hanks, Henry William.
*Harvey, Charles Emanuel.
Leney, George.
Lewis, John.
*Marigold, William.
Saywell, Samuel,
Wilson William Henry.

Durham.

Students of the Second Year.

FIRST CLASS.
*Davidson, George.
*Jackson, Christopher.
*Middlemass, Thos. Fawdon.

SECOND CLASS.
*Bower, Matthew.
*Pattinson, Thomas (D.)

THIRD CLASS.
Carr, Andrew.
*Dodd, Henry.

Students of the First Year.

FIRST CLASS.
Bland, Thomas.
Plews, James.
*Preston, Thomas.
*Worth, Mark.

SECOND CLASS.
Braby, William Farrow.
Cowen, James.
Fidler, Edward.
*Melross, Henry.
Routledge, Thomas.
Stainburn, Thomas.
*Stainthorp, William.
Williams, William David.

THIRD CLASS.
Dawson, John.

SCHEDULE.
Jackson, William.
Liddle, James.
Porritt, Thomas.
Stephens, Charles.
Stockham, Thomas.
White, Thomas.

Exeter.

Students of the Third Year.

THIRD CLASS.
*Davies, Thomas.

Students of the Second Year.

FIRST CLASS.
*Mardon, Samuel (D.)
*Satterley, Charles H.
Wills, John Philip.

SECOND CLASS.
Loney, Solomon.
*Williams, James.

THIRD CLASS.
Downing, Sampson.
*Hallett, Ebenezer.
*Larcombe, John.

Students of the First Year

SECOND CLASS.
*Hore, Samuel.
James, John.

THIRD CLASS.
*Williams, George.

SCHEDULE.
Atkins, James Yeo.
Edwards, William B.
*Evans, Robert.
*Robins, George.
*Williams, William H.

Hammersmith.

(ROMAN CATHOLIC.)

Students of the Second Year.

FIRST CLASS.
*Barnes, Thomas.
Chisholm, James Michael.

Students of the First Year.

FIRST CLASS.
Colbert, Michael.
Oates, Thomas.

SECOND CLASS.
Curran, John.
Dwyer, James.

Highbury.

Students of the Second Year.

FIRST CLASS.
*Brown, Henry.
Cloran, Michael.
Kitson, George.
*Lee, John Walter.
*Meyer, Conrad.

SECOND CLASS.
Cox, Amos.
Cretchley, William Neale.
*Duncan, William.
*Duncan, Joseph Earlman.
Ford, Matthew.
*Reynolds, David (D.)
*Rushforth, Thomas.
*Sharley, George.
*Todd, Thomas.

THIRD CLASS.
Frost, William.
Morphett, George.
Robinson, John.
*Topley, Nicholas.

Students of the First Year

FIRST CLASS.
*Bioletti, Thomas.
*Brown, Henry.
Hales, William.
Harvey, Aaron.
*King, Henry.
*Martin, William.
*Pratt, William.
*Quin, John Thomas.
*Reddish, Henry.
*Stewart, William.

SECOND CLASS.
Ambrose, John Thomas.
Gardner, Joseph Sturdy.
*Jones, Charles,
*Jones, Thomas.
*King, Charles Henry.
*Lambson, William Francis.
*Patchett, jun., Isaac.
Webb, Henry William.
*Williams, William Lewis.
*Woods, William.

THIRD CLASS.
*Claxton, Henry Collins.
Hammond, Josiah.
Harris, William John Percy.
Mady, William.
Saunders, Philip Thomas.
*Turl, John.
Ward, William.
SCHEDULE.
Codling, John Charles.
*Hinkins, William.
Nicholls, Henry.
*Radford, John William.
Trower, Richard.

Saltley.

Students of the Second Year.

FIRST CLASS.
*Pember, John (D.)
SECOND CLASS.
*Instone, George.
*Long, John (D.)
*Mercer, Thomas William.
*Miller, John.
*Smith, George.
THIRD CLASS.
*Caldicott, Charles.
*Collins, Joseph.
Finney, David.
*Humphreys, Hugh.
Payne, George.

Students of the First Year.

FIRST CLASS.
*Holder, Henry.
Jackson, William.
SECOND CLASS.
Ivens, Thomas.
*Miles, Joseph.
*Smith, William.
THIRD CLASS.
Lloyd, Joseph.
Tompkins, Nathaniel.
SCHEDULE.
Wilson, John.

Westminster.

(WESLEYAN.)

Students of the Second Year.

FIRST CLASS.
Cato, Francis Phillips. (D.)
*Hancock, James Henry.
Reynolds, James.
*Richmond, John Robinson.
SECOND CLASS.
Cooke, Elijah Harwood.
Dugdale, Thomas.
*Faulkner, Joseph.
Holey, John.
*Kent, Alfred.
*Moss, David Charles. (D.)
Noall, Richard Kernick.
Paramour, John.
Pratt, James.
*Wilson, Thomas Walker.
THIRD CLASS.
*Broughton, James Fowler.
Dalton, James.
Farmer, Henry.
*Farrah, William Henry.
Fox, William.
Ledgard, George.
Pitchford, John Watkins.
Reed, Robert.
*Sladen, Alfred Whittam.
*Warburton, William.
*Watson, Frederick.

Students of the First Year.

FIRST CLASS.
*Bibbing, Thomas.
Foxon, Alfred.
*Moss, Edwin.
*Shaw, Benjamin.
SECOND CLASS.
*Bainbridge, Levi.
Dunn, Benjamin.
*Fox, Joseph.
Joynson, Joseph.
*M'Lucas, Archibald Allan.
*Manning, John.
*Mayer John.
*Millican, Thomas.
Nichols, John Watson.
*Richmond, William Henry.
*Tagg, George.
*West, John.
THIRD CLASS.
*Bott, George.
*Fance, James.
Horner, John.
Prowse, Benjamin.
Skinner, Thomas.
Sunderland, Joseph.
Thomas, David.
*Wills, Samuel.
Winstanley, William.
SCHEDULE.
Bailey, Thomas.
Clews, John Henry.

Winchester.

Students of the Second Year.

SECOND CLASS.
French, John Thomas.
Harbor, Henry.
THIRD CLASS.
Bennett, Thomas.
Mortimer, John.
Watts, Henry Edwin.

Students of the First Year.

SECOND CLASS.
Collins, George.
THIRD CLASS.
Brode, Thomas.
Fuller, Harry.
*Jackman, Albert A.
SCHEDULE.
Kent, William.
Lowman, Frederick.
Rolfe, Walter.
Wild, William Thomas.

York and Ripon.

Students of the Third Year.

FIRST CLASS.
Thompson, Joseph Hugill.

Students of the Second Year.

SECOND CLASS.
Stephenson, George.
*Towler, Joseph Thomas.
THIRD CLASS.
*Ashcroft, William.
*Crown, Thomas Lewis.
Fearnley, Erastus
Humphreys, Aaron John.
*Mitchell, George.
Tolson, Paul.

Students of the First Year.

FIRST CLASS.
*Shaw, William.
*Summerscale, Joseph.
SECOND CLASS.
Keen, George.
Nelson, William.
*Pew, John.
*Robinson, John.
Speak, John.
Walker, John.
THIRD CLASS.
*Clark, Edward.
Hoyland, George.
Scott, Maud.
*Shires, Alfred.
Spencer, Benjamin.
SCHEDULE.
*Brayshaw, John.
Gray, Simeon.
*Hill, John.
*Ingham, William.
Inman, David.
Johnson, John.
Lishman, Matthew.
Terry, Thomas.

II. FEMALE TRAINING COLLEGES.

Bishop's Stortford.

Students of the Second Year.

FIRST CLASS.
Th rlow, Emma.

SECOND CLASS.
Bancroft, Sarah Elizabeth.
Broomfield, Ann.
Daly, Caroline Mary Parker.
Hallett, Margaret Lavinia.
Payne, Anne Mary.
Wallace, Mary.
Williams, Martha Eliz.
Winch, Mary.
THIRD CLASS.
Authur, Mary Jane.
Gepp, Elizabeth.
Lambert, Eliza.
Newton, Charlotte Waylett.
Pike, Jane Louisa.
*Polishon, Emma Caroline.
*Whitehead, Sophia.

Students of the First Year.

SECOND CLASS.
Davis, Esther Jane.
THIRD CLASS.
Catcheside, Margaret.
Erwin, Amelia Perry.
Ludgate, Sarah Louisa.
Macdonald, Katharine E.
Neary, Eliza.
Singleton, Susannah.
*Wallder, Mary.
Wharton, Mary

SCHEDULE.
Le Corney, Mary Ann Rattenbury.
Robbins, Elizabeth Mary.
Scarsbrook, Sarah.
Wilson, Mary Goddard.

Borough Road.

(BRITISH AND FOREIGN SCHOOL SOCIETY.)

Students of the Second Year.

FIRST CLASS.
Davis, Sarah.
Green, Martha.
Jenman, Mahalah.
King, Fanny Grace.
Martin, Lucy Anne.
SECOND CLASS.
Crouch, Jane.
Furlong, Elizabeth.
Hall, Caroline.
*Maizey, Fanny Chapman.
Smith, Susan.

Students of the First Year
FIRST CLASS.
*Deneulain, Emma Louisa.
Hart, Jane.
Parry, Jane.
Richardson, Elizabeth.
Winniatt, Jane.
SECOND CLASS.
Albery, Caroline.
Bolton, Ann Isabel.
Cresswell, Clara.
Jones, Mary Ann.
*Olney, Mary Elizabeth.
Thomas, Ellen.
Wilson, Jane.
THIRD CLASS.
Allen, Elizabeth.
Barclay, Elizabeth.
Chipchase, Emma Alice.
Daniel, Elizabeth.
Davis, Charlotte Elizabeth.
Flower, Emma.
Keey, Louisa.
Lightfood, Hester Ann.
Marshman, Emma.
*Mc Connell, Jane.
Moore, Elizabeth.
Nelson, Mary.
Oatway, Lucy.
Roach, Elizabeth Ann.
Robinson, Emma.
West, Agnes Rutherford.
SCHEDULE.
Berry, Annie Olivia.
Betts, Lucy.
Boaden, Jane.
Bryant, Mercy Clara Ann.
Dunford, Elizabeth.
Evans, Mary.
Godson, Sarah.
Lambert, Clara.
Moss, Annie.
Pickett, Augusta.
Potter, Emily Murray.
Roe, Esther.
Selkirk, Jane Hayton.
Williams, Ellen.
Williams, Grace.

Brighton.

Students of the Second Year.

FIRST CLASS.
Hopkins, Eliza.
Payne, Caroline.
SECOND CLASS.
Langridge, Mary Ann.

Students of the First Year.
SECOND CLASS.
Bridger, Fanny.
THIRD CLASS.
Apedaile, Catherine C.
Cox, Eliza.
Heavens, Mary Louisa.
SCHEDULE.
Duphiegh, Mary Ann.
Ellison, Amelia Souter.
Humphrey, Emma.
Jee, Mary Ann.
Knight, Eliza Anne.
Potter, Maria.
Salter, Mary Ann.

Bristol, Gloucester, and Oxford.

Students of the Second Year.

FIRST CLASS.
*Ruddle, Eliza.
SECOND CLASS.
Goldsworthy, Ann.

Students of the First Year.
SECOND CLASS.
Eshelby, Isabella.
Gower, Rachel.
Morley, Elizabeth.
Wride, Maria.
THIRD CLASS.
Marks, Elizabeth Jane.
*Pascoe, Mary Ann.
SCHEDULE.
Brighton, Ann Maria.
Green, Nancy.
Hoskins, Elizabeth.
Upham, Maria.

Cheltenham.

Students of the Second Year.

FIRST CLASS.
Booth, Lucy.
*David, Margaret.
Devereux, Elizabeth.
Dore, Elizabeth.
Griffiths, Susan.
Hampson, Sarah Anne.
Morris, Elizabeth.
Titterton, Mary.
Tomlinson, Mary Frances.
*Wilcock, Emma.
Wright, Mary Jane.
SECOND CLASS.
Davies, Elizabeth.
Dyer, Agnes Martha Sally.
Ellworthy, Ann.
*Fillingham, Eliz. Hannah.
Gibson, Elizabeth Ann.
Halling, Elizabeth.
Ingram, Harriett.
Parsons, Alice.
Roberts, Ellen Jane.
THIRD CLASS.
Ellis, Celia.
Lloyd, Elizabeth.
Nolan, Elizabeth.
Sanderson, Annie.
Steer, Mary.
Thompson, Elizabeth.
Trobridge, Elizabeth.
Woodhouse, Ellen.

Students of the First Year.
FIRST CLASS.
*Peters, Hannah.
SECOND CLASS.
*Cobb, Emily Linders.
Nelson, Maria.
Schulen, Sophy.
*Thornton, Mary Anne S.
Turner, Sarah.
THIRD CLASS.
Beale, Evelina.
*Jenkins, Caroline.
Joy, Anne.
Wark, Caroline.
Watson, Amelia.
Wood, Harriett.
SCHEDULE.
Bromage, Jane.
Charie, Catherine.
Cole, Frances Eliza.
Elworthy, Emma.
*Golightly, Caroline.
John, Anne.
Jones, Fanny.
Northeast, Mary.
Pillar, Louisa.
Stanley, Elizabeth.
Taylor, Louisa.
Walton, Emma.

Derby.

Students of the Second Year.

FIRST CLASS.
Bowmer, Lucy Jane.
Hall, Alice.
Poole, Hannah.
Smith Emma.
SECOND CLASS.
Barrow, Mary.
*Blackburne, Elizabeth.
Sharpe, Emma.
THIRD CLASS.
Brookhouse, Catherine.

Students of the First Year.
SECOND CLASS.
*Robinson, Jane.
THIRD CLASS.
Elton, Sarah Anne.
Grey, Ann.
Pinches, Susanna.
Vance, Jane.
SCHEDULE.
Beech, Eliza.
*Boulderstone, Eliza.
Brookes, Sarah.
Candlin, Sarah.
*Gadsby, Anne.
Gallimore, Emily.
Morris, Annie.
Slater, Rosa.
Steel, Mary.
Wykes, Fanny.

Home and Colonial.

Students of the Second Year.

FIRST CLASS.
*Douglas, Anne Perrot.
Furmstone, Elizabeth.
Jones, Mary.
Jones, Mary Grace.
*Pigott, Elizabeth.
Truelove, Mary Anne.

SECOND CLASS.
Askham, Eliza.
Boulton, Hester Elizabeth.
Bradbury, Matilda.
Brown, Annie Jenkins.
Dale, Alice.
Filmer, Anne Susannah.
Hoare, Sarah.
Stevens, Maria.
THIRD CLASS.
Robinson, Susannah
Spracklin, Mary Anne.

Students of the First Year.

FIRST CLASS.
*Henderson, Hannah.
Hobbs, Ann.
Nicholls, Phillis Elvin.
Powell, Mary.
SECOND CLASS.
Bateman, Mary Anne.
*Elliott, Louisa.
Francis, Jane.
Gaster, Sarah.
Hall, Charlotte.
Hindley, Sarah.
Hood, Harriett.
Howitt, Lydia.
*Lee, Mary Elizabeth.
M'Euan, Jane Sarah.
*M'Keon, Rose Mary.
Mahy, Selina.
Parker, Elizabeth.
*Penson, Martha Catherine.
Pitchford, Emma.
Steventon, Ellen Jane.
Thomson, Jane Cameron.
Wickens, Maria.
THIRD CLASS.
Bannister, Sarah Anne.
Brumby, Sarah Jane.
Burgess, Agnes.
Burrows, Hester Maria.
Carter, Susanna Maria.
Feller, Emily.
Granger, Charlotte.
Howard, Betsey Jennings.
Hynard, Susanna.
Masterson, Letitia.
Mayhew, Ellen Garrod.
Russell, Letitia Mary.
Tuff, Mary.
Walker, Jane Sophia.
White, Jane.
SCHEDULE.
Beck, Elizabeth.
Bleackley, Sarah.
Buffard, Jane Ann.
Bullock, Sarah A. L.
Caddy, Hannah Steele.
Davis, Ann Rosina.
Eley, Jane.
Gascoin, Elizabeth.
Hawkins, Sarah Ellen.
Kail, Susan.
Kirkham, Jane.
Liney, Sarah.
Page, Elizabeth.
Pawson, Mary.
Robins, Jane Caroline.
Stack, Mary.
Thompson, Sarah.
Walker, Emma Sophia.
White, Mary Ann.

Liverpool.

(ROMAN CATHOLIC.)

Students of the First Year.

SECOND CLASS.
Harrison, Anne M. E.
Hayhurst, Ellen.
M'Dermott, Mary.
Pottinger, Louisa Mary

THIRD CLASS.
Anderson, Maria.
Atherton, Anne.
Byrne, Mary.
Carter, Margaret.
Daglish, Mary Jane.
Healy, Eliza.
Keating, Anne.
Kerwin, Cecilia.
Mahon, Mary Anne.
Mooney, Elizabeth.
M'Carthy, Mary.
Nickson, Jane.
Roddis, Elizabeth.
Tivnan, Mary.
SCHEDULE.
Smart, Elizabeth.
Warner, Catherine.

Norwich.

Students of the Second Year.

SECOND CLASS.
Davey, Emma.

Students of the First Year.

FIRST CLASS.
Mead, Sarah Ann.
SECOND CLASS.
Frost, Margaret.
Fulcher, Mary Ann.
Gooch, Mary.
Kettle, Jane.
Sparke, Elizabeth.
SCHEDULE.
Caspar, Susannah.
Critten, Eliza.
Rednall, Sarah Esling.

Salisbury.

Students of the Second Year.

SECOND CLASS.
Gwynne, Alice.
*Hayward, Mary Ann.
Yaxley, Mary Ann.
THIRD CLASS.
Ayles, Sarah Ann.
Lloyd, Rachel.
Kiddell, Sophia.
Smith, Martha.

Students of the First Year.

FIRST CLASS.
*Watts, Maria.
SECOND CLASS.
Baker, Eliza.
THIRD CLASS.
Crockford, Sarah.
Fry, Mary.
Gadd, Maria.
Hawkins, Sarah.
Hillier, Agnes.
Phillips, Lucy Ann.
Salisbury, Mary.
Stokes, Martha.
SCHEDULE.
Bacon, Maria.
Barrow, Catherine.
Bennett, Eliza.
Bridgwood, Maria.
Burpitt, Eliza.
Clarkson, Emma.
Garrett, Elizabeth.
Gould, Mary Anne.
Greaves, Mary Anne.
Hudd, Emily.
Lillywhite, Elizabeth.
Richards, Caroline.
Sarell, Anne Rennels.
Sage, Miriam.
Simmonds, Patience Ann.
Smith, Eliza Sarah.
Targett, Emily.
Thomas, Catherine.
Tuck, Annie.
White, Elizabeth.

St. Leonard's-on-Sea.

(ROMAN CATHOLIC.)

Students of the First Year

FIRST CLASS.
*Broadway, Martha Agatha.
*Keating, Mary.
SECOND CLASS.
*Broadhurst, Catherine.
*Hennessey, Catherine.
*Ingram, Monica.
*Ketley, Rosa.
*Richardson, Jane.
*Sparrow, Emma.
THIRD CLASS.
*Holland, Julia.
*Humphries, Sarah.
*Keefe, Margaret.
*Madden, Johanna.

Warrington.

Students of the Second Year.

FIRST CLASS.
Healey, Rebecca.
SECOND CLASS.
Birtwistle, Elizabeth.
Burch, Jane Elizabeth.
*Gregson, Sarah.
Hindle, Anne.
*Lloyd, Mary.
*Martin, Lucy.
*Smith, Sarah.
THIRD CLASS.
Collins, Mary Catherine.
Harle, Martha.
Palisier, Jane.

Students of the First Year.

FIRST CLASS.
Maltby, Esther.
Morgan, Rebecca.
SECOND CLASS.
*Balmer, Mary.
Boyd, Elizabeth.
Gell, Elizabeth.
Groom, Louisa Maria.
Langton, Anne.
Rickerby, Agnes.
Rimmer, Emily.
Threapland, Jane.
Welch, Elizabeth.
THIRD CLASS.
Andrews, Helen.
Cadwallader, Anne.
Cooper, Ellen.
Cubbon, Elizabeth.
*Dagnall, Anne.
Gell, Jane.
Griffith, Esther.
Howe, Annie.

Johnson, Mary Anne,
Kermode, Jane.
Knox, Margaret.
Lowry, Mary Anne.
*Redman, Elizabeth.
Westley, Elizabeth.

SCHEDULE.

Alexander, Mary.
Anderson, Elizabeth.
*Bridson, Eleanor.
Buckley, Katherine.
Bulman, Margaret Jane.
Cropper, Elizabeth.
Norris, Elizabeth.
Parry, Harriett Gilliam.
Pennington, Mary.
Phillips, Elizabeth Nicholls.
Quilliam, Catherine.
Rice, Margaret.
Riley, Alice.
Seward, Anne.
*Shaw, Elizabeth.
Shepherd, Margaret Anne.
*Wright, Jane.

Westminster.

(WESLEYAN.)

Students of the Second Year.

FIRST CLASS.

Fletcher, Eleanor.
Hankey, Sarah Jane.

SECOND CLASS.

Baker, Catherine Jane.
Pasco, Ann.
Peat, Mary Ann Harrison.
Upright, Emily Susannah.

THIRD CLASS.

Anelay, Anne.
Aylott, Sarah.
Beighton, Jane.
Boydell, Alice.
Davies, Elizabeth Williams.
Peters, Margaret.
Polley, Anne.

Students of the First Year.

SECOND CLASS.

Stansell, Frances.

THIRD CLASS.

Cleaver, Mary Ann.
Filmer, Anna Maria.
Pope, Sarah.
Read, Louisa.
Sibly, Elizabeth Mary.
Walker, Helen.
Whitehead, Ann Elizabeth.

SCHEDULE.

Aspden, Alice.
Brooksbank, Elizabeth.
Gaston, Amelia Caroline.
Read, Lydia Jane.
Sittleton, Catherine.
Townsend, Jane.

Whitelands.

Students of the Second Year.

FIRST CLASS.

Brice, Fanny.
Broadbent, Eliza.
Dowland, Agnes Sarah.
Freeman, Elizabeth Mary.
*Grindley, Sarah Anne.
Higinbotham, Sarah Anne.
Hughes, Margaret.
Morgan, Sarah Annie.
Nicholls, Jane Maria.
Pedlar, Ann.
Purchase, Eliza Jane.
*Sly, Sarah Ann.
*Sproston, Anne.
Stanley, Catherine.
Taylor, Emma.
*Walton, Hannah Elizabeth.
Weeks, Mary Ann.
Wilmot, Susannah.

SECOND CLASS.

Addison, Alice A.
Atkinson, Margaret Holmes.
Bayles, Emma.
Beams, Harriett.
Bottomley, Mary.
Chambers, Louisa.
*Elwig, Emma.
Harding, Sarah.
*Harvey, Louisa.
Henderson, Isabella.
Hollidge, Sarah.
Jones, Elizabeth.
Martin, Sarah Jane.
Maskell, Rose.
Pitson, Susannah.
*Powys, Emma.
Walker, Martha Anne.
Wheeler, Eliza.

THIRD CLASS.

*Heighton, Emma.
Kendrick, Esther.
Mottram, Hannah.
Porter, Emily.
Weeks, Rhoda Jane.
Wright, Eliza.

Students of the First Year.

FIRST CLASS.

Adams, Elizabeth.
Baily, Sarah.
Bird, Sarah.
Dowland, Mary T.
Evans, Ada.
Furnell, Elizabeth.
*Green, Mary Anne.
Jones, Ellen.
*Lincoln, Emily.
Millington, Martha.
Otter, Mary Elizabeth.
*Scrivener, Sarah.
*Warwick, Eliza.

SECOND CLASS.

Bailey, Frances.
Beverley, Eliza Ann.
Ekins, Louisa.
Fisher, Emma Charlotte.
Graham, Jane Trowbridge.
Gruncell, Ellen.
Marshall, Hilare.
Maynard, Emma Elizabeth.
Mitchell, Ann Wright.
Morley, Anne.
Pither, Anna Maria.
*Purvis, Ann Elizabeth.
Rowe, Lydia.
Schultze, Ann Martha.

THIRD CLASS.

*Blackmore, Louisa.
Cecil, Jane.
*Chandler, Emily.
Cochrane, Jane.
Collingwood, Emily Ann.
Edwards, Sarah Anne.
Elliott, Esther.
Harlow, Jane.
Home, Elizabeth.
Kimber, Sarah Grace.
Kitching, Anne.
Lipscombe, Frances Adams.
Maten, Caroline.
Matthews, Sarah Anne.
Mould, Charlotte.
Norman, Sarah.
Owen, Emma.
Richards, Frances.
Sapcote, Fanny.
*Sibley, Mary Anne.
Smith, Louisa Catherine.
Tait, Ann Wright.
*Toovey, Louisa.
Usherwood, Mary.

SCHEDULE.

Dobinson, Sarah.
George, Mary.
Hickman, Mary Anne.
*Jarvis, Mary Dinah.
Parrott, Martha.
Presnail, Mary Maria.
Priest, Mary.
Reeves, Martha.
*Rowlands, Grace.
Thompson, Mary.

York and Ripon.

Students of the Second Year.

FIRST CLASS.

Robinson, Margaret.

SECOND CLASS.

Knight, Maria.

THIRD CLASS.

Fox, Maria.

Students of the First Year.

FIRST CLASS.

Hall, Mary.
Wilkinson, Eliza.

THIRD CLASS.

Broadley, Clara Louisa.
Graham, Bettina.
Hornsby, Elizabeth.

SCHEDULE.

Dickinson, Emma.
Hill, Mary.
*Horton, Ellen.
Kaye, Sarah Anne.
Moorhouse, Sarah.
Robertshaw, Sarah Anne
Smithson, Sarah.
Walker, Sarah Jane

I.—CHURCH OF ENGLAND SCHOOLS.

Schoolmasters examined before Her Majesty's Inspectors of Schools, at Christmas 1856.

A.—Teachers above 35 years of age.

FIRST CLASS.

Bower, William - Bridgnorth, Blue Coat S.
Church, John - Walworth, St. Peter's N. S.

SECOND CLASS.

*Cooke, Mordecai Cubitt - Lambeth, Trinity N.S.

THIRD CLASS.

Apted, Henry - Highworth N. S.
Betsworth, George - Bolton-le-Moors, Emmanuel N.S.
Brooke, George - Farsley, St. John's N. S.
Cotton, Daniel - Brimpton, Ch. of Eng.
Cowle, Thomas - Barnton N. S.
Crooke, Charles Ambrose - Boughton Monchelsea N.S.
Garner, John - Hooe N. S.
Gibson, Thomas - Braithwaite N.S.
*Heller, Edmund (D) - Clapham, P. S.
Jones, John - Burbage N. S.
Keiller, John Welsh - Tetbury N. S.
Moorhouse, Samuel - Musbury N. S.
Parrott, John - Macclesfield, Crompton Road N. S.
Sparke, James - Cleckheaton N. S.
Taylor, William - Malins Lee N. S.
Wilkins, John - Cheltenham, Trinity Infant S.

B.—Teachers under 35 years of age.

FIRST CLASS.

Chapman, David - Sigglesthorne N. S.
*Chinn, Edward - Handsworth, Woodhouse Endowed N. S.
Fergie, Thomas Francis - Wigan N. and Blue Coat S.
Hillier, James Thomas - Winterbourne Whitchurch N. S.
Lanning, Thomas Homer - Iwerne Minster N. S.
Richards, William Francis - Westminster National Society's Central S.

SECOND CLASS.

Barnacle, George - Colsterworth N.S.
*Barrett, George - Great Yarmouth Charity S.
Cross, James - Weston-super-Mare N.S.
*Hewitt, James Walter - North Creake N. S.
Hole, Charles - Brighton, St. John's N. S.
Humphries, Webb George - Yeadon, N. S.
Jackman, John - Freshwater (Isle of Wight), N.S.
Johnson, Peter - New Leeds (Bradford) N. S.
*Jones, Jonoval - (Formerly a Student).
Jones, James - Bontnewydd N. S.
Parry, Thomas - Tilston Ch. of Eng. S.
*Plumstead, George - Wymondham, Ch. of Eng.
Porritt, William - Skipton, Ch. Ch. N. S.
Sutcliffe, Thomas Lister - Leckhampstead N. S.
Tomlinson, Richard - Bishop Burton Mixed S.
Woolfenden, William - Hamer, St. John's N. S.

THIRD CLASS.

Allott, Joseph - Tansley N. S.
Ball, William John Adams - Seacroft N.S.
Barton, James - Brompton (Middlesex) P. S.
Bentley, John - Salford, Great George Street Model S. (Assistant Teacher).
Betton, Thomas - Bedminster N. S.
Brew, Henry - Laxey Glen N. S. (Isle of Man).
*Burcham, William Edward - Ellel or Galgate N. S.
Busby, John Holiday - Woolwich N. S.
Caernarton, Richard - Shalford N. S.
Cattell, Thomas - Cottesmore N. S.
Coker, George - Ridgmount, Ch. of Eng. S.
Cookson, Charles - Barkisland Endowed S.
Davies, Richard - Hinstock N. S.
Davies, John - Minera, Ch. of Eng. S.
Dunstan, Matthias - Epping and Coopersale N. S.
Dunstone, William Amos - Oxton N. S. (Chester).

Ellis, Edmund Henry	Burton (Pembroke) S.
Ellis, William	Shrewton, Ch. of Eng. S.
Exon, Henry	Wookey N. S.
*Farncomb, Edward	Greenwich Proprietary S.
Firth, Alfred Fox	Shipley St. Paul's N. S.
Ganly, Richard	Barton-upon-Irwell N.S.
*Garrett, George	South Molton, N. S.
Gordon, James	Newton Heath, All Saints' N. S.
Granger, Henry Alexander	Faversham Central N.S.
Green, James	Love Clough N.S.
Green, Thomas	Douglas (Isle of Man), St. Barnabas' N.S.
Hallowes, John	Brampton, St. Thomas' N. S. (Derby).
Hammersley, William	Wonersh N.S.
Harris, Thomas	Holme Bridge N. S.
Hewitt, William	Brenchley N. S.
* Hill, Alfred	Lowestoft, Wylde's Endowed
Hillman, John	Kemerton N.S.
Hough, Thomas	Crumlin N. S.
Hulland, Richard	Erchfont N. S.
Jackson, John William	Great Stainton N. S.
Jacobson, Paul A.	Jerusalem, The Bishops, S.
Keen, Albert C.	Okehampton N. S.
Kentish, Thomas	Reading, St. Mary's N. S.
La Thangue, Richard Henry	St. Martin's in the Fields N. S.
Lees, Charles	Leeds, Little Holbeck, Marshall's Factory S.
Le Bocuf, Henry	Ashperton and Cannon Frome, N. S.
Matthews, John	Shrewsbury, St. Alkmond's P. S.
Morris, William	Vaynol N. S.
*Orton, William	North Runcton S.
Parkin, Henry	Hartford (Northwich) N. S.
Pendrid, William	Hurst N. S. (Ashton-under-Lyne).
Pollitt, William	Denton and Haughton N.S.
Pritchard, John	Duddleston Heath N. S.
Rees, Isaac	Rhydberth N.S.
Riddehough, John	Haslingden Grane, N.S.
Roberts, Alfred	Tottington, St. Ann's N. S.
Scott, William	Market Drayton N. S.
Smart, Joseph	Paddington, All Saints' District S.
Smith, Aaron	Owthorne N. S.
*Stafford, William John	Shalfleet, Ch. of Eng.
Stant, Joseph	Hordley S. (Ellesmere).
Stevens, George Henry	Barnes N. S.
Sturch, Richard	Oadby N. S.
Tallack, John Burley	St. Feock N. S.
Thompson, Joseph	Windynook, St. Alban's, N. S.
Usher, Thomas	Wreckenton N. S.
Weatherill, Robert	Foston N. S. (York).
Westerman, John	Bristol, St. Peter's N. S.
*Whitelaw, George Walter A.	Bingham N. S.
Whitham, John	Kirksmeaton N. S.
Williams, Edwin	Sharow, Ch. of Eng. S.
Wilkinson, John	Sowerby Bridge N. S.
Wright, Henry	Sissinghurst, Lady de Speen's S.

Schoolmistresses examined before Her Majesty's Inspectors of Schools, at Christmas 1856.

A.—Teachers above 35 years of age.

First Class.

Geall, Eleanor	Abbott's Langley N. S.
Martin, Harriet	Peckham N.S. (Surrey).

Second Class.

Burr, Phillis	Stockwell Chapel Street S.
Moore, Sarah	Northam N.S.

Third Class.

Jackson, Mary	Alderley S. (Cheshire).
Rush, Helen	Kensal Green, St. John's N. S.

B.—Teachers under 35 years of age.

First Class.

Byles, Elizabeth Jane	Bruton N. S.
Elliott, Ellen Frances	East St. Pancras Infant N. S.
Gibson, Sophia	Faversham, Infant N. S.
Hosking, Lavinia Jeffrey	Devonport, St. Stephen's N. S.
Jennings, Betsey	Lowestoft, St. John's N. S.
Sior, Ann	Hamstall Ridware S.
Vincent, Ellen Jane	Guernsey, St. Peter's Port N. S.

SECOND CLASS.

Bailey, Frances Mary - - - Bramfield N. S.
Breacker, Bessie - - - - Plymouth, Trinity Ch. of Eng. S.
Brown, Mary - - - - Hulme, St. Mark's Infant S.
Carey, Elizabeth - - - - Whitechapel, St. Mark's Infant S.
Chivers, Ann - - - - Calne N. S.
Clarke, Emma - - - - Brighton, St. Paul's Ch. of Eng. S.
Collier, Catherine - - - - Clerkenwell, St. Mark's, N. S.
Cross, Laura - - - - Weston-super-Mare N. S.
Fordyce, Janet - - - - Coniston Ch. of Eng. S.
Gilbert, Mary - - - - Powick, Bastonford Branch N. S.
Glanville, Mary Ann - - - Camberwell, Christ's Church Infant N. S.
Green, Eliza - - - - Blockley Girls' N. S.
Guinane, Catherine - - - Sandbach N. S.
Harvey, Emma - - - - Plymouth, Charles Infant S.
Hughson, Mary - - - - Southport, Christ's Church N. S.
Large, Eliza Vaughan - - - Chatteris Girls' S.
Lee, Mary Ann - - - - Davenham S.
Lee, Louisa Hannah - - - Ipswich, St. Peter's N. S.
Lovell, Mary - - - - Bures N. S.
Shepherd, Eliza - - - - Farnworth, St. John's N.S.
Trehearn, Mary - - - - Preston, Central Infant N. S.
Wells, Louisa - - - - Clapham, St. John's, Bowyer S.
West, Fanny - - - - Amesbury Infant S.

THIRD CLASS.

Affleck, Agnes Smith - - - Kinver N. S.
Anthony, Harriet - - - - Hucknall Torkard, Infant N. S.
Arthur, Angelina - - - - Brighton, Central N. S.
Bailey, Sarah - - - - Lyme-Regis N. S.
Bateson, Sarah - - - - Birch-in-Manchester, St. James' N. S.
Beech, Mary - - - - Bromsgrove N. S.
Bennett, Caroline - - - - Uttoxeter, St. Mary's N. S.
Blythe, Mary Ann - - - - Leigh N. S. (Stafford).
Buzza, Elizabeth Pearce - - - St. Erth N. S.
Clegg, Catherine - - - - March, Infant Ch. of Eng. S.
Cooper, Laura Elizabeth - - - Canterbury, St. George the Martyr's N. S.
Davies, Helen - - - - Gordon Square, All Saints' N. S.
Dorrington, Augusta Mary - - Maulden (Ampthill) N. S.
Earle, Susanna - - - - Blackburn, St. Michael's N. S.
Edwards, Elizabeth - - - Kinwarton and Great Alne N. S.
Evans, Virginie - - - - Bethnal Green, St. Matthias N. S.
Fricker, Clara West - - - Sydenham Girls' N. S.
Harrison, Ann - - - - Richmond, St. John's District Ch. of Eng. S.
Holbrow, Hannah - - - - Farringdon, Ch of Eng. Infant S.
Hood, Eliza - - - - Radcliffe N. S.
James, Sophia Barnes - - - Haverfordwest N. S.
Jeffrey, Elizabeth Amy - - - Tottenham, High Cross, Trinity Infant S.
Keeble, Harriett - - - - Swyncombe, Ch. of Eng. S.
Kimber, Mary Ann - - - Onslow and Hammersley S.
King, Rachel - - - - Moxley N. S.
Kitsell, Fanny Maria - - - Stourport N. S.
Lees, Susan - - - - Norton Canes N. S.
Martin, Catharine - - - - Higham-on-the-Hill N. S.
Mower, Lavinia - - - - Bosbury N. S.
Newby, Sarah - - - - Smethwick N. S.
Oliffe, Sarah - - - - Whitstable and Seasalter N. S.
Park, Jane - - - - Trowell N. S.
Reavley, Emma - - - - Bermondsey, St. Paul's N. S.
Rushton, Sarah - - - - Farnworth, St. John's Infant N. S.
Sarel, Harriet - - - - Lambeth, Archbishop Tenison's S.
Scott, Louisa - - - - Mildenhall, Sir H. Bunbury's S.
Simmons, Anne - - - - Battersea Fields, St. George's N. S.
*Solomon, Elizabeth - - - Frant, Free N. S.
Sterry, Eliza Round - - - Stanway N. S.
Taylor, Annie - - - - Chislehurst N. S.
Travis, Ann - - - - Stotfold N. S.
Trick, Jane - - - - Bideford, St. Mary's N. S.
Trist, Sarah Jane - - - - Beddington and Wallington N. S.
Vine, Jane - - - - Sissinghurst, Mrs. H. Cleaver's S.
Wheeler, Mary Ann - - - Kidderminster, St. George's N. S.
Willis, Anne Sophia - - - Wargrave N. S.
Wilson, Catharina Ann - - - Ramsgate, St. George's Infant N. S.
Wootton, Mary Ann - - - Westminster, Christ's Church Infant N. S.

C.—Teacher (previously certificated) who has passed in the papers of the Second Year.

FIRST CLASS.

Derrick, Caroline - - - - Home and Colonial Training S.

II.-SCHOOLS NOT CONNECTED WITH CHURCH OF ENGLAND.

Schoolmasters examined before Her Majesty's Inspectors of Schools.

A.—Teachers above 35 years of age.

SECOND CLASS.

Blackwell, George	Hayle, Foundry Day S.

THIRD CLASS.

Bushell, Richard	Bolton B. S.
Faulkner, John	Barton-on-Irwell Wes. S.
Fletcher, Thomas M.	West Ferry (Bawtry) Wes. S.
Horrocks, John	Lambeth, George Street B. S.
Kay, William	Oldbury Wes. S.
Pool, John	Corby, B. S.
Poskett, George	Haslingden Wes. S.

B.—Teachers under 35 years of age.

FIRST CLASS.

Gleave, Thomas	Leominster B. S.
Bailey, Matthew J.	Frome, Milk Street B. S.
Broadbent, Charles	Brompton B. S. (York).

SECOND CLASS.

Chadwick, William	Droylesden B. S.
Cochran, William	Sudbury B. S.
Fawcett, Francis	New Mills Wes. S.
Fitch, William John	Hitchin B. S.
Holmes, John	Athelhampton S.
Howie, Charles	Kirriemuir (Webster's Seminary).
Madron, Joseph	Lewannick, Wes. S.

THIRD CLASS.

Bamford, Edwin	Bushey B. S.
Beale, John Hill	Banbury B. S.
Bevan, Thomas	Abertillery B. S.
Cramnore, Moses	Bottoms Wes. S.
Harris, Henry	Brixham B. S.
Haynes, George	Finchdean B. S.
Holroyd, John	Ilkeston B. S.
Howe, Thomas	Cullingworth Wes. S.
Jones, Thomas	Brant Broughton Wes. S.
Lewis, John	Llandovery B. S.
Lickley, Henry	Bingley Wes. S.
Loane, Alfred W.	Rotherham Park Gate S.
Parker, William	Ross B. S.
Pollard, William F.	Peterboro' B. S.
Roberts, John	New Quay B. S.
*Tomkins, Samuel	Frampton Cotterill B. S.
Tregenza, Edward E.	Camborne B. S.
Warder, William	Manningtree Wes. S.
Wells, George	Spitalfields, Bell Lane, Jews' Free S.
Whiteley, James	Great Grimsby Wes. S.
Whiting, James	Calverley Wes. S.

C.—Teacher (previously certificated) who has passed in the papers of the Second Year.

FIRST CLASS.

Drury, Edward	Finsbury, Wilson Street Wes. S.

Schoolmistresses examined before Her Majesty's Inspectors of Schools.

A.—Teachers above 35 years of age.

None.

B.—Teachers under 35 years of age.

SECOND CLASS.

Manning, Rachel Bond	Liverpool, Hope Street, B. S.

THIRD CLASS.

Eldridge, Louisa - - - - Tondu Iron Works S. (Bridgend).
Flintoft, Jane - - - - Somers Town B. S.
Fulcher, Elizabeth - - - Banbury, Central, Infant S.
Hadfield, Sarah - - - - Patricroft B. S.
Patching, Elizabeth - - - Gloucester B. S.
Page, Elizabeth Sarah Rachel - - John Street, Old Kent Road, Wes. S.
Savery, Julia Ann - - - Downton, B. S.
Sands, Martha - - - - Luton Wes. S.
*Symons, Elizabeth Mitchell - - Liverpool, Cranmer, Wes. S.

III.—ROMAN CATHOLIC SCHOOLS.

Schoolmasters examined before Her Majesty's Inspectors of Schools.

A.—Teachers above 35 years of age.

THIRD CLASS.

Cassin, Thomas - - - - North Shields, St. Cuthbert's, R.C. S.

B.—Teachers under 35 years of age.

THIRD CLASS.

Smith, Philip Sydney - - - Hexham, St. Mary's, R. C. S.
Walsh, David - - - - Bankside R. C. S.

C.—Teacher (previously certificated) who has passed in the papers of the Second Year.

FIRST CLASS.

*Graham, Thomas (D.) - - - Hammersmith R. C. Training S.

Schoolmistresses examined before Her Majesty's Inspectors of Schools.

A.—Teachers above 35 years of age.

SECOND CLASS.

Molteno, Catherine - - - Bristol, Deighton Street, R. C. S.

THIRD CLASS.

Rutherford, Martha - - - Stockport, St. Mary's, R. C. S.

B.—Teachers under 35 years of age.

FIRST CLASS.

Bourke, Cordelia - - - - Liverpool R. C. Training School.
Watkins, Mary Catherine - - Chelsea, St. Joseph's, R. C. S.

SECOND CLASS.

Crawford, Elizabeth - - - Blackburn, Mr. Sparrow's, R. C. S.
Fitzgerald, Frances - - - Liverpool, St. Anthony's, R. C. S.
Tasker, Sarah - - - - Burnley, St. Mary's, R. C. S.
White, Ellen - - - - Newport (Monmouth), St. Mary's, R. C. S.

THIRD CLASS.

Ainsworth, Anne Mary - - - Rainhill, St. Mary's, R. C. S.
Murphy, Anne - - - - Southwark, St. George's, R. C. S.
Sheehan, Julia - - - - Southwark, St. George's, R. C. S.
Worsp, Mary Catherine - - - Spitalfields, Princes Street, R. C S.

Result of Examination of Candidates for Apparatus Grants.

Highest Grant.

Allott, James	Ruabon N. S.	Chemistry.
Ives, William F.	Limehouse, St. John's, N. S.	„
Spink, John	Ripon, Cathedral S.	„

Middle Grant.

Fyles, Thomas	Scotter and Scotton, N. S.	Botany.
Macfarland, Andrew T.	Alverstoke N. S.	Chemistry.
Normandale, Mark	West Tanfield N. S.	„
Robertson, John	Oldbury, Messrs. Chance's S.	„
Rowlatt, John	Evercreech N. S.	„
Thurlow, Richard	Nottingham, Trinity, N. S.	„
Wright, George	Southwark, St. Paul's, N. S.	„

Lowest Grant.

Anderson, Josiah	Halifax, Haley Hill, Factory S.	„
Cleaver, Clarke	Oakham N. S.	„
Grey, Ralph R.	Warrington Par. S.	„
White, William	Moorflat, St. Helen's, N. S.	„

Result of Examination of Candidates for Drawing Certificates.

I.

Candidates who hold Certificates of Merit.

Certificates.

Name.	School.
*Wormald, Joseph	Alverthorpe N. S.
*Stanwick, John	Gilling N. S.
*Bradley, James	Saltley Training S.
*Cherington, Frederick J.	Highbury Model S.
*Evers, Henry	Plymouth, Charles' S.
*Wallis, John	Exeter, Mint Lane, Wesleyan S.
*Stacey, Edmund J.	Exeter Training S. (Student of 3rd year).
*Hunt, Frederick G.	Chelsea, St. Mark's Training S. (Student of 2nd year).
Prizes.	
Cawthorne, John P.	Chichester, Central S.
White, William	St. Helen's, Moorflat N, S.
Grey, Robert R.	Warrington P. S.
Johnson, Richard	Saltney N. S,
Ellis, John	Masham N. S.
Spink, John	Ripon, Cathedral S.
Constable, John	Christleton, Par. S.
Klamborowski, Ambrose	Chepstow N. S.
Stollard, James	Ipstones, Agricultural S.
Howe, George	Islington, St. Mary's N. S.
Edmunds, John	Bangor B. S.
Fyles, Thomas	Scotter and Scotton N. S.
Crampton, F. R.	St. John's Wood, St. John's, N. S.
Keddell, A. H.	Mitcham N. S.
Pearl, Mary E.	Warrington B. S.
Windsor, Eliza	Fishponds Training S.
Thorne, Harriett	„ Infant S.
Daffen, Eliza M.	„ N. S.
Frost, Sarah	Bloomsbury, St. George's, N. S.
Combes, Henry	Chichester, Tower Street, B. S.
Talbot, James	Hammersmith, St. Mary's, T. S.
Jones, Owen	Caernarvon (Student of 3rd year).
Rapson, E.	Chelsea, St. Mark's, „
Goostry, Charles	„ „
Taylor, Robert	Chester (Student of 2nd year).
Shoosmith, W. J.	Chichester „
Weller, George	„ „
Smith, S. B.	Culham (Student of 3rd year).
Murphy, Felix E.	Highbury (Student of 2nd year).
Weiss, Egmont	„ „
Gwyther, Henry M.	Saltley „

II.

CANDIDATES WHO DO NOT HOLD CERTIFICATES OF MERIT.

Prizes.

Name.	School.
Francis, David	Caermarthen (Student of 1st year).
Moorhouse, Edwin	Chester ,,
Pascoe, Theophilus	Culham ,,
Heaviside, William	,, ,,
Thomas, Frederick A.	Exeter ,,
Austin, Alfred H.	,, ,,
Moore, Ruth	Derby ,,
Tuff, Lucy A.	Home and Colonial ,,
Lushington, Eliza F.	Salisbury ,,
Brougham, Isabella	Warrington ,,
Townsend, Jane	Borough Road ,,
Wildling, John	Rowley Regis N. S.
Hancock, Thomas W.	Broadway (Worcester) B. S.
Norris, Alfred	Hoddesden B. S.
Allworth, R. J.	Luton Wes. S.

Students in Normal Colleges and Teachers in Elementary Schools, examined in month of June 1856, before Her Majesty's Inspectors of Schools in connexion with Established Church of Scotland.

SCOTLAND.

I.—STUDENTS.

Edinburgh.

(MALES.)

Students of the Second Year.

FIRST CLASS.
Mc Kinlay, Peter

SECOND CLASS.
Lindsay, David.
Neilson, John.

THIRD CLASS.
Donaldson, James.
Paterson, Robert C.

Students of the First Year.

FIRST CLASS.
Adams, David Laird.
Dick, Robert.
Heggie, David.
M'Andrew, James.
M'Lellan, Andrew.
Sinton, Joseph.
Smith, John.

SECOND CLASS.
Borrowman, William D.
Campbell, Donald.
Dewar, William Constable.
Fairley, Robert.
Ferguson, John.
Lumsden, Alexander.
M'Dougall, Donald.
M'Farlane, John.
M'Lean, Roderick.
Malcolm, James.
Mathison, Peter.
Millar, George
More, John.
Morrison, Alexander.
Peebles, John.
Prain, William.
Reid, David.
Walker, William.

THIRD CLASS.
Farquharson, George.
Horne, John.
M'Gregor, James.
Mackie, William.
M'Leish, Robert.
M'Millan, Dugald.
Storrer, John Watt.
Stuart, William.

SCHEDULE.
Burton, William.
Cox, John.
Dawson, Gilbert.
M'Quarrie, Donald.
Munro, George.
Shaw, John.
Wilson, James.

(FEMALES.)

Students of the Second Year.

FIRST CLASS.
Fargie, Mary.
Gardiner, Marg. Leighton.
Tod, Euphemia.

Students of the First Year.

FIRST CLASS.
Craig, Anna.
Horne, Caroline.
Johnson, Agnes.
Johnstone, Isab. Burnett.
Reid, Anne Mackenzie.
Robertson, Jessie.
Spence, Catherine Stafford.
Strachan, Eve Priscilla.

SECOND CLASS.
Allan, Jessie.
Clark, Mary.
Dick, Agnes.
Dickson, Jessie.
Mackie, Margaret Spark.
Robertson, Elizabeth.

THIRD CLASS.
Cameron, Ellen.
Farquhar, Isabella.
Fergusson, Cath. Isabella.
Hunter, Betsy Anne
Hutton, Ann.
Leslie, Isabella Tosh.
Little, Joanna.
Michie, Elizabeth.
Shepherd, Jessie
Wood, Elizabeth.

SCHEDULE.
Budge, Christina Douglas.
Duncan, Christina.
Dunn, Mary Bell.
Forbes, Jane.
Lowe, Eliza Cartwright.
Paul, Charlotte.
Stewart, Isabella.

Glasgow.

(MALES.)

Students of the Second Year.

FIRST CLASS.
Kirkpatrick, James.
M'Coll, Daniel.

SECOND CLASS.
M'Clure, Hugh.
Montgomery, Archibald.
Robson, Robert.

THIRD CLASS.
Morrison, Archibald.

Students of the First Year.

FIRST CLASS.
Duncan, Alexander.
Miller, Kenneth M'Iver.
M'Donald, John.
Robertson, John.
Shaw, James.
Wallace, James.

SECOND CLASS.
Garven, James.
Manson, John
Marshall, William.
M'Pherson, George L.
Robertson, Andrew.

THIRD CLASS.
Bell, William.
Caird, William.
Campbell, Alexander.
Dick, William.
Dobie, John.
Forrester, Andrew.
Hynd, David.
Millar, John.
M'Dougall, John.
Rae, James.
Shaw, William.
Watt, Robert C. B.

SCHEDULE.
M'Leod, Angus.
Paton, David.
Philip, James.

(FEMALES.)

Students of the Second Year.

FIRST CLASS.
Manson, Janet.
Patrick, Jane.
Wallace, Jane.

Students of the First Year.

FIRST CLASS.
Duncan, Janet.
Dundas, Mary.
Drysdale, Jessie.
Griffin, Mary.
Hay, Elizabeth Kerr.
Lennox, Jacobina J.
Mc Niell, Mary.
Paton, Agnes.
Steven, Jane.
Wyllie, Margaret.

SECOND CLASS.
Barr, Janet
Campbell, Jessie.
Clark, Mary.
Crawford, Eliza E.
Davidson, Ellen Jane.
Ferguson, Anne.
Graham, Marion.
Hannah, Margaret.
McGregor, Mary.
Murdoch, Agnes M.
Patrick, Mary.
Stevenson, Janet.

THIRD CLASS.
Cleland Agnes F.
Findlay, Jessie.
Hamilton, Betsy.
McFarlane, Margaret.
Patterson, Mary.
Stewart, Janet.

SCHEDULE.
Anderson, Agnes.
Campbell, Annette Jane.
Cowans, Emily H.
Drysdale, Mary.
Hamilton, Margaret.
Kinloch, Elizabeth.
Patterson, Mary M.
Spiers, Mary.
Steven, Jane D.

II.—SCHOOLMASTERS.

A.—Teachers above 35 years of age,

SECOND CLASS.

Hunter, James	Mearns Par. S.
Neill, Thomas	Glasgow (Gorbals) Youth S.

THIRD CLASS

Kinghorn, William	Denny, Par. S.
Lawrence, David	Stane, Wilson's S.

B.—Teachers under 35 years of age,

FIRST CLASS.

Grant, James	Glenlivat (Ballindalloch) S.
Jennings, Joseph	Edinburgh United Industrial S.
Macaulay, James	Glasgow Established Ch. Normal S.

SECOND CLASS.

Bower, James	Inverkeillor Parish S.
Ironside, James Leith	New Pitsligo Par. S.
Lithgow, Gilbert	Renton Public S.
M'Craith, Archibald	Edmondstone Colliery S.
Mushet, James	Paisley (Quarrelton) Abbey Par. S.

THIRD CLASS.

Allan, James	Glasgow Highland Society's S.
Anderson, George	Slateford Subscription S.
Burnett, George	Edinburgh St. George's Local Day.
Clark, James	Kincardine Infant Par. S.
Jamieson, William	Riggend Subscription S.
Liddle, William	Muirhead Redding S.
Lundie, William H.	Auchterarder, John Sheddan's S.
Lyle, James	Innerleithen Par. S.
M'Irvine, George	Aboyne Par. S.
Monahan, James	Muirkirk Iron Works S.
Neill, Charles	Fochabers, Milne's Institution.
Osborne, William	Kilmarnock Reformatory S.
Pollock, James Murdoch	Falkirk Parochial S.
Shanks, Robert	Glasgow, Bluevale Sess. S.
Sim, Alexander	Glasgow, St. Enoch's Sess. S.
Tocher, Francis	Melrose Parochial S.
Wylie, William	Partick Academy.

C.—Teacher above 35 years of age who has passed in the papers of the Second Year.

THIRD CLASS.

Money, John	Blantyre Parochial S.

III.—SCHOOLMISTRESSES.

A.—Teachers above 35 years of age.

None.

B.—Teachers under 35 years of age.

THIRD CLASS.

Dick, Eliza Browneta	New Winton S., Tranent.
Hair Mary	Paisley Newton Infant S.
Johnson, Euphemia	Aberdeen John Knox Sess. S.
Marshall, Martha	Grangemouth Subscription S. (Falkirk).
Nichol, Elspet Paterson	Methlick Girls' S.
Paterson, Jemima	Glasgow, Milton Established Ch. S.
Reid, Barbara	Forres, Fraser Female Industrial S.
Shepherd, Lois Storer	Paisley, Neilson's Endowed S.
Smith, Jane	Edinburgh Original Ragged S.
Taylor, Marion Monteith	Kirkpatrick, Durham S.

IV.—TEACHERS.

Of 35 years of age and upwards, registered as qualified for the Instruction of Pupil Teachers under Minute of 20 August 1853.

Higgins, John	Glasgow, Chalmers' Parochial S.
Taylor, William	Lennoxtown (Glasgow) Subscription S.

FEMALES.

Thompson, Isabella	Langholme S.

Students in Normal Colleges and Teachers in Elementary Schools, examined in Month of June 1856, before Her Majesty's Inspectors of Schools in connexion with Free Church of Scotland.

I. STUDENTS.

Edinburgh.

(MALES).

Students of the Second Year.

FIRST CLASS.

Anderson, Robert.
Imrie, Robert.
Johnston, James Hay.
Kemp, George.
Shearer, Donald.
Smith, James.
Smith, Thomas.
White, Michael Johnson.

SECOND CLASS.

Cobb, John Thomas.
Findlay, John.
Kydd, Alexander.
M'Donald, George.
M'Ritchie, Colin.
Maxwell, William.
Robb, William.
Rutherford, William.
Sinclair, James.
Walker, James Law.

THIRD CLASS.

Alexander, Peter.
Alexander, William.
Chisholm, John.
Doleman, Alexander.
Findlayson, Alexander.
Gilbert, John.
Grant, John.
Milne, Thomas.
Stewart, Peter.

Students of the First Year.

FIRST CLASS.

Anderson, Alexander.
Lawrie, William.
M'Neil, Archibald.
Renton, David.
Scott, John.
Thomson, James.

SECOND CLASS.

Bremner, William L.
Brims, James.
Carmichael, Alexander.
Duncan, John.
Duncan, William S.
Gunn, John.
Harley, James.
Hutchison, Charles.
Lawson, John.
M'Kay, William.
M'Martin, Donald.
M'Rae, Donald.
Masson, James.
Mowatt, Martin.
Stuart, Alexander.
Sutherland, William.
Waitt, George.
Winter, George.

THIRD CLASS.

Brown, David.
Cameron, Thomas.
Clarke, Charles.
Miller, James.
Wilson, James.

SCHEDULE.

Fairley, Thomas.
Oman, Nathaniel.

(FEMALES).

Students of the Second Year.

FIRST CLASS.

Burness, Jessie.
Couper, Helen.
Currie, Mary.
Dickson, Margaret.
Grim, Helen.
Macpherson, Janet Bannerman.
Scott, Isabella.
Sinclair, Margaret.
Sinclair, Margaret.
Taylor, Violet.

SECOND CLASS.

Cameron, Christina.
Henderson, Margaret.
Vernon, Ann Elizabeth Harker.

Students of the First Year.

FIRST CLASS.

Flockhart, Christina.
Gillespie, Agnes.
M'Donald, Mary
Murray, Jane Keith.
Newton, Elizabeth.
Reid, Anne.
Shaw, Jessie Gordon.
Sinclair, Jemima.
Yule, Elizabeth Walker.

SECOND CLASS.

Allan, Mary.
Brown, Elizabeth.

Dawson, Margaret.
Elder, Elizabeth.
Ferguson, Catherine Wilhelmina.
Morrison, Jane.

THIRD CLASS.

Bell, Margaret.
Berwick, Mary.
Duguid, Jane Duncan.
Ferguson, Anne Milne.
Gordon, Anne.
Graham, Margaret.
M'Morran, Agnes.
Reckie, Marjory.
Rollo, Mary.
Russell, Mary Greig.
Stephen, Eliza.

SCHEDULE.

Aikman, Rachel
Gray, Georgina.
Henderson, Matilda Caroline.
Lindsay, Helen.
M'Donald, Mary.
Nicholson, Elizabeth.
Smith, Mary J. Patterson.

Glasgow.

(MALES).

Students of the Second Year.

FIRST CLASS.

M'Cosh, Robert.
M'Rae, Farquhar
Miller, James
Ruthven, John

SECOND CLASS.

Allan, George.
Douglas, William.
Kerr, James Semple.
M'Millan, John.
Matheson, John.
Rae, John.
Small, George.

THIRD CLASS.

Andrew, David.
Cameron, James.
Davidson, Robert.
Forbes, William.
Kerr, Robert.
M'Lauchlan, David.
Phey, John.
Taylor, William.
Thomson, William.
Walker, Robert.

Students of the First Year

FIRST CLASS.

Brown, Francis.
Bruce, John.
Fraser, David Duckworth.

SECOND CLASS.

Collins, Robert.
Craig, James.
Cunningham, Robert.
Fraser, James John.
Kerr, Quintin.
M'Diarmid, Hugh.
M'Master, Hugh.
M'Murchy, John.
Mitchell, James.
Stirton, William.
Taylor, John.

THIRD CLASS.

Andrew, Thomas.
Bell, Alexander.
Dunlop, John.
Ferguson, James.
Galbraith, Angus.
Galbraith, John.
Hannah, Adam.
M'Lachlan, John.
Tennant, John Blaikie.

SCHEDULE.

Colquhoun, Simon.
Lawrence, James.
Thomson, Robert.

(FEMALES).

Students of the Second Year.

FIRST CLASS.

Laird, Robina.
Robertson, Ellen.

SECOND CLASS.

Abbott, Jane.
Brown, Christina.
Dunbar, Agnes Crichton
Gardner, Janet.
Lindsay, Jane Buchanan.
M'Innes, Elizabeth.
Watt, Jane Gordon

THIRD CLASS.

Balderston, Agnes.

Students of the First Year.

FIRST CLASS.

Murray, Eliza

SECOND CLASS.

Clark, Christina.
Copeland, Eliza.
Fernie, Emma Jane.
Graham, Isabella.
Harley, Anna.
Johnson, Marion MacIndoe
Mac Ivor, Isabella Boag.
M'Nab, Rosa Catherine.
Major, Mary.
Miller, Jane.
Moodie, Anne.
Reid, Margaret.
Reid, Mary.
Wilson, Mary.

THIRD CLASS.

Kelly, Margaret Turner.
Leckie, Margaret.
Macgregor, Margaret.
Scott, Elizabeth.
Smith, Jesse Corbett.

SCHEDULE.

Cameron, Mary.
Douglas, Janet.
Gilson, Helen Lennox.
Hunter, Marion Tulloch.
Mackintosh, Isabella.

II.—SCHOOLMASTERS.

A.—Teachers above 35 Years of Age.

THIRD CLASS.

Bain, George - - - - - Pulteney Town F. C. S.
Mac Nab, James - - - - Markinch F. C. S.

B.—Teachers under 35 Years of Age.

SECOND CLASS.

Hood, William - - - - - Glasgow, Renfield Street Mission S.

THIRD CLASS.

Andrew, Michael Murdoch - - - Renfrew, Old Burgh S.
Baikie, Hugh - - - - - Edinburgh, Tolbooth F. C. S.
Chalmers, James - - - - Ferry Port on Craig Subscription S.
Donaldson, James - - - - Glasgow, St. Peter's F. C. S.
Dunlop, Robert - - - - Finnieston F. C. S.
Fyfe, Archibald - - - - Dumbarton Educational Society's S.
Hislop, George - - - - Dundee, Hunter Street F. C. S.
M'Laren, Thomas - - - - Govan F. C. S.
Paton, James M. - - - - Troon F. C. S.
Small, William - - - - Chapelshade F.C.S. (Dundee).
Stewart, Robert - - - - Ardersier F. C. S.
Walker, John Y. - - - - Old Meldrum F. C. S.
Wright, Thomas Henry - - - Kirriemuir, South F. C. S.

III.—SCHOOLMISTRESSES.

A.—Teachers above 35 Years of Age.

THIRD CLASS.

Allan, Catherine - - - - Glasgow, St, Peter's F. C. S.

B.—Teachers under 35 Years of Age.

THIRD CLASS.

Alexander, Elizabeth - - - - - Fordoun F. C. S.
Clark, Isabella - - - - - - Banks (Insch) Female S.

IV.—TEACHERS

Of 35 Years of Age and upwards, registered as qualified for the Instruction of Pupil-teachers, under Minute of 20 August 1853.

Barrie, George - - - - - Dundee, Wallace Town F. C. S.
Martin, James - - - - - Deskford, Cullin F. C. S.
Mickle, Peter - - - - - Kirkmahoe F. C. S.

Students in St. Andrew's Hall Training College, Edinburgh, and Teachers of Elementary Schools in connexion with Episcopal Church of Scotland examined before Her Majesty's Inspector of Schools, Rev. T. Wilkinson, in June 1856.

I.—STUDENTS.

Students of the First Year.

FIRST CLASS.

Bradley, George.

SECOND CLASS.

Birnie, William
Hay, George.
Mills, William Fowler.

THIRD CLASS.

Clarke, John.
Sutherland, David.

SCHEDULE.

Richardson, Robert.

II.—SCHOOLMASTERS.

A.—Teachers above 35 Years of Age.

SECOND CLASS.

Renwick, Joseph - - - - Paisley, Trinity Epis. S.
Simpson, William - - - - Glasgow, Ch. Ch. Epis. S.

B.—Teachers under 35 Years of Age.

THIRD CLASS.

Gordon, James - - - - - Port Glasgow Epis. S.
Neppred, George Thomas - - - Dundee, St. Paul's Epis. S.

III.—SCHOOLMISTRESSES.

B.—Teachers under 35 Years of Age.

FIRST CLASS.

Anderson, Elizabeth Margaret - - Elgin, Trinity Epis. S.
Davidson, Elizabeth - - - - Dundee, St. Paul's Female Epis. S.

SECOND CLASS.

Grieve, Margaret - - - - Ellon Epis. S.
Macgregor, Anne - - - - Lawrencekirk, St. Lawrence Epis.
Macgregor, Margaret - - - - Crieff, St. Michael's Epis. S.

THIRD CLASS.

Harries, Jane - - - - - Aberdeen, St. John's Epis. S.
Macgregor, Margaret - - - - Leith, St. James' Epis. S.
Macleod, Anne - - - - - Wilton (Hawick) Epis. S.

Teachers in Roman Catholic Schools examined before Her Majesty's Inspectors, in June 1856.

I.—SCHOOLMASTERS.

A.—Teachers above 35 years of age.

THIRD CLASS.

Allen, Richard - Liverpool, St. Oswald's R.C.S.
Clarkson, George - Newport-on-Usk R.C.S.
Doyle, James - Poplar R.C.S.
Giblin, John - Garstang R.C.S.
Richardson Thomas - Chorley St. Mary's R.C.S

B.—Teachers under 35 years of age.

SECOND CLASS.

M'Curdy, Dennis - Liscard, St. Alban's R. C. S.
M'Gladrigan, Hugh - Sheffield, St. Vincent's R. C. S.
Morrin, James - Carlton (Glasgow), St. Mary's R. C. S.
Roche, Henry - Burnley, St. Mary's R. C. S.

THIRD CLASS.

Doyle, Michael - Wigan, St. Mary's R. C. S.
Ferdinand, Lewis - Glasgow, St. Andrew's R. C. S.
McMahon, Thomas A. - Birmingham, St. Nicholas' R. C. S.
Mullin, James - Lytham, St. Peter's R. C. S.

II.—SCHOOLMISTRESSES.

A.—Teachers above 35 years of age.

FIRST CLASS.

Beaumont, Frances - Loughborough R. C. S.

SECOND CLASS.

Thompson, Anne - Sunderland, St. Mary's R. C. S.

THIRD CLASS.

Mackenzie, Jane Hamilton - Kensington, Vicarage Place R. C. S.

B.—Teachers under 35 years of age.

FIRST CLASS.

Buckle, Maria Elizabeth - St. Leonard's-on-Sea R. C. Training S.
Cusack, Helen Frances - St. Leonard's-on-Sea R. C. Training S.
Orr, Sarah Agnes - St. Leonard's-on-Sea R. C. Training S.

SECOND CLASS.

Boulger, Theresa - Preston, St. Wilfred's R. C. S.
Capel, Maria Gabriel - Preston, The Talbot R. C. S.
Deacy, Ellen Agatha - London, Little Albany Street, St. Ann's R.C. S.
Devoire, Caroline - Kensington, Vicarage Place Infant R. C. S.
Hunt, Catherine Angela - St. Leonard's-on-Sea R. C. Training S.
Miller, Elizabeth Frances - London, Gate Street, St. Mary's R. C. S.
Noble, Mary Eliza - St. Leonard's-on-Sea R. C. Training S.
Stafford, Rosina - Ashton, St. Oswald's R. C. S.

THIRD CLASS.

King, Mary Ann - Devonport R. C. S.
Lebrun, Cecile - Kensington, Vicarage Place Girls' R. C. S.
Richmond, Elizabeth - London, Marylebone, St. James' R. C. S.

III.—TEACHERS.

Of 35 years of age and upwards, registered for Capitation Grants under Minute of 2 April 1853, and also as qualified for instruction of Pupil-teachers under Minute of 20 August 1853.

Durphy, Richard - Blackburn, St. Ann's R. C. S.
Maguire, Edward - Preston, St. Winfred's R. C. S.

EXAMINATION PAPERS.

1. For Candidates for *Queen's Scholarships;* Christmas 1856.
2. For *Male Students* in *Training Colleges* (in First, Second and Third Years); Christmas, 1856.
3. For *Female Students* in *Training Colleges;* Christmas, 1856.
4. For *Teachers* being Candidates for *Registration,* or for *Infant-School Certificates;* Easter, 1856.
5. For Candidates for *Lecturerships* in *Training Colleges;* Easter, 1856.

(No. 1.)

EXAMINATION OF CANDIDATES FOR QUEEN'S SCHOLARSHIPS.

CHRISTMAS, 1856.

Candidates are advised to begin by reading the questions through to the end, before they attempt to answer any of them.

Candidates are not expected to answer all the questions. Far higher marks will be gained by a few accurate and sensible answers than by a great number of indifferent attempts.

Candidates will do well to answer those questions first *which they* feel best able to answer. *The answers should (as far as possible) be* begun to be written *opposite to the questions to which they refer. If, in any case, candidates cannot conveniently comply with this direction, they should head the answer thus:—" Question, No. "*

All the answers are to be written on this paper. Answers written on any other paper will not be looked over.

The following table must be carefully filled up:—

Your Christian Name and Surname, in full, *and the* current *Year of your Age.*	*The Name of the Training College at which you are now being examined.*	*The Name of the School in which your Apprenticeship was served. If you have not been a Pupil-teacher, state so.*

RELIGIOUS KNOWLEDGE.

(Three Hours allowed for this Paper.)

In each of the first four Sections, you may not take more than one question to answer.

Section 1.

1. Give the names of the Judges of Israel, with dates, and a short history of one of them.
2. Mention the points of difference between the Captivity of the Kingdoms of Israel and Judah respectively, as narrated in the Old Testament.
3. Write out a short history of the Jews, from the dedication of the second Temple to the coming of Christ.

Section 2.

1. Enumerate the different Herods mentioned in Holy Scripture, with a short account of each.
2. Explain the following terms:—Proselyte of the Gate; Proselyte of the Covenant; Publicans; Scribes; Stoics; Tetrarch.
3. Describe the way in which each Evangelist commences his Gospel.

Section 3.

1. "Pray without ceasing." Write out the notes of a lesson on this text.
2. On what lessons from Holy Scripture would you chiefly dwell, in teaching a child to love God?
3. "Give us this day our daily bread." How is the full meaning of this explained in the Church Catechism? Illustrate it, as to your first class, from examples in the Old Testament.

Section 4.

1. Write out (as nearly as you can in the words of Scripture) *one* of the following parables:—
   (*a*) The Wise and Foolish Virgins. (*b*) The Prodigal Son.
   (*c*) The House on the Sand, and the House on the Rock.

   Explain the parable which you write out.
2. What were the words of our Lord (*a*) about little children; (*b*) the lilies of the field; (*c*) God and Cæsar; (*d*) the Resurrection; (*e*) the Devil?
3. Enumerate the chief events which occurred to St. Paul (*a*) at Antioch; (*b*) Iconium; (*c*) Philippi; (*d*) Athens; (*e*) Corinth; (*f*) Ephesus; (*g*) Jerusalem; (*h*) Cæsarea.

   Draw an outline map of the Eastern end of the Mediterranean Sea, and write the names of these places in the proper parts.

Section 5.

1. Write out the questions and answers relating to Baptism in the *first* portion of the Catechism.
2. Why is Baptism explained twice over in the course of the Catechism? What particulars, *exactly*, are contained in the first account of Baptism, and not in the second? What in the second, and not in the first?
3. "Thou art not able to walk in the commandments of God, nor to serve him, without his special grace."

   What does "special grace" signify in this passage? What means does the Catechism teach us of obtaining special grace?

Section 6.

1. What (*describe them*) are the Collects used in the order of Morning Prayer? What in the order of Evening Prayer?

2. In what part of the Daily Service does the General Thanksgiving come?
3. When is the Prayer for the High Court of Parliament to be used, and when not?
4. When is the Prayer for all conditions of men to be used, and when not? Why so?
5 How does each of the three last-mentioned Prayers begin?

GRAMMAR.

(Three Hours allowed for this Paper.)

1. Paraphrase the following passage (*the more briefly* you can express *the same sense* in different words, the better will your answer be reckoned).

[Throughout this paper, whenever *examples* are called for, it is preferred that you should find them in this passage.]

"Our *next-door* neighbour at my father's house had been a carpenter. *Fresh* from the *sort* of *reading* I have mentioned, I was eager to *examine his* tools, *their* powers, and *their* uses. This carpenter was a man of a strong and vigorous mind; and, his faculties *having been* chiefly *confined* to the range of his profession, *he* was fertile in experiments and ingenious in reasoning *upon* these particular topics. I *therefore* obtained from him considerable satisfaction; and, my *mind* being set in action, I sometimes *even* improved upon the hints he furnished. His conversation was particularly agreeable *to me*. I *at first* worked with him for *my* amusement, and afterwards *for a short time* as his journeyman. I was constitutionally vigorous, my bones well knit, and my limbs sinewy and powerful; and, by the experience *thus* attained, I added to the abstract possession of power the skill *of applying it* when I pleased, in such a manner as that no part should be inefficient."

2. Parse the words printed in italics.

3. "Our next-door neighbour at my father's house had been a carpenter."

Divide this sentence into *subject, copula, predicate.*

In the subject, distinguish the substantive from the attributive parts.

4. Enumerate the different kinds of pronoun. Decline such pronouns as admit of declension.

5. "I sometimes even improved upon the hints he furnished."

Is this a complete construction? If not, complete it; parse whatever you insert, and give the name of the grammatical figure which denotes the omission of words.

6. Write out the following words, so as to mark by hyphens the *root*, and the *affix* or *prefix*. Draw a line in each case under the root:

neighbour,	profession,	obtained,	occasionally,
vigorous,	experiment,	conversation,	sinewy,

Is there anything different from the rest to remark about the additions to the root in the word "obtained"?

7. Correct the mispelling which appears in any of the following instances:—

procede,	fullfilling,	greatful,	harrass,
exceed,	fulfil,	believe,	embarass,
recede,	fulfill,	greive,	ribbon,
analagous,	jenerous,	recieve,	missconduct.

8. What are *moods* and *tenses?* Exhibit the whole of them in a connected and systematic arrangement, and explain it.

9. Show by examples how the auxiliary verbs *to be* and *to have* are used in distinguishing the active from the passive voice, and the past or imperfect from the present time, in other verbs.

10. "This carpenter was a man *of a strong and vigorous mind.*" Which of these words might be omitted without injury to the sense or grammar?

How would you change the rest of the sentence so as to turn the words printed in italic from the *possessive* to the *objective* case?

How would you change it so as to make *strong and vigorous* the predicate?

11. Give the derivation and literal meaning of *journeyman.* Make it the occasion of explaining one of the sources from which modern English is derived.

12. Classify the letters of the alphabet, and point out the uses, in teaching etymology, which may be made of such classification.

13. (*a*) Adjectives are said to *qualify* nouns, adverbs to *modify* verbs; explain the meaning of these terms.

(*b*) Those verbs are said to be intransitive, in which "*the action does not pass over from the agent to the object.*" Explain the words in italics.

(*c*) Conjunctions are said to be "parts of speech which join words and sentences together." Examine the accuracy of this definition.

Find examples, in each case, from the passage given for paraphrase.

14. As there is no difference in the *form* of the word between the nominative and objective case of nouns, how can it be ascertained that transitive verbs and prepositions in English govern the objective case?

15. Which of the parts of speech have the effect of *abbreviating* language? Give examples.

GEOGRAPHY AND HISTORY.

(Three Hours allowed for this Paper.)

GEOGRAPHY.

1. Draw a map of the coast of Wales, showing the course of the rivers descending to it, and the mountains in which they take their origin.

2. Draw a map of the Mediterranean Sea, naming in it the chief islands, ports, and river-mouths.

3. Give some account of New Zealand, mentioning the size, shape, and position of the islands, with the principal settlements in them.

4. Describe the chief physical features of South America.

5. State, as far as you are able, the latitude and longitude of the following places and their distance from London, giving a full account of one of them—

Moscow, Calcutta, Quito, Archangel, Venice, Sierra Leone, Canton, Buenos Ayres.

6. In what countries are the sugar-cane, the cotton-plant, tea, coffee, and rice chiefly grown? Say what kind of climate and soil is required for each.

HISTORY.

1. Show some great differences between the Saxon and Norman invasion and occupation of England.

2. Name, with dates, the principal events in the reign of Henry II.; describe more fully one of them.
3. Give a short account of the state of the kingdom at the accession of Henry VII.
4. Under what circumstances and with what results was the Union of the Crowns of England and Scotland effected? Trace the descent of the first king of Great Britain.
5. Relate, as far as you can, how the woollen manufacture was introduced into England, and its subsequent progress.

(For Females only.)

6. Write a short account of one of the following personages:—

Philippa of Hainault,	Lady Jane Grey,
Joan of Arc,	Lady William Russell.

SCHOOL MANAGEMENT,

(Three Hours allowed for this Paper.)

Write the first line of your first answer as a specimen of copy-setting in large-hand; *and the first line of your second answer as a specimen of copy-setting in* small-hand.

1. Show how the time-table of a school should be drawn up, so as to exhibit the time given weekly to each subject taught in each class.
2. What explanation would you give of the following terms, as applied to the management of a school?

Discipline.	Standard of instruction.	Divisions.
Organization.	Principle of classification.	

3. In some schools the children stand during all but the writing lessons; in some they sit during all the lessons. What fault may be found with each of these practices, and what arrangements may be substituted instead?
4. A good school register ought to show at *any time* how long each child has actually attended a school since its first admission. What entries would be necessary to give this information in the case of children placed on the register of a school in 1854?
5. Why should a school register show for every week, (*a*) the average number present during the week, and (*b*) the total number who have been present even once during the week?
6. At what time of the day was the attendance registered in the school in which you were apprenticed? How was it done? What would have been difference in the average attendance for the year if the registers had contained only the number present at the time fixed for coming into school?
7. Were particular classes placed in your charge during your apprenticeship? For what periods did you take charge of them? By whom, and in what manner, were you superintended and directed in this practical part of your instruction?
8. What arrangements were made for your lessons out of school hours during your apprenticeship? Should you adopt precisely the same plan, if you had the charge of pupil-teachers in a school of your own? Give your reasons.
9. Did any industrial employment form part of the business of the school in which you were apprenticed? With what kind of industrial work would it be most useful for masters and mistresses to be familiar?
10. State (*a*) for what lessons, and (*b*) in what way, you would use the black-board?
11. What is a dictation lesson, and what are the advantages of it?
12. In teaching the first elements of arithmetic, what means would you use besides figures on the slate or black-board?

MUSIC.

1. Classify the orders of measure or kinds of time most commonly employed in musical compositions, and explain the difference between relative and absolute time.
2. Write out as many major diatonic scales or keys as you are able, prefixing to each its appropriate signature.
3. Show on a staff of eleven lines the average compass of each register of voice, and represent each register separately on a staff of five lines, with its proper clef.

ARITHMETIC.

(Three Hours allowed for this Paper.)

1. How many miles will a wheel, whose circumference is 16½ feet, traverse in 7,825 revolutions? $\frac{5}{8}$
2. What sum of money will be required to allow 359 persons each 3*l*. 6*s*. $10\frac{8}{55}\frac{8}{6}d$.? Prove the work.
3. The purchase money of a parcel containing 907 articles of equal value is 1,703*l*. 9*s*. $2\frac{1}{4}d$., show the cost price of each article. Test the answer by multiplication and practice.
4. $40\frac{5}{8}$ yards of silk are purchased for 14*l*. 1*s*. 7*d*.; for what amount of money may $4\frac{1}{2}$ yards be purchased at the same rate?
5. A man travels 640 miles in 12 days of 16 hours duration; in how many days of 12 hours duration will he travel 720 miles?
6. Three parties agree to advance 14,280*l*. for business purposes, in the several proportions of 4, 5, 6; the clear gain is 872*l*. 10*s*. What amount of capital and gain belongs to each?
7. State exactly what is meant by the expression, "multiply $\frac{3}{7}$ by $\frac{3}{7}$?" and work the following, $2\frac{1}{13}\frac{3}{3} \times 5\frac{9}{17}\frac{9}{7} \times 7$.
8. Reduce 7*s*. 4½*d*. to the decimal of 3*l*. 7*s*. 2½*d*., and show what decimal of 1*l*. 19*s*. 4½*d*. is 10 guineas.
9. What is meant by the terms "involution" and "evolution"? Give examples in illustration of each, and work the following proposition: "A square field contains 15a. 2r. 20p.; find its side in chains."
10. The interest on 608*l*. for three years is 61*l*. 17*s*. 1½*d*.; find the rate per cent.?
11. If 12 per cent. be gained upon silk by selling it at 11*s*. 8*d*. per yard, at what price per yard should it be sold to clear 25 per cent.?
12. If 1½ lbs. of tea be worth 3½ lbs. of coffee, and 6½ lbs. of coffee worth 24 lbs. of sugar, and 7½ lbs. of sugar worth 14 lbs. of soap; how many lbs. of soap are 3 lbs. of tea worth?

13. State what books are essential to the system of "double entry," and illustrate their use, as far as may be, by the following transaction: "A country draper purchases from a Belfast manufacturer five pieces of linen, each 26 yards long, for 19*l.* 10*s.*, or 3*s.* per yard; he sells off the whole quantity at 3*s.* 6*d.* per yard.

EUCLID.

Candidates are not permitted to answer questions in more than one of the three Sections into which this Paper is divided. No marks will be given for Papers in which this direction is not observed.

Section 1.

1. If two triangles have two sides of the one equal to two sides of the other, each to each, and have likewise their bases equal, the angle which is contained by the two sides of the one shall be equal to the angle contained by the two sides equal to them, of the other.
2. If two triangles have two sides of the one equal to two sides of the other, each to each, but the angle contained by the two sides of one of them greater than the angle contained by the two sides equal to them, of the other, the base of that which has the greater angle shall be greater than the base of the other.
3. The opposite sides and angles of a parallelogram are equal, and its diagonal bisects it.
4. If the square described upon one of the sides of a triangle be equal to the squares described upon the other two sides of it, the angle contained by these two sides is a right angle.
5. If a straight line be divided into two equal parts, and also into two unequal parts, the rectangle contained by the unequal parts, together with the square of the line between the points of section, is equal to the square of half the line.
6. To describe a square that shall be equal to a given rectilineal figure.
7. If a point be taken within a circle, from which there fall more than two equal straight lines to the circumference, that point is the centre of the circle.
8. The angle at the centre of a circle is double of the angle at the circumference upon the same base, that is, upon the same part of the circumference.
9. From a given circle to cut off a segment, which shall contain an angle equal to a given rectilineal angle.
10. To describe a square about a given circle.

ALGEBRA.

Section 2.

1. Reduce to its simplest form the expression

$$(x-a)\ (x+b)\ (x-c) + a\ (x+b)\ x-c) - b\ (x-c)\ (x-a) + c\ (x+b)\ (x-c) - ab\ (x-c) - bc\ (x-a) + ca\ (x+b) - abc.$$

2. Show that when x and y are real and unequal numbers, $x^2+y^2 > 2xy$, and $x^2+y^2+z^2 > xy+yz+zx$ when x, y, z are real and not all equal.
3. Divide x^6+7x^3-8 by x^2+x-2.
Find the G.C.M. of $x^4+x^3-x^2+5x-2$ and $x^4-3x^3+6x^2-6x+4$.
5. Extract the square root of $5-2\sqrt{6}$, and the cube root of 100739·353077.
6. Solve the equations—

I. $2x-1+\frac{7x-2}{3}-\frac{3x+4}{5}=\frac{7x-4}{5}+\frac{5x+1}{3}$.

II. $\frac{ax}{b}-\frac{bx}{a}=\frac{a^2}{b}-\frac{b^2}{a}$.

III. $\frac{10x-3}{3x+1}+\frac{8x+1}{7x-11}=5\frac{1}{8}$.

IV. $\sqrt{7x+1}=\sqrt{7x-26}+3$.

V. $\begin{cases} 2x-3y=5. \\ 2x^2-3y^2=29. \end{cases}$

VI. $\begin{cases} xy+yz=21. \\ 3xy-yz=3. \\ xyz=30. \end{cases}$

7. The 5th term of an arithmetical progression is 7 and the 9th term is 13; find the 13th term and the 1st term.
8. On a line of railway the telegraph posts are placed at equal distances; a train moving uniformly passes along one of these distances in $7\frac{1}{2}$ seconds; if the number of distances in a mile were increased by 8 and the length of each distance diminished accordingly, the train would pass along one of them in six seconds; find the distance between two posts and the rate of the train per hour.

MENSURATION AND MECHANICS.

Section 3.

1. A roof, which is 35 feet 8 inches long and 18 feet 3 inches broad, is covered with lead weighing 8 lbs. per square foot: what will it cost at 1 guinea per cwt.?
2. The solid contents of a box are $58\frac{5}{8}$ cubic feet, the width is 5 feet 4 inches, and the length is three times the depth; find the length and depth.
3. How many horse-power will be required to raise $5\frac{1}{4}$ tons of coals, 75 fathoms in an hour?
4. The length of a lever, which balances of itself, is 4 feet 3 inches; the weights which balance, when hung at its extremities, are as 9 to 8; find the lengths of the arms.
5. The arms of a bent lever, inclined to each other at an angle equal to $\frac{3}{4}$ of a right angle, are moveable about its fulcrum in a vertical plane: find the relation between the weights, which will balance it when hung at the extremities of the arms, with one of the arms horizontal. (The lever supposed to be without weight.)
6. The lever of a screw is 3 feet, the distance between two threads $\frac{1}{4}$ inch; what power must be applied to the end of the lever to support an iron weight hung from the screw, in the form of a cylinder, whose diameter is one foot, and height 7 inches, $3\frac{1}{2}$ cubic inches of iron weighing 1 lb.?

7. Find the magnitude of a force which is equivalent to two forces of 5 lbs. and 12 lbs., acting together at a point at right angles to each other, and draw a figure to represent the directions of the three forces.

DOMESTIC ECONOMY.

(Three Hours allowed for this Paper.)

1. What directions would you give with respect to female clothing, in order to the *preservation of health?*—Answer this question as fully as you can.
2. State, and clearly explain, how it is that health suffers from the want of out-door exercise, and of water for the purpose of washing the body.
3. Give a recipe for *one* of the following preparations:—
   (*a*) Cheap nourishing soup, with *or* without meat, *in quantity sufficient for six persons.*
   (*b*) Oatmeal porridge.
   (*c*) Gruel.
   (*d*) A cheap bread, or other farinaceous, pudding.
4. Three of the first-class girls of an ordinary national school go out to service as housemaid, nurserymaid, and kitchenmaid respectively. Write down suitable directions for *one* of the three.
5. Do you consider that it is or is not desirable for a cottager to keep a pig, and why?
6. Would you recommend the mother of a family to go out to daily work? Give your reasons fully.
7. To what class of disorders does small-pox belong? What are its symptoms? How should it be treated until the attendance of a medical man can be obtained? What other disorders belong to the same class?
8. Supposing a chimney to be on fire, what are the best means of putting it out?
9. Mention the chief vegetable and mineral poisons from which children are especially in danger. What are the respective remedies to which immediate recourse should be had?
10. What diseases arising from want of cleanliness are commonly met with among the children of the poor? What is the proper treatment in each case?

(No. 2.)

GENERAL EXAMINATION OF TRAINING COLLEGES.

CHRISTMAS 1856.

MALE STUDENTS.—FIRST YEAR.

All your answers are to be written on this paper; answers written on any other paper will not be looked over.

You are not permitted to answer more than one question in each section.

Before beginning your answers, you are to fill up the following Table, so far as it applies to you. You will be so good as to do this, although you may not attempt to answer any part of the paper; which, in that case, you will return to the Inspector, *writing the words "not attempted" in large letters below.*

The Name of the Training College at which you are now being examined.	*Your Christian Name and Surname* in full, *and the* current *Year of your Age.*	*Do you attend this Examination as—* 1. *A resident Student?* 2. *A Teacher to be examined for a Certificate of Merit, and* from what School?	*If you are, or have been, a Student, state the Month and Year in which you entered the Training College and the Month and Year in which you left it.*

1. THE HISTORY, CHRONOLOGY, AND GEOGRAPHY OF THE BIBLE.
2. THE GOSPEL ACCORDING TO ST. MATTHEW.

(Three Hours allowed for this Paper.)

Section 1.

1. Describe the course of the Jordan.
2. What tribes or nations occupied Canaan when Abraham and Joshua, respectively, crossed the Jordan?
3. Draw a map of Syria, inserting the mountains and rivers, Antioch, Damascus, Tyre, Jerusalem, and the six cities of refuge.

Section 2.

1. Write a history of Gideon.
2. Distinguish between trespass offerings, peace offerings, and burnt offerings. Give the rules for each.
3. Give an analysis of one of the prophetical books in the Old Testament, with some account of its author.

Section 3.

1. What do we know of St. Matthew from the Bible? What is the commonly received opinion on the date, and original language of his gospel? What circumstances mark for whom it was written?
2. Mention any miracles, parables, or phrases peculiar to this Gospel.

3. Narrate the parable of the labourers in the vineyard. What circumstances led to the parable? What is its doctrinal meaning? Can you find anything parallel to it in ordinary life?

Section 4.

1. When did our Lord first begin to foretel his own sufferings?
2. Mention the occasions on which the disciples are said to have quarrelled amongst themselves. State in each case what circumstances seem to have led directly or indirectly to the quarrel.
3. Give an analysis of the Sermon on the Mount, showing its unity and coherence. What leading doctrines or precepts of the Gospel find no place in it?

Section 5.

What is the best teaching that can be given to children between the ages of seven and nine, out of the Old Testament? Illustrate your answer by a sketch of a specimen Old Testament lesson.

Section 6.

Write an explanation for a class of children between eleven and thirteen of the parables of the Leaven and the Mustard Seed. Be careful to point out the difference as well as the similarity of meaning in the two parables.

Section 7.

Write such notes on the following passage as will give an illustration of the preparation that you would make for hearing it read by your first class, and explaining it to them:—

"And when they were come to Capernaum, they that received tribute money came to Peter, and said, Doth not your master pay tribute?

"He saith, Yes. And when he was come into the house, Jesus prevented him, saying, What thinkest thou, Simon? of whom do the kings of the earth take custom or tribute? of their own children, or of strangers?

"Peter saith unto him, Of strangers. Jesus saith unto him, Then are the children free.

"Notwithstanding, lest we should offend them, go thou to the sea, and cast an hook, and take up the fish that first cometh up; and when thou hast opened his mouth, thou shalt find a piece of money: that take, and give unto them for me and thee."—*Matthew*, xvii. 24 to 27.

CATECHISM, LITURGY, AND CHURCH HISTORY OF THE FIFTEENTH AND SIXTEENTH CENTURIES.

(Three Hours allowed for this Paper.)

Section 1.

Explain, as if to a class of children between nine and eleven; illustrate by examples, and enforce by texts from the New Testament,—

Either 1. The Second Commandment;—or, 2. The Fifth Commandment;—or,
3. The Ninth Commandment.

Section 2.

Write out the explanation which is given of the Lord's Prayer in the Catechism, and comment upon it as you would to your second class, so as to make them feel its use towards understanding that Prayer.

Section 3.

1. Write such comments on the 95th Psalm as you would give to your first class, to enable them to join in it with intelligence, in the Morning Service.
2. Explain as you would to pupil-teachers the benediction at the end of the Litany. Dwell particularly on the words "grace" and "fellowship," and illustrate them from other passages in the Bible.
3. Comment on the special Psalms and lessons appointed for the Morning Service on Easter day or Christmas Day, and if you can remember one of those Psalms or Lessons in detail, give a full explanaion of it. Easter day: Proper Psalms, 2, 57, 111; proper Lessons, Exodus, 12—Romans, 6. Christmas day: Proper Psalms, 19, 45, 85; proper Lessons, Isaiah, 9 to v. 8—Luke, 2 to v. 15.

Section 4.

1. Write a life of Wickliffe.
2. Give an account of the Lollards. Were they popular or unpopular in this country, and why?
3. In what countries, if in any, was the Reformation chiefly a reformation in doctrine, in what a reformation in discipline, and in what a reformation in church government. Prove your answer by historical facts.

Section 5.

1. Give an account of Calvin and his chief followers.
2. By what steps and by what authority were the Thirty-nine Articles composed and made binding on the clergy of the Church of England?
3. What causes stopped the progress of the Reformation over Europe, and in some degree undid what had been already done?

Section 6.

1. State the practical value of Creeds and Catechisms in the education of children; and show in what manner the teacher should use these means of religious instruction.
2. Write full notes of a lesson to be given to children, between eleven and thirteen, illustrating, by events in the History of the Reformation, the Parable of the Tares.

ENGLISH GRAMMAR.

(Three Hours allowed for this Paper.)

Every candidate is required to write out the paraphrase and do the parsing. Besides this he is to choose one question in each of the other sections.

Section 1.

Paraphrase the following passage—

"For the principal aim of society is to protect individuals in the enjoyment of those absolute rights which were vested in them by the immutable laws of nature; but which could not be preserved in peace without that mutual assistance and intercourse which is gained by the institution of social and friendly communities. Hence it follows, that the first and primary end of human laws is to maintain and regulate these absolute rights of individuals. Such rights as are social and relative result from,

and are posterior to, the formation of states and societies: so that to maintain and regulate these, is clearly a subsequent consideration. And therefore the principal view of human law is, or ought always to be, to explain, protect, and enforce such rights as are absolute, which in themselves are few and simple; and then such rights as are relative, which, arising from a variety of connexions, will be far more numerous and complicated."—*Warren's Blackstone*, p. 60.

Section 2.

Parse the following sentence, and be careful to give in full the *syntax* of the prepositions, conjunctions, and pronouns.

"For all of us have it in our choice to do everything that a good man would desire to do; and are restrained from nothing but what would be pernicious either to ourselves or our fellow citizens."

Section 3.

"So that to maintain and regulate these, is clearly a subsequent consideration."

1. In what sense is the word "these" a pronoun, and in what an adjective? What is the etymology of the word "pronoun," and what is its meaning, according to that etymology? Does this imply any change in the meaning commonly attached to the word "noun?"
2. Parse the word "so." Give other instances of adverbs similarly used. Distinguish between the meaning of "so" and "as."
3. Parse the word "to." Are there any cases in which this word before an infinitive may more properly be called a preposition than a sign of the mood? In what cases is the sign of the infinitive omitted?

Section 4.

"And therefore the principal view of human law is, or ought always to be, to explain, protect, and enforce such rights as are absolute, which, in themselves, are few and simple; and then such rights as are relative, which, arising from a variety of connexions, will be far more numerous and complicated."

1. Give the etymology and etymological meaning of "explain, protect, enforce, absolute, rights, simple, relative, connexions, complicated."
2. What is the general meaning of the terminations ive, tion, an, wise, al, ty, ous? Give instances of each.
3. Analyze the above passage into subject, copula, and predicate, marking the subordinate clauses which are comprised under each of these divisions.

Section 5.

Describe accurately every step in the process of teaching the full parsing of nouns and verbs.

Section 6.

1. In what order ought children to learn to distinguish parts of speech?
2. Explain exactly the different use that you would make of the passage at the head of Section 4, in teaching grammar to pupil-teachers in the third year, to the children in your first class, and to the children in your second class.
3. How can the teaching of grammar be made of use in teaching children to write correct English? What grammatical mistakes do children and uneducated people most frequently make?

GEOGRAPHY.

(Three Hours allowed for this Paper.)

Section 1.

Describe, *in words*, the coast, the boundaries, the mountain-chains, and the river system of—
1. France; or, 2. Russia: or, 3. Hungary.

Section 2.

Describe, *in words*, one of the following coast lines:
1. North America, from the Straits of Belle Isle to New Orleans.
2. Asia from Aden to Hong Kong.
3. Europe, from Gibraltar to St. Petersburgh.

Section 3.

Draw an outline map of
1. Spain; or, 2. Greece; or, 3. Denmark.

Section 4.

1. Describe, *or* draw a map of, the basin of the Rhine.
2. Draw a map of the Mediterranean Sea.
3. Trace in words, or by a map, the water-shed which divides the northern and western from the southern and eastern drainage of Europe.

Section 5.

Write full notes, and draw such maps and illustrations as would be required, for a lesson to your first class upon the geography of—
1. South America: or, 2. Canada; or, 3. Yorkshire.

Section 6.

Write full notes of a lesson upon, and draw proper maps and diagrams to illustrate, one of the following passages, supposing it to be read by your first class:—

1. "*Lapland*, which belongs to Sweden, as you know, is perhaps the most dreary country in Europe. During a great part of their long cold winter, the inhabitants have no daylight; and in their short summer hardly any darkness: for the nearer one approaches to the north pole the longer the days and nights become. At the pole itself there are six months' darkness, and then six months' light; but in Lapland there is but a very short period in which there is no light at all, though during the whole summer the sun sets for a short time only."—*Irish* IV. Book, p. 79-80.

2. "The advantages derived from rivers as the sources of national wealth are incalculable. They feed canals, turn mills, and mingle and assist in nearly all the operations of human industry. The one hundred and ten canals which England now boasts are supplied from the exhaustless munificence of her rivers.

"Rivers are the outlets by which the wealth of a nation is conveyed to foreign realms, and the inlets by which it receives their riches in return. Places situate on a river and near the sea are therefore advantageously situated for commerce; hence most capitals and many large cities are built on the banks of rivers. It is to her position on the Thames that London is chiefly indebted for her rank as the first commercial city in the world."—*British and Foreign* IV. Book, p. 21.

3. "During the summer of the northern hemisphere, the countries of Arabia, Persia, India, and China, are much heated, and reflect great quantities of the sun's rays into the atmosphere, by which it becomes extremely rarefied, and the equilibrium consequently destroyed. In order to restore it, the air from the equatorial southern regions, where it is colder (as well as from the colder northern parts) must necessarily have a motion towards those parts. The current of air from the equatorial regions produces the trade-winds for the first six months in all the seas between the heated continent of Asia and the equator. The other six months, when it is summer in the southern hemisphere, the ocean and countries towards the southern tropic are most heated, and the air over those parts most rarefied; then the air about the equator alters its course, and flows exactly in an opposite direction."—*M'Culloch's Course of Reading*, p. 241-242.

ENGLISH HISTORY.

Three Hours allowed for this Paper.

Section 1.

Give an account of—
1. The character and government of Edward the Confessor; or,
2. The victories and subsequent expulsion of the Danes; or,
3. The steps which led to the consolidation of the Heptarchy into a monarchy.

Section 2.

Enumerate the instances in which
1. England took part in the Crusades; or,
2. England has interfered by arms to support foreign sovereigns against their subjects, or foreign subjects against their sovereigns; or,
3. England has engaged in foreign war in support of (*a*) the hereditary rights of her Sovereign, (*b*) the unity of the British Empire, (*c*) protection or extension of her commerce.

Section 3.

1. Give an account of the reign of Henry IV.
2. Give the pedigree, life, and character of Henry VII.
3. Sketch the successive attempts made by England to conquer or unite the Kingdom of Scotland.

Section 4.

1. Give a brief outline of the Wars of the Roses, and of their effects upon the country, both as regards domestic and foreign policy.
2. Give an outline of the reign of Elizabeth.
3. Write a sketch of the growth, and narrate in detail any one of the principal feats of the British Navy.

Section 5.

Write full notes, and draw proper maps or other illustrations for a lesson to be given to your first class, on
1. The wars of Edward III. in France; or, 2. The English colonization of America; or,
3. The progress of British power in India.

Section 6.

Write full notes, and draw proper maps or other illustrations to show how you would treat one of the following passages, supposed to be read by your first class:—

1. "America was discovered by Columbus in the year 1492. Several European nations, following the example of Spain, sent out ships to explore the new continent, and the beautiful countries and rich gold and silver mines they found there disposed them to try and get possession of all they could. As the nations were some of them ignorant savages, and the rest not nearly so well skilled in war as the Europeans, they were easily overcome, and numbers of them were cruelly slaughtered by the conquerors, who made themselves masters of nearly the whole continent, and kept those of the natives who were not killed in a state of bondage. After much war and bloodshed both among the Europeans themselves and with the natives, the chief part of North America remained at last divided between the Spaniards and English, and the South between the Spaniards and Portuguese. But in the year 1783, the descendants of the English who inhabited the centre of North America, separated themselves from Great Britain, and formed themselves into an independent republic called the *United States*."—*Irish* IV. Book, pp. 133, 134.

2. "In the time of Henry the Second of England Ireland was conquered, and since that period has been under the English kings. Its history is therefore blended with that of England. In the year 1800 its parliament was united to that of England.

"A great part of this island is covered with immense *bogs*. These form a remarkable feature of the country; they afford abundant supplies of peat, used by the inhabitants for fuel. These bogs are the remains of ancient forests; and large quantities of wood and the skeletons of animals have been found in them.

"The lakes of Killarney at the south-western extremity of the island are very beautiful, and will bear comparison with the finest in England or Scotland. Their banks are high, and covered with wood, and verdant islands are scattered over the surface."—*British* IV. Book, p. 82.

3. "*On the threatened Invasion in* 1803.—By a series of criminal enterprises, the liberties of Europe have been gradually extinguished, and we are the only people in the eastern hemisphere who are in possession of equal laws and a free constitution. Freedom, driven from every spot on the Continent, has sought an asylum in a country which she always chose for her favourite abode; but she is pursued even here, and threatened with destruction. The inundation of lawless power, after covering the whole earth, threatens to follow us here; and we are most exactly, most critically placed in the only aperture where it can be successfully repelled—in the Thermopylæ of the World."—*M'Culloch's Course of Reading*, p. 24.

SCHOOL MANAGEMENT.

(Three Hours allowed for this Paper.)

Write the first line of your first answer as a specimen of copy-setting in large-hand; *and the first line of your second answer as a specimen of copy-setting in* small-hand.

Section 1.

1. Describe such apparatus, and the general characteristics of such a series of reading books, as you would require to teach children to read.
2. How can the learning of reading and writing be made most effectually to tell upon each other?

3. Describe a reading lesson given to your first class, showing what methods you take to secure the five requisites of
fluency, correctness, distinctness, intelligent emphasis, and proper expression.

Section 2.

1. Describe the proper position of the body, the paper, the fingers, and the pen when writing. What is the use of regulating the position?
2. What is the advantage, and what the disadvantage, of the classification of forms introduced by Mülhauser?
3. State precisely what use is to be made of copies set on the black-board, of printed copies, and of copies set by hand in the children's books.

Section 3.

1. What have we lost by discarding the old spelling-books? and how is it to be replaced?
2. What rules would you give to a pupil-teacher of the fifth year for dictation lessons to the first class?

Section 4.

Give a concise account of every step in the process of teaching simple multiplication, both short and long.

LATIN.

(Three Hours allowed for this Paper.)

Section 1.

1. Decline *honor*, *honoris*, throughout.
2. What is the termination of the nominative case in the first, fourth, and fifth declensions? Give two instances of each.
3. In what declensions is the ablative the same as the dative? What is the difference in meaning? Are both of these cases used after prepositions? If not, which? Give three instances.

Section 2.

1. How many forms of declension are there of adjectives? Decline *velox*, *velocis*, throughout.
2. Decline ambo, unus, duo, tres, in full.
3. State the general rule for the comparison of adjectives, with instances.
   In what sense is it true to say that *melior* is the comparative of *bonus*?
   What are the positive forms of *superior*, *prior*, *inferior*?

Section 3.

1. Decline hic, ille, qui, and se.
2. Write out the present indicative of adsum, possum, prosum.
3. Write out, side by side, the terminations of the future indicative, active and passive, in each of the four conjugations.

Section 4.

1. In what particulars must a verb agree with its nominative case? Are there any exceptions?
2. What determines the case of a relative? Is the gender of a relative always the same with that of its antecedent?
3. Translate into Latin—

To know oneself [*Noscere se ipse*] is the first step [*gradus*] to [*ad*] wisdom [*sapientia*]; which, as [*ut*] it is the most difficult [*difficilis*], so [*ita*] it is the most useful [*utilis*] of all things [*omnis*].

Section 5.

1. From *what part of* the Latin verb is each of the following English words derived—
   Direction. *Student.* *Futurity.*
2. How does the learning of another language enable you more easily to understand the grammar of your own? Illustrate by instances from Latin and English.
3. What difference must be made in the method of learning a language when you wish to make it a study, and when you wish to make immediate use of it.

ARITHMETIC.

(Three Hours allowed for this Paper.)

Every question is to be worked as a model for the imitation of your first-class in working all similar questions. A correct result not obtained by a clear method will be considered of no value.

Section 1.

1. Divide $2\frac{1}{4}$ by $3\frac{1}{2}$, and add the quotient to $\frac{5}{14}$.
2. Divide ·00044408 by ·0112.
3. Add together the cube roots of ·007301384 and 32768, and divide the result by the square root of $72\frac{1}{4}$.

Section 2.

1. Make out a bill for the following articles: 3 lbs. of tea at 3*s.* 4*d.*, $4\frac{1}{2}$ lbs. of sugar at $5\frac{1}{4}$*d.*, $6\frac{1}{2}$ lbs. of butter at 1*s.* 2*d.*, $3\frac{1}{2}$ lbs. of cheese at $9\frac{1}{2}$*d.*, 2 lbs. of currants at $9\frac{1}{2}$*d.*, 6 lbs. of raisins at $8\frac{1}{2}$*d.*, and 10 lbs. of soap at 1*s.*
2. It is required to cut a piece equal to a solid foot from a plank $2\frac{1}{2}$ inches thick and 8 inches wide.
3. A besieged place, garrisoned by 10,000 men, was victualled for 27 days, but, after 9 days, 2,500 men cut their way out. How long would the provisions last the survivors, supposing the daily rations undiminished?

Section 3.

1. What is the interest of 528*l.* 9*s.* 0*d.*, for 4 months at $4\frac{1}{2}$ per cent. per annum?
2. A can reap $1\frac{1}{2}$ acres in $2\frac{1}{4}$ hours; B can reap $1\frac{1}{2}$ acres in $2\frac{1}{2}$ hours: in what time will they together reap $10\frac{1}{2}$ acres, and, if the rate of payment be 1*s.* per acre, what ought each to receive when it is done?
3. A lb. of tea and 3 lbs. of sugar together cost 6*s.*, but if sugar were to rise 50 per cent. and tea 10 per cent. the same quantities would together cost 7*s.* What is the price of each?

Section 4.

1. Find the area of a circular ring, whose internal and external diameters are 5 and 15 feet respectively.
2. How many cubic feet of water are contained in a ditch, shaped like a wedge, 120 yards long, 6 feet deep, and 4 feet broad at the top?
3. If a cubic foot of metal weighs 4 cwt. 1 qr., what will be the cost of a mile of piping made of it with a 9-inch bore and $\frac{3}{8}$ inch thick, at 10*l.* per ton?

Section 5.

Explain fully but concisely every step in your method of teaching—
1. Notation of integers;—or,
2. Notation of vulgar fractions:—or
3. Notation of decimals.

Section 6.

Explain fully but concisely every step in your method of teaching proportion, both simple and compound.

ALGEBRA.

(Three Hours allowed for this Paper.)

Section 1.

1. Add $a+b-c$, $a-(b-c)$, $a+b+c$, and $-a+b+c$.
2. Multiply $a^3+3a^2b+3ab^2+b^3$ by a^2-ab+b^2.
3. Divide $a^6-2a^3x^3+x^6$ by $a^2-2ax+x^2$.

Section 2.

1. Extract the square root of $4x^4-12x^3+25x^2-24x+16$.
2. Find the greatest common measure of $5x^3+2x^2-15x-6$ and $7x^3-4x^2-21x+12$.
3. Find the cube of $(x+\sqrt{-y^2})^{\frac{1}{3}}-(x-\sqrt{-y^2})^{\frac{1}{3}}$.

Section 3.

Solve the equations—

1. $\frac{x}{8}-\frac{x-1}{2\frac{1}{2}}=\frac{3x-4}{15}+\frac{x}{12}$.

Or, 2. $\begin{cases} x-\frac{y-2}{7}=5. \\ 4y-\frac{x+10}{3}=3. \end{cases}$

Or, 3. $\begin{cases} x+y+xy=11. \\ x^2y+xy^2=30. \end{cases}$

Section 4.

1. A farmer sells to one person 9 horses and 7 cows for 300*l.*; and to another, at the same prices, 6 horses and 13 cows for the same sum. What were the prices?
2. A bill of 25 guineas was paid with crowns and half-guineas; and twice the number of half-guineas exceeded three times that of the crowns by 17: how many were there of each?
3. Divide the number 26 into three such parts that their squares may have equal differences, and that the sum of those squares may be 300.

Section 5.

1. Write out the algebraical proof of the rule for finding the greatest common measure, and then find by first principles,—following the algebraical method, but not using algebraic symbols,—the greatest common measure of 31866 and 100110.
2. Which of the questions in Section 4 can be worked by arithmetic, and which, if any, cannot? Work out one of them without algebra, and show the exact correspondence of the arithmetical and the algebraical processes.
3. Give instances in which a schoolmaster may find a knowledge of algebra of use to him in teaching arithmetic.

Section 6.

Prove and illustrate, as you would to a pupil-teacher in his fifth year, that negative factors multiplied together make a positive product.

EUCLID.

(Three Hours allowed for this Paper.)

Section 1.

1. The exterior angle of a triangle is greater than the interior and opposite on the same straight line.
2. Straight lines which join equal and parallel straight lines towards the same parts are themselves equal and parallel.
3. The rectangle contained by the sum and difference of two lines is equal to the difference of their squares.

Section 2.

1. Angles in the same segment of a circle are equal.
2. The segment of a circle being given, to describe the circle of which it is the segment.
3. If a straight line touch a circle, and a line be drawn from the point of contact, cutting the circle, the angles between the touching line and the cutting line shall be equal to the angles in the alternate segments of the circle.

Section 3.

1. Inscribe a circle in a given triangle.
2. Describe a circle about a given square.
3. Describe an isosceles triangle, each of whose angles at the base shall be double the third angle.

Section 4.

Show how to prove experimentally to children the rule for finding the area of
1. A parallelogram, when base and altitude are given;—or,
2. A triangle, when base and altitude are given;—or,
3. A regular polygon, when one of the sides is given, and the perpendicular on it from the centre of the circumscribed circle.

Section 5.

1. Explain how you would ascertain that a pupil-teacher, who correctly repeated to you the 34th proposition of the First Book, thoroughly understood every step of the argument.
2. Explain, as to a pupil-teacher, the difference between definitions, axioms, postulates, problems, and theorems. Mention any axioms in Euclid which do not appear to be rightly classed under that head.
3. Give specimens of the very simplest deductions, such as might be used in teaching boys who had just worked to the end of the fifth proposition of the First Book.

MECHANICS.

(Three Hours allowed for this Paper.)

Section 1.

1. Define Friction and give instances of its uses.
2. What is the proportion of the power to the weight, in a combination of four levers, in which the long arms are 15, 16, 17, 18 feet, and the short arms 2, 3, 4, 5 feet, respectively, the long arms being all on the side of the power?
3. What is the proportion of the power to the weight in a compound wheel and axle employed to draw a load up an inclined plane, the length of the handle being 3 feet, the diameter of the larger axle 10 inches, that of the smaller axle 8 inches, and the inclination of the plane one foot in five, the friction being neglected?

Section 2.

1. Define the centre of gravity and show how the centre of gravity of an irregular body may be experimentally determined.
2. The breadth of a water-fall is 2 feet, the depth 1 foot, the mean velocity 50 feet per minute, the height of the fall 16 feet, what is the horse-power of the water-wheel which does $\frac{5}{6}$ of the work of the water?
3. Find the situation of the centre of gravity of six bodies, weighing 1, 2, 3, 4, 5, 6 lbs. respectively, and placed in consecutive order at the six angles of a hexagon, each of whose sides measures a foot.

Section 3.

Show precisely how you would demonstrate to your first class—
1. The principle of the lever. 2. The parallelogram of forces. 3. The laws of friction.

Section 4.

Draw a diagram and describe the action of the parts of—
1. A gas-meter;—or 2. The hydrostatic press.

Section 5.

Write full notes; state the apparatus, if any, that you would exhibit; draw the diagrams that you would put on the black-board for a lesson to your first class on the fire-engine.

MALE STUDENTS—First and Second Years.

MUSIC.

(Three Hours allowed for this Paper.)

1.—*The questions in Division II. are not to be attempted by any* candidate of the first year *who has not answered one question in each of the preceding sections. No such candidate may answer more than two of the questions in Division II.*
2.—*Candidates of the second year, and teachers in charge of schools, may not answer more than six questions, but may choose them from any part of the paper.*

Division I.

Section 1.

1. What is Music? How many different kinds of notes are there in music, and how are they distinguished? Write them on blank stave No. 1, and put their respective rests in blank stave No 2.
2. The term *Bar* is used in two senses: name them. What is meant by *Gamut, Clefs?* What is the use of clefs, and how many are there?
3. How does a ♯, a ♭, a ♮, or a point affect a note? In what way does a *diatonic* semitone differ from a *chromatic* semitone? Give an example of each in the opposite blank stave.

Section 2.

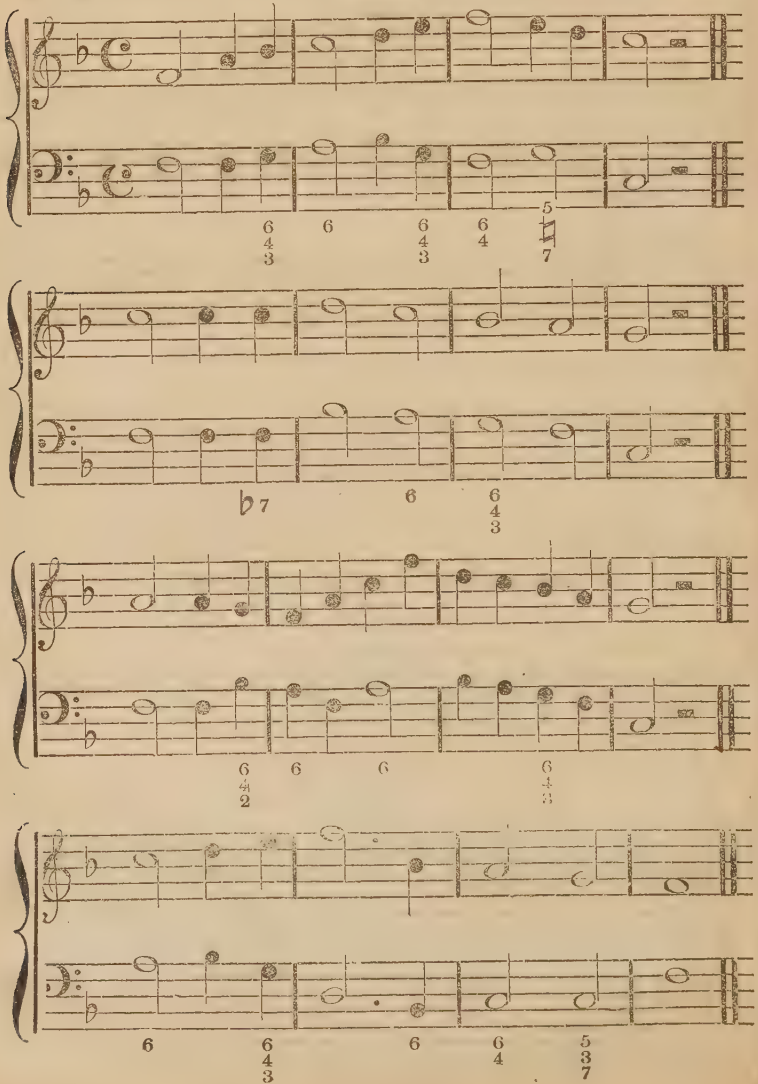
1. What is meant by *keeping time* in the performance of a piece of music? What are the various kinds of time, and how are they subdivided?
2. What is musical *accent?* How does it differ from *emphasis*, and by what mark or sign is emphasis generally expressed?
3. When is an interval said to be *inverted?*
What are the *inversions* of a major 3rd, an extreme sharp 4th, an extreme flat 7th, a perfect 5th, and a chromatic semitone?

Section 3.

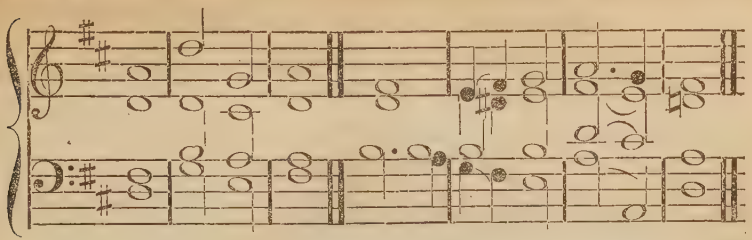
1. Explain the following terms: *tonic, supertonic, mediant, sub-dominant, dominant, sub-mediant, leading note or sub-tonic.*
The leading note or sub-tonic is called by the *French* the sensible note; why?
2. What is the meaning of syncopation? Exemplify your answer on the blank stave.
3. By what means can we best determine the key note? How can we determine whether a piece is in a major or a minor key?

DIVISION II.

1. Point out the difference between *Melody* and *Harmony?*
2. Define Modulation, Transposition, Thorough-Bass.
3. Transpose the following psalm tune into the key of D (Re), fill up the harmony, and write a verse of words according to its metre, and mark where two notes are sung to one syllable.



4. Arrange the following for the treble, alto, tenor, and bass voices, prefixing the proper clefs and signatures.

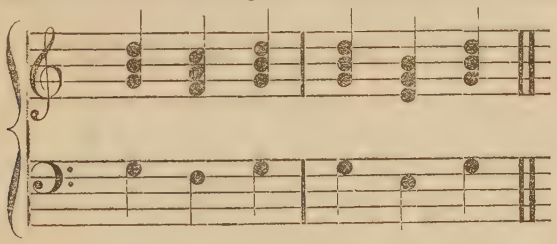


5. Name the keys with 4 sharps, 5 flats, 5 sharps, and their relative minors. What does the term *relative* mean as applied to major and minor keys?

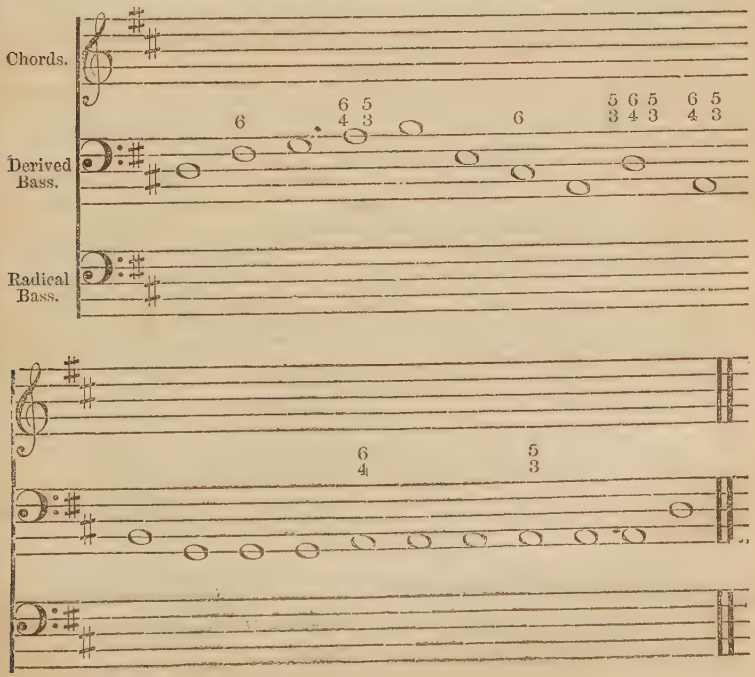
6. What is meant by common chord? In how many positions may the common chord be taken? Give an example. Can you write a common chord to every note in the scale?

7. Write common chords to the scale of D (Re), ascending only.

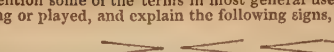
8. What are the progressions to be avoided in writing or playing chords? How are these faults to be remedied in the given example of consecutive fifths and octaves?



9. Fill up the following exercise, and add the radical or fundamental bass.



10. Mention some of the terms in most general use, which denote the velocity in which a piece is to be sung or played, and explain the following signs, viz.,

 & D.C.

MALE STUDENTS.—Second Year.

ACTS OF THE APOSTLES.—FIRST EPISTLE TO THE CORINTHIANS.

(Three Hours allowed for this Paper.)

Section 1.

1. Can you assign any reasons for the community of goods at Jerusalem? Was the example followed by other churches? Give the grounds of your answer.
2. What persecutions of the Christians as a body, or of any individuals or parties among them, are mentioned in the Acts? Is there any difference in character discernible between the earlier and later persecutions?
3. Enumerate the speeches or sermons recorded in the Acts, and point out the characteristics of each speaker.

Section 2.

1. Narrate the circumstances attending the conversion of Cornelius.
2. In chap. vi. v. 14, we are told that one accusation against St. Stephen was, that he had said that "Jesus of Nazareth shall destroy this place." Is there any similar accusation in the Old Testament, or elsewhere in the New? In what respects does the charge appear to have been true? How does St. Stephen's defence bear upon it?
3. Compare the accounts of St. Paul's conversion, and of his subsequent life till the Council of Jerusalem, as given in three places in the Acts, and by himself in the Epistles.

Section 3.

Write such notes as will show how you would treat the following passage, supposing it to have been read by your first class.

"And when they heard it, they glorified the Lord, and said unto him, Thou seest, brother, how many thousands of Jews there are which believe: and they are all zealous of the law:

"And they are informed of thee, that thou teachest all the Jews which are among the Gentiles to forsake Moses, saying that they ought not to circumcise their children, neither to walk after the customs.

"What is it therefore? the multitude must needs come together: for they will hear that thou art come.

"Do therefore this that we say to thee; We have four men which have a vow on them;

"Them take, and purify thyself with them, and be at charges with them, that they may shave their heads: and all may know that those things, whereof they were informed concerning thee, are nothing; but that thou thyself also walkest orderly, and keepest the law.

"As touching the Gentiles which believe, we have written and concluded that they observe no such thing, save only that they kept themselves from things offered to idols, and from blood, and from strangled, and from fornication."—*Acts of the Apostles* xxi. 20-25.

Section 4.

1. Give the probable time, place, and occasion of the First Epistle to the Corinthians, stating the reasons for each particular in your answer.
2. "All things are lawful for me." Where does this phrase occur? What does St. Paul mean by it, and how does he qualify it? What connection has it with the leading characteristics of his teaching, and how does it seem to have been abused?
3. Compare the arguments and decisions given in the eighth and tenth chapters, on the eating of meats offered to idols. How do you account for the interruption of the subject by the ninth chapter?

Section 5.

1. Explain the following passage, and its connection with its context before and after:

"Though I speak with the tongues of men and of angels, and have not charity, I am become as sounding brass, or a tinkling cymbal.

"And though I have the gift of prophecy, and understand all mysteries, and all knowledge; and though I have all faith, so that I could remove mountains, and have not charity, I am nothing.

"And though I bestow all my goods to feed the poor, and though I give my body to be burned, and have not charity, it profiteth me nothing."—1 *Corinthians* xiii. 1—3.

2. "The Jews require a sign, and the Greeks seek after wisdom." Explain the full force of these two objections to the Gospel. With which had St. Paul chiefly to contend at Corinth? To which do we find allusion made in the lifetime of our Lord? and when?
3. Explain the following passage, and its connection with its context before and after:

"For other foundation can no man lay than that is laid, which is Jesus Christ.

"Now if any man build upon this foundation gold, silver, precious stones, wood, hay, stubble;

"Every man's work shall be made manifest; for the day shall declare it, because it shall be revealed by fire; and the fire shall try every man's work of what sort it is.

"If any man's work abide which he hath built thereupon, he shall receive a reward.

"If any man's work shall be burned, he shall suffer loss: but he himself shall be saved; yet so as by fire.

"Know ye not that ye are the temple of God, and that the Spirit of God dwelleth in you?

"If any man defile the temple of God, him shall God destroy; for the temple of God is holy, which temple ye are."—1 *Corinthians* iii. 11—17.

Section 6.

Write such notes on the following passage (the Epistle for the Ninth Sunday after Trinity) as will show how you would prepare your first class thoroughly to understand it, when they heard it read in Church.

"Moreover, brethren, I would not that ye should be ignorant, how that all our fathers were under the cloud, and all passed through the sea;

"And were all baptized unto Moses in the cloud and in the sea;

"And did all eat the same spiritual meat;

"And did all drink the same spiritual drink: for they drank of that spiritual Rock that followed them: and that Rock was Christ.

"But with many of them God was not well pleased: for they were overthrown in the wilderness.

"Now these things were our examples, to the intent we should not lust after evil things, as they also lusted.

"Neither be ye idolators, as were some of them; as it is written, The people sat down to eat and drink, and rose up to play.

"Neither let us commit fornication as some of them committed, and fell in one day three and twenty thousand.

"Neither let us tempt Christ, as some of them also tempted, and were destroyed of serpents.

"Neither murmur ye, as some of them also murmured, and were destroyed of the destroyer.

"Now all these things happened unto them for ensamples: and they are written for our admonition, upon whom the ends of the world are come.

"Wherefore let him that thinketh he standeth take heed lest he fall.

"There hath no temptation taken you but such as is common to man: but God is faithful, who will not suffer you to be tempted above that ye are able; but will with the temptation also make a way to escape, that ye may be able to bear it."—1 *Corinthians* x. 1—13.

Section 7.

1. What principles should be specially borne in mind, and what practical rules should be founded upon them in the instruction of children, between 9 and 11, out of the New Testament?
2. Write a short lesson on the parable of the labourers in the vineyard, illustrating it by the case of St. Paul, and showing how well such an illustration suits the occasion which induced our Lord to give the parable.
3. Draw out a systematic course of instruction in religious knowledge for your first class, stating what you would expect them to know on entering it, and what you would expect them to know after having been in it a year.

CHURCH HISTORY.

(Three Hours allowed for this Paper.)

Section 1.

1. Give an account of the Council of Basle.
2. Give an account of Sigismond the Emperor, and Pope Nicholas V.
3. "The most dangerous moment for a bad government is usually that when it enters upon the work of reform." Illustrate this proposition in detail from the History of the Church in the fifteenth century.

Section 2.

1. Give an account of the Mendicant orders.
2. What other bodies, besides the Mendicant Orders, of a similar character, appeared in the Church about the same time? What condition of the Church does the appearance of such bodies indicate?
3. What were the characteristic features of the Benedictine, the Mendicant, and the Jesuit Orders? Give a short account of Ignatius Loyola.

Section 3.

1. Compare the opinions of Huss with those of Luther.
2. Give an account of Marc of Ephesus and Bessarion of Nice. What was the final result of the Council of Florence?
3. "The real, though secret, impulse which brought about the Reformation was the desire for freedom of thought." Examine what may be said for and against this proposition as applied to England.

Section 4.

1. Give a precise account of the First Prayer Book of Edward VI., pointing out how it differed from the present Book of Common Prayer.
2. By what steps and by what authority were the Thirty-Nine Articles composed and made binding on the Clergy of the Church of England?
3. What features in the Church of England represent the influence exercised by Foreign Protestant Bodies? and what are peculiarly English?

Section 5.

1. State the practical value of Creeds and Catechisms in the education of children; and show in what manner the teacher should use these means of religious instruction.
2. Write notes of a lesson for your first class on the Parable of the Tares, illustrating it by the History of the Church at the time of the Reformation.
3. Write notes of a lesson to be given to pupil-teachers in the fifth year on the causes and nature of the connection in this country between the Church and State.

Section 6.

Write notes of a lesson for your first class on—

1. The dissolution of the Monasteries;—or 2. The character and life of Cranmer;—or,
3. The Order for Morning Prayer.

ENGLISH GRAMMAR.

(Three Hours allowed for this Paper.)

The first and third sections refer to the Fourth Book of Milton's "Paradise Lost."

The second and fourth to Shakspeare's play of "Macbeth."

You are not at liberty to answer upon each author.

Your paper will not be read over unless it contains a paraphrase of one of the passages (including the parsing of the words in italics in the same passage).

You may take the other questions for answering at your discretion from any of the sections, but you must *not attempt to answer more than six questions* (exclusive of the paraphrase and parsing). You are advised to confine yourself, as far as possible, to the questions arising upon the passage which you paraphrase.

You are requested to answer at least two questions in Section 5.

Section 1.

MILTON.

Ah gentle pair, ye little think how nigh
Your change approaches, when all these delights
Will vanish and deliver ye to woe;
More woe, *the more* your taste is now of joy;
Happy, but *for* so happy ill *secured*
Long to *continue*, and this high seat, your heaven,
Ill fenced *for heaven to keep out such a foe*
As now is entered; yet no purposed foe
To you, whom I could pity thus *forlorn*,
Though I unpitied: league with you I seek,
And mutual amity, so straight, so close,
That I with you must dwell, or you with me
Henceforth; my dwelling haply may not please,
Like this fair Paradise, your *sense*; yet such
Accept, your Maker's *work*; he gave it me
Which I as freely give.

1. Paraphrase this passage.
2. Parse the words in *italics*, and fully explain the construction of each with the rest of the sentence.
3. In whose mouth are these words put, and on what occasion? What is the substance of the remainder of the speech.
4. Mention any phrases or images in the Fourth Book which have passed into common use.
5. What is the precise office of a preposition? Distinguish accurately between a preposition and an adverb. Have any words passed from being one to being the other? Can prepositions be compared?
6. Analyze the sentence beginning "league with you I seek" and ending "you with me henceforth."

Section 2.

SHAKESPEARE.

If it were done, when 'tis done, then 'twere well
It were done quickly: *if* the assassination
Could trammel up the consequence, and catch,
With his surcease, success; *that but* this blow
Might be the be-all and the end-all here,
But here, upon this bank and shoal of time,
We'd jump the life *to come*. *But* in these cases
We still have judgment here; *that* we *but* teach
Bloody instructions, which, *being taught*, return
To plague the inventor. This even-handed justice
Commends the ingredients of our poisoned chalice
To our own lips.

1. Paraphrase this passage.
2. Parse the words in *italics*, explaining the construction of each with the rest of the sentence.
3. Is the word "but" ever a preposition? Prove your answer. How many prepositions become conjunctions and *vice versâ?*
4. Analyze the sentence beginning "If the assassination" and ending "the life to come."
5. Write out the argument of the First Act, and show particularly how Macbeth is gradually worked up to determine upon committing his great crime.
6. "I dare do all that may become a man;
Who dares do more is none."
Show the force of these words by—
a. The context of the play;
b. A paraphrase, in the shape of a brief practical lesson to a boy of fourteen, who is leaving school for the world.

Section 3.

MILTON.

So promised he: and Uriel to his charge
Returned on that bright beam, whose point now *raised*
Bore him *slope* downward to the sun, now fallen
Beneath the Azores; whether the prime orb,
Incredible how swift, had thither rolled
Diurnal, or this less voluble earth,
By shorter flight to the east, had left him there
Arraying with reflected purple and gold
The clouds that on his western throne attend.
Now came *still* evening on; and twilight gray
Had in her sober livery all things clad;
Silence accompanied; *for beast* and bird,
They to their grassy couch, these to their nests
Were slunk, *all but* the wakeful *nightingale*,
Who all night *long* her amorous descant sung.

1. Paraphrase this passage.
2. Parse the words in *italics*, fully explaining the construction of each with the sentence.
3. Do relative pronouns perform any other office besides that of standing for nouns? Can any other words be called relatives besides relative pronouns? In what cases can a conjunction with a personal or demonstrative pronoun be substituted for a relative pronoun, and in what cases not?
4. Analyze the sentence "and Uriel to his charge" and ending "beneath the Azores."
5. Write out the argument of the Fourth Book.
6. Distinguish accurately between extensions and completions of the predicate.

Section 4.

SHAKESPEARE.

Time thou anticipat'st my dread exploits:
The flighty purpose never is o'ertook,
Unless the deed go with it. *From this* moment
The very firstlings of my heart shall be
The firstlings of my hand. And *even* now,
To crown my thoughts with acts, be *it* thought and done:
The castle of Macduff I will surprise;
Seize upon Fife; give to the edge of the sword
His wife, his babes, and all unfortunate souls,
That trace him in his line. No *boasting like a fool;*
This deed I'll do *before* this purpose cool:
But *no* more *sights*.

1. Paraphrase this passage.
2. Parse the words in *italics*, showing fully the construction of each with the rest of the sentence.
3. What is antithesis? How does it help to make composition forcible? How is it to be marked in reading? Draw a line under every word which is antithetical in the above passage.
4. Analyze the sentence beginning "No boasting like a fool" and ending "no more sights."
5. On what occasion does Macbeth use these words? Trace the changes in Macbeth's character from the beginning to the end of the play.
6. Whence did Shakespeare derive his supernatural machinery? Compare that which he uses in this play and that which he uses elsewhere. What are the characteristics of his use of it?

Section 5.

1. Describe the successive steps in teaching children to parse the verb and its object.
2. A noun may be defined by a reference to its meaning, or by a reference to its office in a sentence. Examine which is the best definition to use in teaching children.
3. Describe the successive steps in teaching children to parse prepositions? When do you consider a preposition fully parsed?

4. Compare the teaching of grammar with that of arithmetic. Why are children able to understand the one at an earlier age than they are able to understand the other?
5. What peculiar advantages belong to grammar and arithmetic as subjects of elementary instruction?

GEOGRAPHY.

(Three Hours allowed for this Paper.)

Section 1.

Draw a map to exhibit

1. The geology of Great Britain;—or, 2. The river system of Europe;—or,
3. The system of islands between the Pacific and Indian Oceans.

Section 2.

1. What peculiar commercial advantages belong to the position of the British possessions in North America?
2. Exhibit, by three outline maps, the political divisions of Europe, in 1683, in 1760, and in 1820.
3. Mention instances of connections that can be traced between the physical features of a country and its history.

Section 3.

1. Give a full account of the commerce of Russia and of the means which she possesses of increasing it.
2. What changes are likely to be produced in the commerce of a country by the increase of population and the progress of discovery? Illustrate your answer by reference to the case of Great Britain.
3. The commerce of a country may either be based on superior natural capabilities, or on some accidental priority, or on artificial encouragement. Classify the commerce of France under these three heads.

Section 4.

1. Explain what is meant by sidereal, solar, mean solar, and equinoctial time.
2. Explain the principle on which dials are constructed, and show how to construct a vertical south dial.
3. Enumerate the means that may be used for finding the longitude, and explain one of them in detail.

Section 5.

Write full notes, and draw proper maps, diagrams, and other illustrations for a lesson to pupil-teachers, in the fourth year, on

1. The commerce and commercial capabilities of British India;—or,
2. The tides;—or, 3. The Peninsular War.

Section 6.

1. What is the right use of a map in teaching geography, and what of the black-board? Is there any advantage in sometimes drawing maps on the floor?
2. In what respects is it better to aim at giving children a detailed knowledge of the geography of their own country, and how far a general knowledge of the geography of many countries?
3. Describe accurately the successive steps in teaching a child to use a map for himself.

HISTORY.

(Three Hours allowed for this Paper.)

Section 1.

1. Describe the successive steps in the trial of a person accused of a felony.
2. What remedy is provided by the British Constitution for illegal action by the Executive? Can you mention any instances in history of that remedy having been applied?
3. What is a court of appeal? What courts of appeal have we in England?

Section 2.

1. What is understood by "the common law" in England?
2. Define the privileges and powers of the House of Lords.
3. What is a corporation? What are its powers, privileges, and disabilities? What are corporations sole, and what has occasioned their creation?

Section 3.

1. Describe the causes and effects of the introduction into England of the Flemish immigrants in early times, and of the French immigrants more recently.
2. Give a short sketch of the improvement of agriculture since the time of Henry VII.
3. Give an account of the commencement and growth of the chief manufactures now carried on in England, and mention any that have died out.

Section 4.

1. Give an account of the successive changes in the weapons of war used by European nations.
2. What beverages have been in use in England between the Conquest and the present time, and when was each introduced?
3. Give as detailed a description as you can of the *several parts* of an ancient baronial castle. Mention some of the principal monuments of this kind in the kingdom; and refer, in the course of your answer, to any of them which you have seen. At what periods in English history were the principal changes in the residences of the nobility introduced, and why? What is the last historical incident connected with most of those which are in ruins?

Section 5.

Write full notes of a lesson to your first class on one of the following passages:—

1. "The government of any country, whether it be a king or a president, or a senate or parliament, or, in short, whatever kind of government it is, must always have *power* to make all the people submit; since, otherwise, it could not perform the office of protecting them. It is not left to each person's choice, therefore, how much he shall pay for his protection, but government fixes the taxes, and enforces the payment of them.

"Many governments have made a bad use of this power, and have forced their subjects to pay much more than the reasonable expenses of protecting and governing the country. In some countries, and in this among others, the people are secured against this kind of ill-usage by

choosing their own governors; that is, the members of Parliament, without whom no laws can be made, or taxes laid on."—*Irish* IV. Book, 228, 229.

2. "The *first* kind of government sprang from that of the father of a family, and is called patriarchal. It existed before the flood, and also prevailed in many parts of Asia long after that event. But mankind were at length divided into separate tribes, and these became involved in wars with each other. In the struggles which ensued, some men displayed superior strength, courage, and skill. These naturally became the leaders, and were entrusted with extensive authority.

"All men are fond of power, and these leaders soon acquired almost complete dominion over the people. This produced the *second* kind of government, the head of which was a chief, and was usually that of warlike tribes, who had advanced from the savage to the barbarous state.

"When society had progressed so far as to build towns and cities, the military chieftain was not exactly suited to the more refined and luxurious tastes of the people.

"A *third* kind of government was therefore formed, which is called monarchical.

"In some countries the people elected their rulers, and made laws for themselves. Thus a *fourth* kind of government was instituted, called republican."—*British and Foreign* IV. Book, p. 26.

3. "'I am lodged in a house that affords me conveniences and comforts which even a king could not command some centuries ago. There are ships crossing the seas in every direction, to bring what is useful to me from all parts of the earth. In China, men are gathering the tea-leaf for me; in America, they are planting cotton for me; in the West India islands, they are preparing my sugar and my coffee; in Italy, they are feeding silk-worms for me; in Saxony, they are shearing the sheep to make me clothing; at home, powerful steam-engines are spinning and weaving for me, and making cutlery for me, and pumping the mines that minerals useful to me may be procured. My patrimony was small, yet I have post-coaches running day and night on all the roads to carry my correspondence; I have roads, and canals, and bridges, to bear the coal for my winter fire; nay, I have protecting fleets and armies around my happy country, to secure my enjoyments and repose. Then I have editors and printers who daily send me an account of what is going on throughout the world among all these people who serve me, and in a corner of my house I have *books*, the miracle of all my possessions, more wonderful than the wishing-cap of the Arabian tales; for they transport me instantly, not only to all places, but to all times.'"—M'Culloch's *Course of Reading*, p. 263, 264.

Section 6.

1. What is the most suitable kind of historical teaching for children under 13? Draw out such a scheme, for this purpose, as you would propose to adopt for your first class.

2. Distinguish between history, chronology, and a series of biographies.

3. In what order should military, social, and political or constitutional history be taught? At what age do you consider children capable of entering into the last of these three? Draw out a plan for the instruction of a pupil-teacher in history, during the fourth and fifth years of his apprenticeship?

SCHOOL-MANAGEMENT.

(Three Hours allowed for this Paper).

Write the first line of your first answer as a specimen of copy-setting in large hand; *and the first line of your second answer as a specimen of copy-setting in* small hand.

Section I.

From the subjoined extract from a class-register calculate—

The average age of the children;—The average attendance for the week;—The number present at all;—And the average number of days attended by each child present at all.

Show the process, and explain the value of the information under each head.

Age.	Names.	Monday.		Tuesday.		Wednesday.		Thursday.		Friday.	
9¼	John Webber	+	+	+		+	+	+		+	+
9½	Charles Farrall	+	+	+	+	+	+	+	+	+	+
10	John Barchett		+		+						
10¼	James Warwick				+	+	+	+	+		+
11	Thomas West			+		+	+	+	+		+
10	William Turrill	+	+	+	+				+	+	
10	James Tagg	+	+	+		+	+		+	+	+
8½	John Thompson			+	+	+		+	+		+
8¾	William Stewart		+		+	+	+		+	+	+
9	John Allenson										
9½	James Varty				+	+	+	+			
10	Richard Clarke				+	+	+	+	+	+	
10	John Andersen	+	+	+	+	+	+	+	+	+	+
9¾	James Short		+	+	+	+	+		+	+	+
10½	Henry Williams			+							
8	Walter Barlow	+	+	+		+					
8½	Thomas Worth										

Section 2.

To what registers, to what part of them, and in what manner, would you refer, in order to make the following return?

Number of Children on the Books aged		Boys.	Girls.	Total.
Under Four				
Between Four and Five				
Between Five and Six				
Between Six and Seven				
Between Seven and Eight				
Between Eight and Nine				
Between Nine and Ten				
Between Ten and Eleven				
Between Eleven and Twelve				
Between Twelve and Thirteen				
Between Thirteen and Fourteen				
Over Fourteen				
Total				
Who have been in the School.	Less than one Year			
	One Year*			
	Two Years*			
	Three Years*			
	Four Years*			
	Five Years and over			
Admitted in last Twelve Months				
Left in last Twelve Months				
Highest Weekly Average in past Year				
Lowest Weekly Average in past Year				
Average attendance for past Year				
Present ordinary attendance				

Section 3.

1. Explain the tripartite method of organizing a school.
2. Draw a plan of such a school-room as you would prefer, and of the arrangement of the desks and other furniture within it, and give your reasons for each particular.
3. Draw up a time-table for a school of 120 children, situated in a seaport town; supposing yourself to have three pupil-teachers. Explain the reasons for your arrangement and the length of time you allow to each subject.

Section 4.

1. What are the advantages and disadvantages of mixed schools (of boys and girls together)? What special regulations would you make in conducting such a school? How would you employ male and female pupil-teachers respectively in such a school?
2. How may evening classes for adults be best combined with an elementary day school, in which the master has pupil-teachers?
3. Explain in detail the importance of having a separate infant school (*a*), as regards the infants (*b*), as regards the other scholars. On what principle should it be determined whether a child ought to be classed in the infant or in the juvenile school? If a separate infant school cannot be had, by what other expedients can some of its advantages be secured?

Section 5.

Write a short theme on the best mode of securing regular attendance.

Section 6.

Give the abstract of a lesson—

1. From the Irish Fourth Book, on Wages; or,
2. From the British and Foreign Fourth Book on the Velocity of Sound; or,
3. From M'Culloch's *Course of Reading* on Capillary Attraction.

LATIN PROSE.

(Three Hours allowed for this Paper.)

Translate literally into English:

"Ut enim alios omittam, nobis rempublicam gubernantibus, nonne togæ arma cessere? Neque enim in republica periculum fuit gravius umquam, nec majus otium. Ita consiliis diligentiaque nostra celeriter de manibus audacissimorum civium delapsa arma ipsa ceciderunt. Quæ res igitur gesta umquam in bello tanta? qui triumphus conferendus? Licet enim mihi, Marce fili, apud te gloriari, ad quem et hereditas hujus gloriæ, et factorum imitatio pertinet. Mihi quidem certe vir abundans bellicis laudibus, Cn. Pompeius, multis audientibus, hoc tribuit, ut diceret, frustra se triumphum tertium deportaturum fuisse, nisi meo in rempublicam beneficio, ubi triumpharet, esset habiturus. Sunt ergo domesticæ fortitudines non inferiores militaribus: in quibus plus etiam quam in his, operæ studiique ponendum est."

Section 1.

1. Parse the words—
   cessere, republica, delapsa, ceciderunt, ponendum.
2. Explain the government and construction of—
   nobis rempublicam gubernantibus, licet enim mihi, inferiores militaribus,
   togæ, multis audientibus, studii.
3. Why is esset habiturus in the subjunctive mood? What is the name given to this construction?
4. Give the reasons for the mood of—
   ut omittam, ut diceret, ubi triumpharet.
5. Analyze, according to the rules of Morell's Analysis, the last sentence, Sunt ergo....ponendum est.
6. Give a list of the words in the above passage from which English words are derived.

Section 2.

Translate into Latin—

We are all partakers [*particeps*] of reason [*ratio*] and of that [*is*] superiority [*præstantia*] by which we excel [*antecello*] the beasts [*bestia*].

Section 3.

1. The English grammars have usually been little more than adaptations of the Latin grammar to the English language. What has been their consequent defect?
2. What difference must be made in the method of learning a language when you wish to make it a study, and when you wish to make immediate use of it? and why?
3. In what respects is English parsing generally more difficult than Latin? Can you suggest any means of overcoming the difficulty?

LATIN POETRY.

(Three Hours allowed for this Paper.)

Translate into literal English prose:

"Portus ab accessu ventorum immotus, et ingens
Ipse; sed horrificis juxta tonat Ætna ruinis,
Interdumque atram prorumpit ad æthera nubem,
Turbine fumantem piceo, et candente favilla;
Attollitque globos flammarum, et sidera lambit:
Interdum scopulos avulsaque viscera montis
Erigit eructans, liquefactaque saxa sub auras
Cum gemitu glomerat, fundoque exæstuat imo.
Fama est, Enceladi semiustum fulmine corpus
Urgeri mole hac, ingentemque insuper Ætnam
Impositam ruptis flammam exspirare caminis;
Et, fessum quoties mutet latus, intremere omnem
Murmure Trinacriam, et cœlum subtexere fumo.
Noctem illam tecti silvis immania monstra
Perferimus; nec, quæ sonitum det causa, videmus.
Nam neque erant astrorum ignes, nec lucidus æthra
Siderea polus, obscuro sed nubila cœlo;
Et lunam in nimbo nox intempesta tenebat."

(*Æneid*, iii, 570–587.)

Section 1.

1. Parse the words—
   ventorum, æthera, viscera, fulmine, fessum,
   prorumpit, attolit, liquefacta ruptis, tenebat.
2. Explain the construction of—
   montis, Ætnam, tecti silvis.
   urgeri mole hac, noctem illam,
3. Analyze according to the rules of Morell's Analysis,
   Noctem illam tecti silvis immania monstra
   Perferimus; nec, quæ sonitum det causa, videmus.
4. Scan the two last lines.
   Why is the last syllable *long* in *siderea*, and short in *nubila* and *intempesta*?
5. Give a list of the words in the above passage from which English words are derived.
6. What are the general rules for the quantity of the final syllables of words ending in a, e, i, o, u?

Section 2.

1. In what respects do we learn more of a language by studying its poetry than by studying its prose?
2. Mention any instances that you can remember of Latin constructions, or mythological allusions, in English poets, and explain them as you would to a pupil-teacher who knew nothing of Latin.
3. Is the syntax or the accidence the fundamental part of grammar? Which do we usually begin with in teaching? Give the reasons for and against this way of beginning?

LOGARITHMIC ARITHMETIC.

Books of Logarithmic Tables are allowed to be used with this paper, provided they contain no introductory treatise on logarithms.

(Three Hours allowed for this Paper.)

Section 1.

1. Define a logarithm, and prove from the definition that extraction of the n^{th} root of a number corresponds to the division of its logarithm by n.

2. How are the logarithms of numbers less than 1 to be found from the tables? Find the logarithm of ·0015.

3. Explain and demonstrate the use of the tables of proportional parts. Find the logarithm of 172387; and the number corresponding to the logarithm 3·1612452.

Section 2.

1. Find the value of $(1{\cdot}05)^{20}$ and of $(16{,}807)^{\frac{1}{5}}$.

2. How much money must be invested at compound interest to produce 5,000*l.* in 16 years, at 4 per cent. per annum.

3. Find the different amounts of 150*l.* at the end of 12 years at 3 per cent. per annum, compound interest, the interest being due monthly, quarterly, half-yearly, and yearly.

Section 3.

1. What must be the rate of compound interest to enable a sum to double itself in 5 years?

2. Find the present value of an annuity of 50*l.*, to commence 30 years hence, and to be paid for 16 years, interest being compound, and reckoned at 3 per cent.

3. In return for a cargo of hardware, valued at 3,900*l.*, a merchant received fruit estimated at 1,700*l.*, wine at 1,800*l.*, and 400*l.* in cash. He sold the fruit afterwards for 1,450*l.*, and the wine for 2,500*l.* Pass these items through the accounts to balancing.

Section 4.

1. In teaching arithmetic, what proportion should be observed between the times devoted to the explanation of a process by the teacher, to the working of examples of that process on the black-board, and to the working of examples by the children without assistance?

2. Work one of the examples set in Section 2, without the use of logarithms, as a model whereby your first class might work similar examples. What kind of problems in compound interest may be worked without logarithms, and what may not?

3. Explain, as if to a pupil-teacher in his fifth year, the notation used to express powers and roots, and show that tables of logarithms are nothing more than adaptations of that notation.

HIGHER MATHEMATICS.

Euclid, Surveying, and Practical Astronomy.

(Three Hours allowed for this Paper.)

Section 1.

1. In a right-angled triangle if a perpendicular be drawn from the right angle to the base, the triangles on each side of it are similar to the whole triangle and to one another.

2. Similar triangles are to one another in the duplicate ratio of their homologous sides.

3. The rectangle contained by the diagonals of a quadrilateral inscribed in a circle is equal to both the rectangles contained by its opposite sides.

Section 2.

1. Describe a rhombus, of which one diagonal shall be double the other.

2. In a given triangle place a straight line equal and parallel to a given straight line.

3. If two circles intersect, the common chord produced bisects the common tangent.

Section 3.

1. Describe the process of surveying without the theodolite, and the instruments that would be needed.

2. Describe the construction and use of the Vernier.

3. Draw the plan, and calculate the area of a field from the following field book:—

From	230 to C A	
0	150 to A	0
	80	10
From	D on L	
0	135 to D	0
	70	12
	45	12
From	C on L	
0	140 to C	0
	110	15
	60	0
From	B on L	
0	220 to B	0
	200	10
From	A go'	East

Section 4.

1. Define altitude, azimuth, zenith, horizon, declination, radius vector, perigee, apogee, conjunction, opposition.

2. Show how the latitude of a place on the earth's surface can be found.

3. Mention and explain the five astronomical corrections necessary to deduce from the observed or registered place of a heavenly body its true one.

Section 5.

1. Show how to prove experimentally to children that similar figures are to one another in the duplicate ratio of their homologous sides; and express the proposition itself in fit terms for such a purpose. Illustrate the proposition, when proved, by familiar examples.

2. Explain how you would show a boy of 13 to ascertain roughly the distance of an inaccessible object, such as a tree on the other side of a river, by observations made to scale on a piece of paper, without any but common drawing instruments.
3. Write full notes, and draw proper diagrams, for a lesson to the first class of an elementary school situated in a seaport town, on the finding of the longitude by lunar observations.

Section 6.

1. What is the essential difference between the experimental and mathematical proof of a geometrical proposition? Illustrate your answer by a comparison of the two methods of proving the Fourth Proposition of the First Book.
2. Why is geometry more difficult to children than arithmetic? At what age is it usually possible to begin teaching geometry mathematically?

HIGHER MATHEMATICS.

Algebra and Trigonometry.

(Three Hours allowed for this Paper.)

Section 1.

1. If any two quantities partly rational and partly quadratic surds, be equal to one another, the rational parts of the two are equal, and also the irrational parts.
2. Prove the formulæ for finding the sums of arithmetical and geometrical progressions.
3. A farmer bought a lot of oxen, sheep, and horses for 127*l.*; each horse cost 15*l.*, each ox 10*l.*, and each sheep 30*s*, and the number of sheep was equal to twice that of the horses and oxen together. How many did he buy of each?

Section 2.

1. Show how to find the greatest term in the expansion of $(a+x)^n$.
2. If two numbers are prime to each other they are the least in that proportion.
3. Resolve into partial fractions $\frac{1-x+x^2}{(1+x)x^2}$; $\frac{14x^3+6x^2-32x-12}{(x^2-1)(x^2-4)}$; $\frac{1}{x^3-1}$.

Section 3.

1. The product of any r consecutive numbers is divisible by $1 \cdot 2 \cdot 3 \ldots r$.
2. Express $\sqrt{7}$ and $\sqrt{18}$ in continued fractions.
3. Reduce to a vulgar fraction in the senary scale, without passing into the decimal scale, the following recurring senary fraction ·434343 *ad inf.*; and then express the vulgar fraction so obtained in the decimal scale.

Section 4.

1. Prove that $\sin(A+B) = \sin A \cos B + \sin B \cos A$.
2. Prove that $\operatorname{cosec} 2A + \cot 4A = \cot A - \operatorname{cosec} 4A$, and find A when $\operatorname{Tan} A + 3 \cot A = 4$.
3. If two circles touch externally, the diameter of one of which is four times that of the other, the sine of the angle between their common external tangents is $\frac{24}{25}$.

Section 5.

1. Write out the algebraical proof of the arithmetical rule for finding the square root, and find by first principles, without algebraical symbols, the square root of 14641.
2. Prove, as you would to a pupil-teacher in the fifth year, by algebra and geometry, without the use of trigonometry, the rule for finding the area of a triangle when the three sides are given.
3. Point out exactly how far algebra corresponds to arithmetic, and at what point, not merely a peculiar notation, but new principles or conceptions are introduced.

Section 6.

1. Describe exactly the successive steps in the process of teaching algebraical multiplication to a pupil-teacher in his fifth year.
2. Explain the means that you would adopt to give your first class a clear idea how distances can be measured by trigonometry.
3. Compare the effect of teaching boys of seventeen algebra, &c., and teaching them geometry.

PHYSICAL SCIENCE.

(Three Hours allowed for this Paper.)

Section 1.

1. Describe the construction and explain the action of
1. The air pump;—or, 2. The differential thermometer;—or, 3. The galvanic battery.

Section 2.

1. Describe the parallel motion, and demonstrate its principle mathematically; or show by diagrams how it could be demonstrated experimentally. What different forms may it assume?
2. Write the chemical symbols of laughing gas, firedamp, rock-crystal, sulphuretted hydrogen, carbonic acid, common salt.
3. Explain the construction and use of a sextant.

Section 3.

1. Describe the hygrometer, and explain its action.
2. Explain the meaning of HgS, NO_5, Fe_2O_3, $SbCl_3$, Au_5Cl_3, C_5H_4.
3. Describe experiments to illustrate the chemical properties of chlorine, hydrogen, and iodine.

Section 4.

1. Describe and explain the action of the common syphon, the Wurtemburg syphon, and the syphon fountain.
2. Explain the uses, and draw diagrams to show the form of a retort, a pipette, a pneumatic trough, a gas-holder, and an eudiometer.

3. Describe the most common modes of preparing phosphorus, phosphorous acid, and phosphuretted hydrogen, giving the proper chemical equations in each case.

Section 5.

Write full notes, and draw proper diagrams, to show how you would treat one of the following passages, supposed to be read by your first class.

1. Single microscopes, of the greatest power, are very small globules of glass, which are made by melting the ends of fine threads of glass in the flame of a candle; or by taking a little fine powdered glass on the point of a very small needle, and melting it into a globule. With such microscopes as these, Lewenhoek made all his wonderful discoveries. The most wonderful single microscopes are those lately made of diamond. The *compound microscope* consists of at least two lenses, by one of which an image is formed, and this image is viewed through the other lens, called the eye-glass, instead of the object itself, as in the single microscope."—*Irish IV. Book*, p. 292.

2. The barometer is a very useful instrument, and is constructed with reference to the weight and pressure of the atmosphere. It indicates the state of the weather, and is used to measure great altitudes, such as those of high mountains, balloons, &c.

"The barometer consists of a glass tube about three feet in length, open only at one end. This tube in the construction of the instrument is first filled with mercury, the open end is then stopped with the finger, and the whole is immersed in a cup which contains a little mercury. Part of the mercury which was in the tube now falls down into the cup, leaving a vacant space in the upper part of the tube to which the air cannot gain access. This space is therefore a partial vacuum, and the mercury in the tube being thus relieved from the pressure of the atmosphere, whilst that in the cup remains exposed to it, the pressure of the air in the cup supports the mercury in the tube, and prevents it from falling. Thus the equilibrium of the mercury is destroyed only to preserve the general equilibrium of fluids.—*British and Foreign IV. Book*, p. 90.

3. "Compound bodies are innumerable; but none are more important than the two I shall now describe to you,—*air* and *water*.

"The term atmosphere is applied to that mass of gaseous matter which everywhere surrounds the earth, which is preserved at the surface of the earth by the force of gravity, and which revolves together with it around the sun. Air was one of the four elements of the ancients; but modern chemistry has demonstrated it to be a compound body. There is now no doubt that it is composed of oxygen and nitrogen, and that 100 measures of pure atmospheric air consist of twenty volumes of oxygen and eighty of nitrogen. This, however, it must be recollected, is the constitution of pure atmospheric air. The atmosphere itself is never absolutely pure; it always contains a certain variable quantity of carbonic acid and watery vapour, besides the odoriferous matter of flowers and other volatile substances."—*M'Culloch's Course of Reading*, pp. 186, 187.

Section 6.

1. What is the essential difference between an object lesson and a lesson on elementary science, supposing the object in each case to be the same, as, for instance, the lever.

2. What kind of experiments are best suited to teach the rudiments of science to boys between 12 and 14, and what kind may be used to teach boys between 17 and 19? Give instances to show your precise meaning.

3. What is the chief difficulty in the way of using physical science as a means of cultivating the minds of children? How may that difficulty be, to some extent, overcome?

MALE STUDENTS.—Third Year.

THE HOLY SCRIPTURES.

Every candidate is required to answer at least two questions in the Second Section.

(Three hours allowed for this Paper.)

Section 1.

1. Compare Gideon and Jephtha. Is either of them ever alluded to in Books of the Bible later than the Book of Judges?

2. What indications are there before the time of Saul of a growing inclination on the part of the Israelites to set up a monarchy? How far is Samuel responsible for having caused their final determination?

3. Sketch the character and the reign of Saul, and give a particular account of the circumstances attending his appointment.

4. What different forms of idolatry successively seduced the Israelites? Distinguish between those which were breaches of the first, and those which were breaches of the Second Commandment.

5. Enumerate and describe the different kinds of sacrifice ordained among the Jews, and explain the significance of each.

6. Give an account of David's army, and how it was gradually formed.

7. What is the subject of the prophecy of Joel? Can you mention any phrase or phrases which he seems to have introduced into prophetical language?

8. Give an analysis of one of the Gospels.

9. What miracles worked by our Lord appear to have a distinctly symbolical meaning? Explain that meaning in any one instance.

10. Explain our Lord's three last Parables.

11. Collect together the various occasions on which our Lord disregarded the Pharisaical traditions on the observance of the Sabbath, and was assailed by the Pharisees in consequence.

12. Arrange St. Paul's epistles in their chronological order. Can you group them together under any general heads?

13. To which Epistle of St. Paul would you refer as containing, in the most striking form, his teaching on the divinity of our Lord? Give the substance of that teaching.

14. Narrate what is told us in the Bible of St. Peter, and add if you can any traditions of his late years.

Section 2.

1. Arrange the Sermon on the Mount and the Parables into a system for the doctrinal instruction of your first class.
2. What difference would you make in the religious instruction of children under 7 and above 11?
3. Explain and illustrate, as you would to your first class, the three Parables in the 15th chapter of St. Luke on Repentance.
4. In what respects should a lesson from the Bible differ from any ordinary lesson?

EVIDENCES OF CHRISTIANITY.

(Three Hours allowed for this Paper.)

Section 1.

1. Distinguish between *contrary to general* and *contrary to particular* experience. How does Paley apply this distinction, to answer Hume?
2. What evidence can be found in the New Testament to prove that the preaching the Gospel was attended with danger? What is the strict value of this evidence?
3. What is the evidence, and what the value of the evidence, that the danger of preaching the Gospel was foreseen by those who preached it?
4. What arguments for the truth of the Gospel does Paley derive from our Lord's prediction of the destruction of Jerusalem, and how does he answer the objection that that prediction may have been a forgery after the event?
5. Paley always argues on the supposition that if the books of the New Testament are not genuine and authentic, they are intentional forgeries. Is any third supposition possible, and, if so, how must it be dealt with?
6. "When it is once settled, no matter upon what principle, that to do good is virtue, the rest is calculation?" Where does Paley say this? What does he mean by "to do good." How far is Paley supported, in this view, by the common feelings of religious people?
7. "No two things can be more different than the heroic and the Christian character." Comment upon this statement of Paley's, and illustrate your comments by historical examples. Is it possible to maintain the argument which Paley founds on this statement, and yet to give up the statement itself?
8. Examine the third of the three cases in which Paley concedes that a history, and a series of letters, referring to the same events, are no confirmation of each other.
9. Describe the marks by which a coincidence between two writings may be recognised as undesigned, and give instances.
10. What forgeries does Paley compare with the genuine epistles of St. Paul? and what is the result of the comparison? Can you mention any other spurious or untrustworthy documents, professing to belong to the time of the Apostles?

Section 2.

1. What kind of doubts sometimes occur to the minds of children? Can they be met by such arguments as Paley's Evidences.
2. In what cases is it expedient to solve children's doubts, and in what cases is it better to trust to time?
3. In what respects is a teacher better able to give religious instruction to children, in consequence of a careful study of the evidences for religion?

SCHOOL-MANAGEMENT.

(Three Hours allowed for this Paper.)

On illustration, as an element in teaching:—

Show its necessity, and point out what kinds of illustration are best suited to each of the usual subjects of elementary instruction.

HISTORY.

Hallam's Middle Ages.

(Three Hours allowed for this Paper.)

Section 1.

1. To what causes may we assign the success of Edward III. in his war with France? Compare that war, in respect to causes, character, and consequences, with that of Henry V.
2. Give a brief sketch of the feudal system, and examine how far it was favourable to the growth of liberty.
3. When was the change effected from the feudal to the modern military system? What were the causes and what the consequences of that change?
4. Give an account of the commerce of Italy during the Middle Ages.
5. What germs of political liberty are to be found in the laws and customs of other countries besides England? and how were they lost?
6. Give an account of Innocent III.
7. What was the Saxon Law of Frank pledge?
8. Describe the Common law, and the manner of its establishment.
9. What three constitutional principles may be considered as established by Parliament in the reign of Edward III? And how?
10. Give an account of the gradual extinction of villenage.
11. To what causes does Hallam attribute the intellectual improvement of Europe towards the end of the Middle Ages?

Section 2.

Draw up a scheme for a course of historical lessons to the two upper classes of a large elementary school, supposing the children to begin the subject at the average age of ten, and to quit the school at the average age of thirteen.

HISTORY.

MACAULAY AND MAHON.

(Three Hours allowed for this Paper.)

Section 1.

1. Give an account of the growth, character, and fall of the Star Chamber and High Commission Courts.
2. What were the circumstances that led to the Triple Alliance? What was the nature and effect of that Alliance?
3. Give an account of Monmouth's Rebellion against James II., and the circumstances which attended its suppression.
4. Describe the abdication of James II.
5. Describe the origin of the National Debt and the establishment of the Bank of England.
6. Describe the reformation of the currency in the reign of William III., and the difficulties attending it.
7. Give an account of the Rebellions of 1715 and 1745. Compare the chances of success in each case.
8. Give an account of the South Sea Scheme, and its failure.
9. Describe the rise of the Methodists.
10. At what period in our history did government by a Cabinet begin? Mention the most important Prime Ministers that have since held office.

Section 2.

What do you consider to be the chief purposes of teaching history to children?

HISTORY.

BLACKSTONE.

(Three Hours allowed for this Paper.)

Section 1.

1. Define municipal law and explain the definition, in detail. What mischiefs are likely to arise if municipal law be confounded with moral?
2. What are the three estates of the realm? Give reasons for the power assigned to each, in the British Constitution.
3. What is the peculiar business of the House of Commons, besides that which it has in common with the House of Lords?
4. Describe the passage of a bill through Parliament. Explain particularly the difference between the debate on the reading of a bill and the debate on the same bill in Committee.
5. Enumerate the means provided by the British Constitution to protect the liberty of the subject, and sketch the history of their gradual growth.
6. Describe the ancient and modern English tenures of land. How and when was the change from one to the other effected?
7. Describe the English judicial system. When did it first assume its present form and when did it become independent of the executive?
8. What is meant by a Corporation? Trace the origin and growth of municipal corporations during the feudal period.

Section 2.

Mention instances in which a teacher will be able to apply his own knowledge of the character of our Constitution to the instruction of children in an elementary school, and write full notes of a lesson on one of these instances.

MENTAL SCIENCE.

LOGIC.

(Three Hours allowed for this Paper.)

Section 1.

1. What is the proper business of Logic? Against what kind of error will it guard us, and against what is it powerless?
2. Distinguish between extension and comprehension? Which is, generally speaking, the more comprehensive term, the subject or predicate? Give instances.
3. By what other name is Division known? What is its use? Draw up, side by side, a table of the requisites of division and definition, such as to show that the one is related to the extension of terms precisely as the other is related to their comprehension.
4. What is the cause of the difficulty of definition? Do perfect definitions generally precede or succeed scientific study? Give instances.
5. What is meant by the subalternation, and what by the opposition of propositions?
6. Give a table of the syllogistic figures. What is the most common use of each figure?
7. Explain the fallacy of division and composition, and give instances of it.
8. What is the dilemma? Give any pointed instances that may occur to you. Dilemmas are said to be often fallacious. Where will the fallacy generally be found?
9. It is not usual in reasoning to express both premises. Is the more certain or the more doubtful premise usually omitted? Give instances to prove what you say.
10. Under what head of fallacies would you class the evidence usually adduced to establish vulgar superstitions?
11. What is meant by an analogy? How is it distinguished from an illustration? And how from an example? Give instances of all three.
12. Are precisely the same logical processes applicable in the same degree to the study of Geometry, Physical Science, and Natural History?

Section 2.

1. Is the study of logic the only or the best means of cultivating the reasoning faculty? How do you cultivate that faculty in children?
2. It is said that mathematicians generally reason well from given premises, but frequently neglect to examine the premises themselves. To what kind of study would logic point as the proper corrective?
3. In what respects will the study of logic assist a teacher in giving elementary instruction to children?

Section 3.

Supplemental.—First Part of Mill's Political Economy.

1. Arrange, in a system, the different kinds of labour; and explain why some are more highly remunerated than others.
2. Distinguish unproductive labour and labour for the supply of unproductive consumption.
3. Define capital: explain its source and its use.
4. For what are wages, profits, interest, and rent the proper payments respectively? and what regulates the amount of each.
5. Write out lesson for your first class on the combination of labour.

MENTAL SCIENCE.

MORAL SYSTEMS.—HISTORY OF THE PROGRESS OF ETHICAL PHILOSOPHY, BY MACKINTOSH.

Section 1.

1. Distinguish between the controversy on the origin and that on the nature of Moral Sentiments. In what instances have these questions been confounded?
2. What is meant by the Criterion of Morality? Point out Paley's error in arguing from what he considered the criterion of morality to the nature of obligation.
3. Describe the change introduced into ethical discussion by Butler.
4. Describe the Association Theory of Morals. Is its great advocate, Hartley, to be considered as belonging to the selfish or the disinterested school?
5. Is it possible that considerations of the beneficial consequences of virtuous actions may damp, instead of stimulating the desire to do them? Give reasons for your answer.
6. What may be said in favour of considering Conscience an innate, and what in favour of considering it an acquired faculty? Classify the leading English writers on morals, according to the view held by each on this question. Does the authority of conscience in any way depend upon the answer?

Section 2.

1. Is it ever justifiable in a teacher to be angry with a child? If so, what considerations must control that anger, and what mischief will follow if those considerations be neglected?
2. Examine the arguments for and against corporeal punishment in the education of children, especially considering its effect on the conscience of the children so punished.
3. In what cases does a teacher act wisely in appealing to the principle of self-love as a motive to influence the conduct of children? And in what cases, if in any, would this be a mistake, and why?
4. How ought a teacher to regard and treat the particular dispositions of individual children? Apply what you say specially to the case of a self-reliant, strong-willed boy, who showed a tendency to obstinate disobedience.
5. How would you propose to cultivate in children a love of neatness, order, cleanliness, and punctuality?
6. What is meant by secondary affections and desires? Can the formation of them be aided by education? What considerations may you deduce from thence on school discipline?

MENTAL SCIENCE.

MENTAL FACULTIES AND MORAL PHILOSOPHY.

(Three Hours allowed for this Paper.)

Section 1.

1. What name do we give to the faculty by which we perceive what passes within ourselves? Is this faculty of the nature of a sense, or is it a part of the understanding? What studies keep it in exercise?
2. Distinguish between the primary and secondary qualities of objects. Which of our bodily senses perceive the one, and which the other?
3. What appears to be the ground for the division of our bodily senses into five? Arrange these five in a table, with their proper objects of perception opposite.
4. What is the perfection of memory? With what other powers is that of memory connected?
5. What do you mean by common sense? To what objections is the term liable.
6. Under what few heads does Butler sum up our moral nature? How does he establish the supremacy of conscience?
7. What are the chief arguments against the theory that duty consists in having a regard to our eternal interest? On what other foundation can the obligation of duty be placed?
8. What is meant by a duty to ourselves? Does the same sentiment of disapprobation attach to a breach of this duty as to a breach of any other?
9. Distinguish between appetites, desires, and affections. Is self-love to be classed under any of these? Is conscience?
10. Define precisely the terms dexterity, skill, tact, taste, and judgment.

Section 2.

1. Describe the best method of cultivating the different qualities of a good memory.
2. Describe the natural tendency to imitation. How can a teacher best avail himself of it?
3. In what way can a taste for order, neatness, and cleanliness be produced?
4. Which of the faculties may be most safely trusted to their spontaneous growth for development, and which most require cultivation. Give reasons for your answer.

GREEK GRAMMAR AND EXERCISES.

(Three Hours allowed for this Paper.)

Section 1.

Translate into Greek:

a The arrows pierced through the shields.
ὁ τόξευμα χωρέω διὰ ὁ ἀσπίς.

b It is not right that Menelaus should prosper, and that thy father, and thou, and thy sister should die.
οὐ δεῖ Μενέλεως μὲν εὐτυχέω δὲ ὁ σὸς πατὴρ καὶ σὺ καὶ ἀδελφὴ θνήσκω.

c The wise say that communion, and friendship, and order, and temperance, and justice hold together heaven and earth.
ὁ σοφὸς φημί ὁ κοινωνία καὶ φιλία καὶ κοσμιότης καὶ σωφροσύνη καὶ δικαιοσύνη συνέχω οὐρανὸς καὶ γῆ.

d I am he whom thou seekest.
εἰμὶ αὐτὸς ὃς ζητέω.

e Many of the beasts perished with hunger.
πολὺς ὁ ὑποζύγιον απόλλυμι ὑπὸ λιμός.

Section 2.

1. Write out, in a tabular form, the terminations of all the Greek declensions.
2. Write out, in a tabular form, the terminations of all the persons in every tense, through all moods of the active voice, in a regular Greek verb.
3. Or of the verb *τίθημι*.

Section 3.

Distinguish accurately between that part of grammar which is the same in all languages and that which is different in different languages. Show how the distinction bears upon the teaching of grammar.

GREEK PROSE.

(Three Hours allowed for this Paper.)

Section 1.

Translate literally into English—

"Κῦρος δ' ὁρῶν τοὺς Ἕλληνας νικῶντας τὸ καθ' αὑτοὺς καὶ διώκοντας, ἡδόμενος καὶ προσκυνούμενος ἤδη ὡς βασιλεὺς ὑπὸ τῶν ἀμφ' αὐτόν, οὐδ' ἐξήχθη διώκειν, ἀλλὰ συνεσπειραμένην ἔχων τὴν τῶν σὺν ἑαυτῷ ἑξακοσίων ἱππέων τάξιν ἐπεμελεῖτο ὅ,τι ποιήσει βασιλεύς, καὶ γὰρ ἤδει αὐτὸν ὅ,τι μέσον ἔχοι τοῦ Περσικοῦ στρατεύματος.

"Καὶ πάντες δ' οἱ τῶν βαρβάρων ἄρχοντες μέσον ἔχοντες τὸ αὐτῶν ἡγοῦνται, νομίζοντες οὕτω καὶ ἐν ἀσφαλεστάτῳ εἶναι, ἢν ἥ ἡ ἰσχὺς αὐτῶν ἑκατέρωθεν, καὶ εἴ τι παραγγεῖλαι χρήσοιεν, ἡμίσει ἂν χρόνῳ αἰσθάνεσθαι τὸ στράτευμα.

"Καὶ βασιλεὺς δὴ τότε μέσον ἔχων τῆς αὐτοῦ στρατιᾶς ὅμως ἔξω ἐγένετο τοῦ Κύρου εὐωνύμου κέρατος, ἐπεὶ δὲ οὐδεὶς αὐτῷ ἐμάχετο ἐκ τοῦ ἀντίου οὐδὲ τοῖς αὐτοῦ τεταγμένοις ἔμπροσθεν, ἐπέκαμπτεν ὡς εἰς κύκλωσιν."—*Xenophon's Anabasis I.* chap. viii.

Section 2.

1. Parse the words (accidence and syntax)—

νικῶντας	ἤδει	ἐπεμελεῖτο	αἰσθάνεσθαι
ἡδόμενος	παραγγεῖλαι	ποιήσει	ἐγένετο
ἐξήχθη	τεταγμένοις	ἡγοῦνται	ἐμάχετο
συνεσπειραμένην	προσκυνοῦμενος	νομίζοντες	ἐπέκαμπτεν
ὅ,τι	ἔχων	παραγγεῖλαι	

2. What is the difference between—
ἤν and εἰ ὅ,τι and ὁτι οὐδὲ and οὔτε?
ὡς and ὡς ἥ and ἡ

3. Decline in full—
βασιλεὺς τάξιν στράτευμα χρόνῳ στρατιᾶς

4. What is the difference in meaning and use between the optative and subjunctive moods? Illustrate your answer, from an instance in the above passage.

Section 3.

Translate literally into English—

"Καὶ γὰρ ἔργῳ ἐπεδείκνυτο καὶ ἔλεγεν ὅτι οὐκ ἄν ποτε προοῖτο ἐπεὶ ἄπαξ φίλος αὐτοῖς ἐγένετο, οὐδ' εἰ ἔτι μὲν μείους γένοιντο ἔτι δὲ κάκιον πράξειαν.

Section 4.

1. Parse the words (accidence and syntax)—

ἐπεδείκνυτο	ἐγένετο	κακίον
προοῖτο	μείους	πράξειαν

2. Give the rules for the formation of comparatives and superlatives.
3. Give the rules for the construction of ἄν. Why is it joined with προοῖτο in the above passage, and not with γένοιντο?
4. Explain the exact meaning of κάκιον πράξειαν, and give analogies in English.

Section 5.

What advantages does a teacher derive from the knowledge of a language which he will never be required to teach?

GREEK POETRY.

(Three Hours allowed for this Paper.)

Section 1.

Translate into English—

" ἄλλος δέ τις μάταιος, ἀνομίᾳ θρασύς,
ἐγέλασεν εὐχαῖς, ναυτίλους δ' ἐφθαρμένους
θάσσειν φάραγγ' ἔφασκε τοῦ νόμου φόβῳ,
κλύοντας ὡς θύοιμεν ἐνθάδε ξένους.
ἔδοξε δ' ἡμῶν εὖ λέγειν τοῖς πλείοσι,
θηρᾶν τε τῇ θεῷ σφάγια τἀπιχώρια.
κἀν τῷδε πέτραν ἄτερος λιπὼν ξένων
ἔστη, κάρα τε διετίναξ' ἄγαν κάτω
κἀπεστέναξεν, ὠλένας τρέμων ἄκρας,
μανίαις ἀλαίνων, καὶ βοᾶ κυναγὸς ὥς,
Πυλάδη, δέδορκας τήνδε; τήνδε δ' οὐχ ὁρᾷς
Ἄιδου δράκαιναν, ὥς με βούλεται κτανεῖν
δειναῖς ἐχίδναις εἰς ἔμ' ἐστομωμένη;
ἡ δ' ἐκ χιτώνων πῦρ πνέουσα καὶ φόνον,
πτεροῖς ἐρέσσει, μητέρ' ἀγκάλαις ἐμὴν
ἔχουσα, πέτρινον ὄχθον, ὡς ἐπεμβάλῃ.
οἴμοι· κτενεῖ με. ποῖ φύγω; παρῆν δ' ὁρᾶν
οὐ ταὐτὰ μορφῆς σχήματ', ἀλλ' ἠλλάσσετο
φθογγάς τε μόσχων καὶ κυνῶν ὑλάγματα
ἃ φάσ' Ἐριννὺς ἴέναι μιμήματα."

Iphig. in Tau., 275–294.

Section 2.

1. Parse the words (accidence and syntax)—

ἐγέλασεν	λιπὼν	κλυόντας	πνέουσα
ἐφθαρμένους	δέδορκας	ἔστη	παρῆν
φάραγγα	χιτώνων	διετίναξε	ἠλλάσσετο
ἔδοξε	ἐπεμβάλῃ	βούλεται	
πλείοσι	ἴέναι	κτανεῖν	

2. Decline in full—

τις	σφάγια	πῦρ
θρασὺς	τήνδε	μητέρα

3. Scan the first two lines, name the metre, and give its rules.
4. Who is the speaker of the above passage, and what is the substance of his whole speech?

Section 3.

Translate literally into English—

"ὄρνις, ἃ παρὰ τὰς πετρίνας
πόντου δειράδας, ἀλκυών,
ἔλεγον οἷτον ἀείδεις,
εὐξύνετον ξυνετοῖσι βοάν,
ὅτι πόσιν κελαδεῖς ἀεὶ μολπαῖς,
ἐγώ σοι παραβάλλομαι
θρήνους, ἄπτερος ὄρνις,
ποθοῦσ' Ἑλλάνων ἀγόρους,
ποθοῦσ' Ἄρτεμιν λοχείαν,
ἃ παρὰ Κύνθιον ὄχθον οἰκεῖ
φοίνικά θ' ἁβροκόμαν,
δάφναν τ' εὐεργέα, καὶ
γλαυκᾶς θαλλὸν ἱερὸν ἐλαί-
ας, Λατοῦς ὠδῖνα φίλαν,
λίμναν θ' εἰλίσσουσαν ὕδωρ
κύκνειον, ἔνθα κύκνος μελῳ-
δὸς Μούσας θεραπεύει.
ὦ πολλαὶ δακρύων λιβάδες,
αἳ παρηίδας εἰς ἐμὰς
ἔπεσον, ἀνίκα πύργων
ὀλλυμένων ἐνὶ ναυσὶν ἔβαν
πολεμίων ἑρετμοῖσι καὶ λόγχαις."

Iphig. in Tau., 1089–1110.

Section 4.

1. Parse the words (accidence and syntax)—

δειράδας	φοίνικα	ἀείδεις	ἔπεσον
θρήνους	ὠδῖνα	κελαδεῖς	ὀλλυμένων
ποθοῦσα	λιβάδες	παραβάλλομαι	ἔβαν

2. Decline in full—

ὄρνις	πόσιν	ὕδωρ	ναυσίν
βοάν	Λατοῦς	παρηίδας	

3. In what dialect is this passage written, and what are the peculiar characteristics of this dialect?
4. What is the proper office of the chorus in a Greek drama? How far does it interfere with the dramatic effect? Is there anything similar in English dramatic poetry?
5. What is the difference between epic and dramatic poetry? Make a list of the chief epic and chief dramatic poets of Greece, Italy, and England, specifying the principal works of each.

Section 5.

1. Give a list of English words of Greek etymology, with their meanings.
2. What is the best substitute to be employed by those who have not time to learn any other language than their own, in order to obtain some of the advantages which are given by a study of a classical language?

HIGHER MATHEMATICS.

Bookwork.

(Three Hours allowed for this Paper.)

Section 1.

1. The sines of the sides of a spherical triangle are as the sines of the angles to which they are respectively opposite.
2. In an oblique-angled spherical triangle, if two sides and the included angle are given, show how the remaining sides and angles are to be found.
3. Explain aberration, and show how the angular correction due on that account may be found.
4. Describe accurately the mode of observation with the mural circle.
5. Prove that the difference of longitude is to the departure as the radius is to the cosine of the middle latitude.
6. Prove the principle of virtual velocities in the case of a single particle acted on by any system of forces in the same plane.
7. The path of a projectile in vacuo is a parabola.
8. Two imperfectly elastic balls moving in the same direction, but with different velocities, impinge on one another; find the velocities after impact.
9. Diverging rays are incident on a concave spherical reflector; find the geometrical focus.
10. Define the focal length of a lens; determine it mathematically, and show how it may be determined experimentally.
11. Define a differential coefficient, and prove the rule for differentiating a fraction.
12. State and prove McLaurin's theorem.
13. Prove that if a function be a maximum, its first differential coefficient will vanish.
14. Prove that in any curve $\frac{dy}{dx}$ = tangent of angle between tangent and axis of x.

Section 2.

Show how a teacher's knowledge of higher mathematics may assist him in the preparation of problems for teaching lower subjects, such as Euclid. Give instances.

HIGHER MATHEMATICS.

Problems in pure Mathematics.

(Three Hours allowed for this Pader.)

Section 1.

1. Describe a circle which shall pass through two given points and touch a given straight line.
2. Find a point within an isosceles triangle whose distance from either angle at the base is double of its distance from the vertex.
3. Show that in a right angled spherical triangle, of which c is the right angle,
$$\sin 2b \cos 2a = \sin (c + a) \sin (c - a).$$
4. If one angle of a spherical triangle be equal to the sum of the other two angles the greatest side is double of the distance of its middle point from the opposite angle.
5. Differentiate $a = \sin^{-1} \frac{1 - x^2}{1 + x^2}$.
$$a = \varepsilon^{\sin x}.$$
6. Find the value of $u = \frac{b - (b^2 + x^2)^{\frac{1}{2}}}{x^2}$ when $x = o$.
$$u = \frac{x - (n+1)x^{n+1} + n \cdot x^{n+2}}{(1-x)^2} \text{ when } x = 1.$$
7. Find the minimum value of $\frac{x^2 - x + 1}{x^2 + x - 1}$ and of $(1+x)^{\frac{2}{3}} \cdot (7 - x)^{\frac{1}{3}}$.
8. Describe the largest rectangle in a given segment of a circle.
9. Trace the curve $ay = x^2$.
10. Integrate $\frac{du}{dx} = \frac{\varepsilon^x \cdot x}{1 + x^2}$.
11. Find the area of a parabola whose equation is $y^2 = 4ax$.
12. Find the length of the hypocycloid whose equation is $x^{\frac{2}{3}} + y^{\frac{2}{3}} = a^{\frac{2}{3}}$.

Section 2.

What danger is there that an elementary teacher, in pursuing the study of abstract mathematics, may be unfitted for, instead of assisted in his proper work? and how is he to guard against this danger?

HIGHER MATHEMATICS.

Problems in Applied Mathematics.

(Three Hours allowed for this Paper.)

Logarithmic Tables may be used with this Paper.

Section 1.

1. Find the centre of gravity of a solid cone and a solid cylinder on opposite sides of the same circular base, the height of the cone being half that of the cylinder.
2. A sphere weighing 20 pounds rests upon two inclined planes, whose inclinations to the horizon are 60° and 30° respectively. Find the pressure on each plane.
3. A weight of 15 tons is supported by a power acting on a system of 6 pulleys, every string being attached to the weight, and the friction of every pulley being $\frac{1}{7}$ of the pressure on that pulley. Find the power.
4. With what velocity must a ball strike another equal ball that is moving 5 feet in a second, so that the impinging ball may be reduced to rest, the common elasticity of the balls being $\frac{1}{3}$?

5. A body is projected at an angle of 45° with a velocity of 805 feet per second. Find the range.
6. If the length of a pendulum beating seconds be $39\frac{1}{8}$ inches, what will be the length of a pendulum beating minutes?
7. The specific gravity of two substances being 9 and 12, find the specific gravity of a substance compound of them in equal proportions of both, and find the greatest thickness that may be given to the sides of a cubical box, made of the compound, so that it may be just able to float in water, the outside of the box being a cube foot.
8. An arrow 2 feet long is placed vertically, at a distance of 6 feet, before a spherical mirror, also placed vertically, whose radius is 3 feet. Where will the image be, and will it be magnified or diminished, erect or inverted?
9. An object is seen through two lenses, one convex and the other concave, placed at a distance equal to the difference of their focal lengths. In what cases will it be erect, in what inverted, in what magnified, and in what diminished?
10. In latitude 52° 5′ N., the true meridian altitudes of three fixed stars were 58° 6′ 12″ N., 31° 50′ 12″ N., and 64° 7′ N., find their declinations.
11. Given the ratio of the earth's equatorial and polar diameters $= \frac{3963}{3950}$. Find approximately the latitude taken from the centre of the earth of a place whose observed latitude is 45°.
12. Required the course and distance from lat. 10° 15′ N., long. 15° 6′ W., to lat. 8° 15′ S., long. 36° 5′ W.

Section 2.

Sketch out a syllabus, and give a list of the illustrations for a course of lessons on Mechanics, in which no apparatus is to be used but such as could be made by yourself, or found in any ordinary household.

EXPERIMENTAL SCIENCE.

Inorganic Chemistry.

(Three Hours allowed for this Paper.)

Section 1.

1. What is the atomic theory, and what is its connexion with the laws of combining proportion?
2. Give instances which exhibit distinctly the difference between chemical affinity and other kinds of attraction?
3. Explain the principles of chemical notation, and point out clearly what part of that notation is conventional and what necessary.
4. What is meant by specific heat? Is there any connexion between the specific heat of a body and its equivalent?
5. Describe the leading articles of a proper set of chemical apparatus and chemicals for a beginner of the study.
6. What is the law of gaseous diffusion? Describe experiments to prove it.
7. Describe the preparation and experiments to show the properties of nitric acid.
8. Describe the properties and the chief compounds of calcium.
9. By what tests can you detect in any substance the presence of arsenic, mercury, or lead?
10. Give the chemical notation of common salt, gypsum, alum, litharge, lunar caustic, calomel, sal ammoniac, white sand; and name the substances represented by ZnO,SO_3; NO_5; CH_2; CaO,CO_2; KO,NO_5; HgO,SO_3; KBr; $NaO,CO_2 + HO,CO_2$.

Section 2.

Give a list of experiments to exhibit the laws of heat without any other apparatus than a couple of thermometers and such articles of domestic use as can be readily procured in any household.

EXPERIMENTAL SCIENCE.—Organic and Applied Chemistry.

(Three Hours allowed for this Paper.)

Section 1.

1. Give the chemical composition of gum arabic, gun cotton, grape sugar, alcohol, ethyle, vinegar, chloroform, camphor, and prussic acid.
2. Describe the process of fermentation, and compare it with that of putrefaction.
3. Describe the several effects produced in us by breathing. What gases are mischievous if taken into the lungs?
4. What remedies should be used to save the life of a person who has just taken common arsenic, sulphuric acid, corrosive sublimate, or sugar of lead?
5. Upon the presence of what substance does the nutritiousness of bread depend? What kind of bread contains the most nutriment? Is it always true that food which contains most nutriment in proportion to its weight is most nutritious?
6. Explain the action of tea, coffee, and alcohol upon the human body.
7. Upon what characteristics and the presence of what substance does the fertility of a soil depend?
8. Explain distinctly the chemical and physical requisites to form a good manure for the growth of a given plant on a given soil.

Section 2.

Draw up a syllabus, and indicate very briefly under each head, the needful experiments for a course of lessons to your first class on the elements of

1. Agricultural Chemistry. 2. Domestic Chemistry and Physiology.

EXPERIMENTAL SCIENCE.—Physics.

(Three Hours allowed for this Paper.)

Section 1.

1. What is meant by a couple? How is the effect of a couple measured?
2. Explain the action of the Genou.
3. Show by what modes rotatory motion may be made to communicate alternate rectilinear motion.
4. Describe the Whorling table and its use.
5. Define the metacentre of a floating symmetrical body.
6. What is Marriotte's law of the relation between the volumes of gases and the pressures upon them? How is it established?
7. Explain the principle and action of the centrifugal pump.
8. What connexion has been discovered between magnetism and electricity? What experiments may be used to demonstrate it?
9. Explain the electrical experiments made with the electric balls, the electric fly-wheel, the electric swan.
10. Describe the galvanic battery and its action.
11. What is a caustic? How can you show caustics by reflection and caustics by refraction?
12. Describe the camera obscura, the camera lucida, and the magic lantern.
13. Describe the Stanhope lens and Wollaston's doublet.

Section 2.

Give a list of the apparatus that you would require, and of the chief experiments that you would show for a course of lessons to your first class on

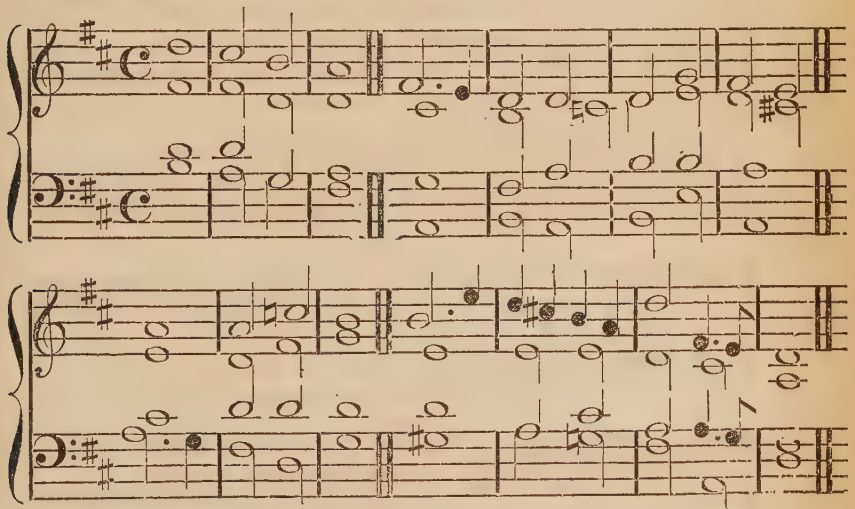
1. Pneumatics; or, 2. Electricity, magnetism, and galvanism; or, 3. Optics.

MUSIC.

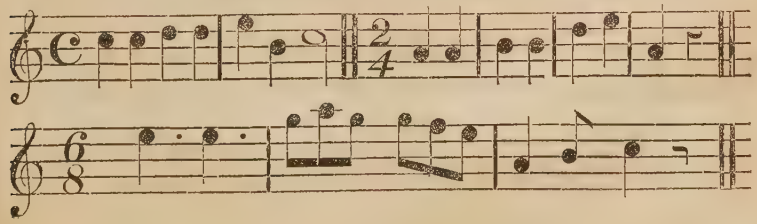
(Three Hours allowed for this Paper.)

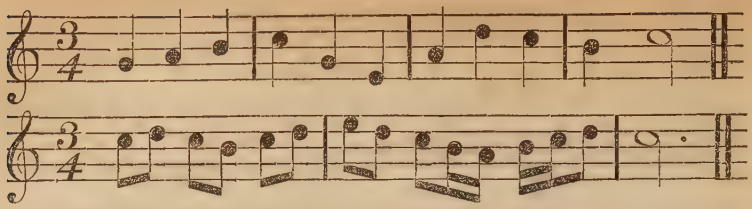
[Candidates are not expected to answer more than six questions, but these may be taken from any part of the paper.]

1. (1.) Show that the idea of Music comprises both an art and a science. (2.) Write out a table of signatures of every key, major and minor, naming the notes which are sharp or flat. (3.) Can it be ascertained by the signature whether a piece of music is written in a major key or in its relative minor? (4.) If not, state the method of ascertaining it. (5.) In what key is the subjoined chant written?



2. Define *accent, emphasis, syncopation, transposition.* How does accent differ from emphasis? What are the rules for accentuation? Mark where the accent falls in the adjoining passages.





3. Give the origin of the terms *Diatonic*, *Chromatic*, and show the force of *en* in *enharmonic*. Write the diatonic, chromatic, and enharmonic scale of G (Sol) major, ascending and descending.

4. Mention the chief rules to be observed in writing or playing thorough bass. Define *oblique*, *direct*, and *contrary* motion.

1st. Give an example of each motion, singly.

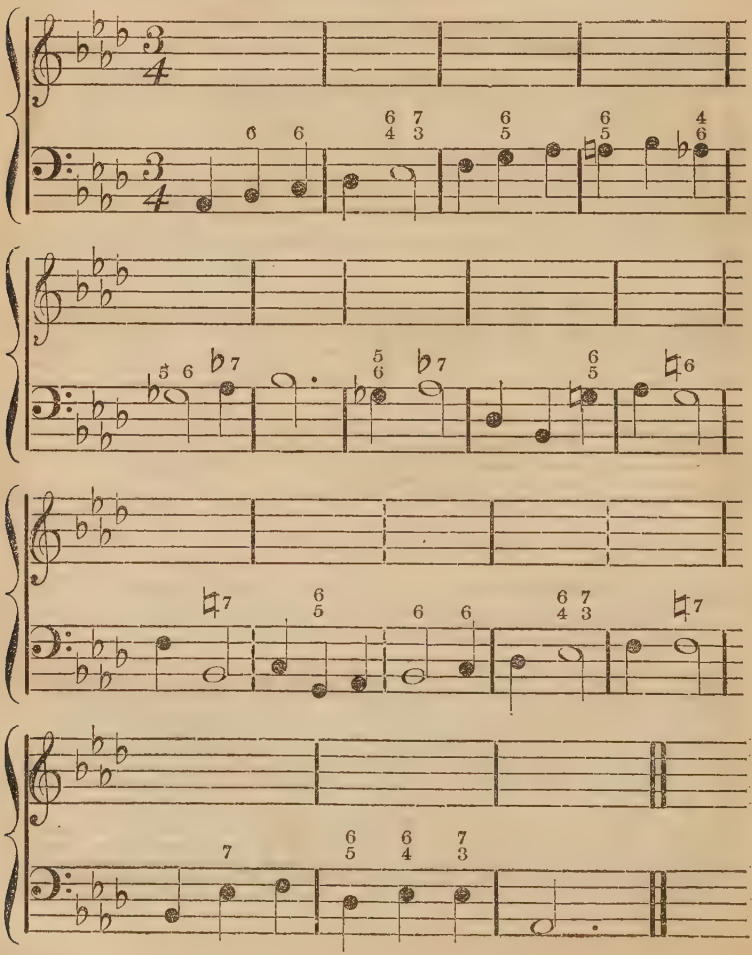
2nd. Give an example of the three motions united.

5. What are the derivatives of the common chord, and of the discord of the 7th, and how are the derivatives severally produced? What is meant by the harmony of the tonic, and the *attendant* harmonies? Write the chord of the tonic and the attendant harmonies to the following keys, viz.:

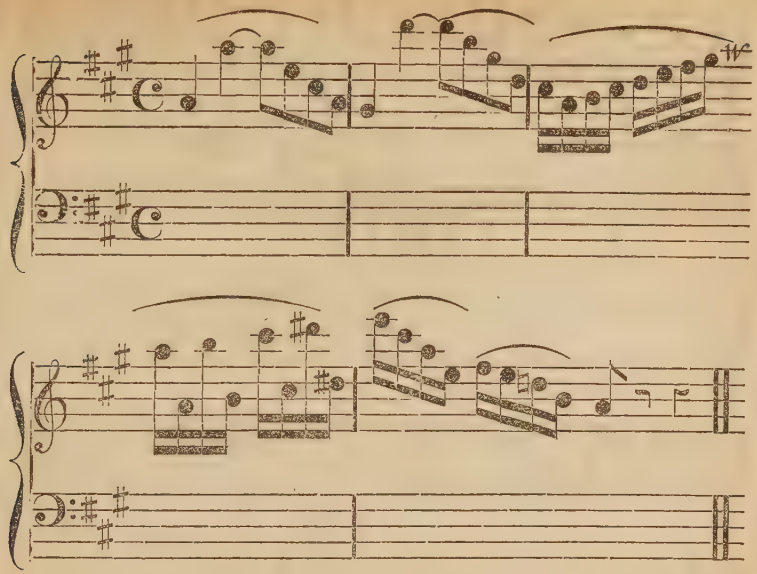
D (Re), A (La), B (Si), E (Mi), major.

B (Si), F ♯ Fa), G ♯ (Sol), C ♯ (Do), relative minor.

6. Fill up the following according to the figured directions

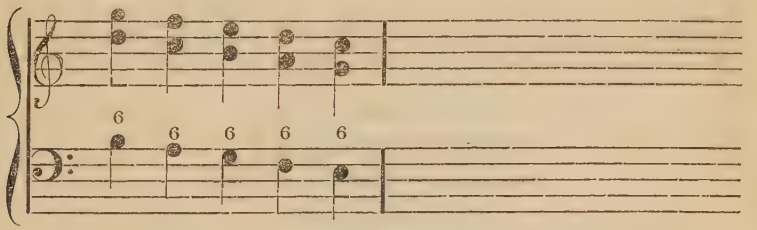


7. Compose your own bass to the given melody.



8. What is a discord? How do discords of *suspension* and *syncopation* differ from discords of *transition* and *addition*.

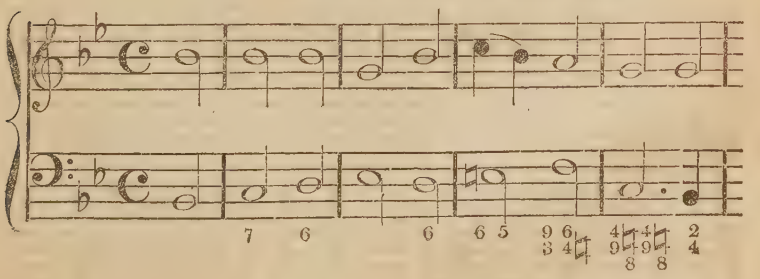
9. What are sequences? In the given example of a sequence of 6ths descending, point out how a sequence of 7ths and 6ths may be produced.

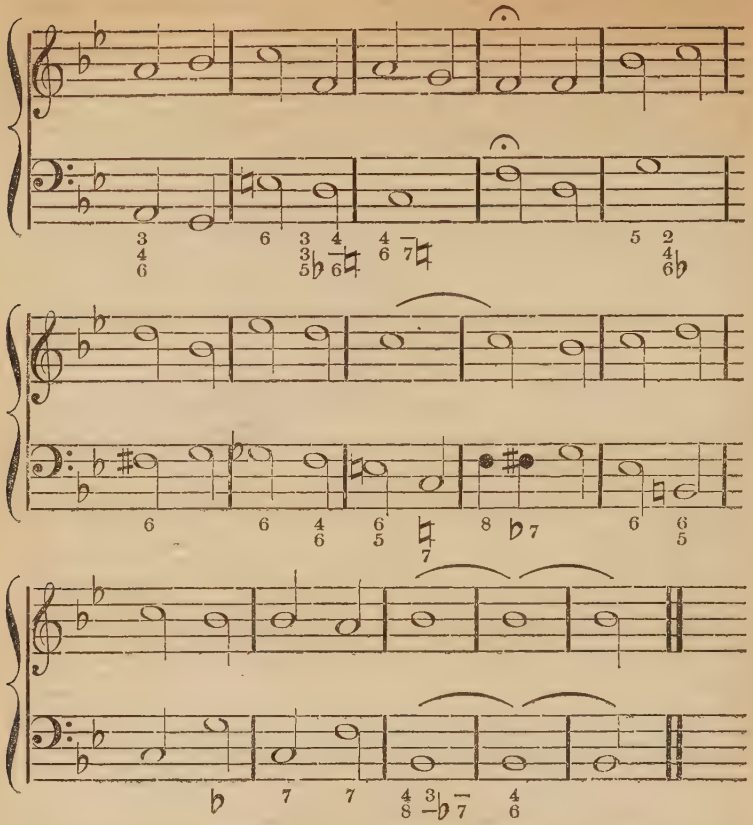


10 Explain the different species of modulation. Modulate from the key of C as follows:—

1. From C to D.
2. From C to E major.
3. From C to E♭
4. From C to F minor.

11. Add the inner parts of the following chorale, according to the figured directions.





FOR MALE STUDENTS IN WALES.

WELSH.

(Three Hours allowed for this Paper.)

1. Translate into English *one* of the two following passages:

"Canys yr oedd tabernacl wedi *ei wneuthur:* y cyntaf, yn yr hwn yr *oedd* y canhwyllbren a'r bwrdd, a'r bara *gosod;* yr hwn *dabernacl* a elwid, Y cyssegr. Ac yn *ol* yr ail *len*, yr oedd y babell, yr hon a *elwid*, Y cyssegr *sancteiddiolaf*. Yr hwn yr oedd y *thuser* aur *ynddo*, ac arch y cyfammod wedi ei goreuro o *amgylch;* yn yr *hon* yr oedd y crochan aur a'r manna ynddo, a gwialen Aaron, yr hon *a flagurasai*, a llechau y cyfammod; ac uwch ei *phen* cherubiaid y gogoniant, yn *cysgodi* y drugareddfa; am y rhai ni *ellir* yn awr *ddywedyd* bob yn rhan."

"Mor *ddefnyddiol* hefyd ac angenrheidiol y *barnwyd* hwn, a'i fod mewn bri a *chymmeriaeth* gyda phob gwyr o ddysg yn y Lladingiaith y *cyfansoddwyd* ef yuddi, ac wedi *ei gyfieithu* i'r rhan fwyaf o'r ieithoedd *sathredig* yn y parth yma o'r byd (sef *ieithoedd* y Seison, y Ffrancod, yr Ellmyn, yr Italiaid ac ereill, a *rhai* hefyd o ieithoedd Asia) er mwyn *iawn* sylfaenu 'r *bobl* gyffredin, ym *mhob* gwlad, yng *ngwirioncdd* a sicrwydd y Grefydd Gristionogol. Ac *dyma* yr achos a *barodd* i'r awdur *ei ysgrifenu* ar y cyntaf yn iaith ei *wlad* ei hun, ar draethod *cynghanedd*, er *lles* y cyffredin, yn enwedig y morwyr, er mwyn *eu* sefydlu yn y ffydd, a'u *harfogi* yn erbyn gau *grediniaethau* Cenedloedd, ac Juddewon, a Mahumediaid fel y *mae* yn mynegu yn *helaeth* yn y Rhagymadrodd."

2. Parse fully the words *in italics* in whichever of the above passages you have translated; explaining carefully the literal mutations, and comparing the grammatical construction with that of your own translation.

3. Translate into Welsh *one* of the two following passages:

"One morning, during the stay of the ship at this island, some of the natives brought to the captain his watch, which they had procured from out of his chest, and with looks of curiosity inquired what it was. He took it from them, wound it up, put it to the ear of one of them, and returned it. Every hand was now outstretched with eagerness to take hold of it: it was applied in turns to their ears: they were astonished at the noise it made; they listened again to it; turned it on every side, and exclaimed, 'It is alive!' They then pinched and hit it, as if expecting it would

squeak: but they looked at each other with wonder, laughed aloud, snapped their fingers, and made a sort of clucking noise with the tongue, expressing amazement."

"The earliest schools established in the provinces of the Western Empire were of civil foundation, and intended entirely for the purposes of civil education; and so they continued until the social system was subverted by the barbarian conquest. This revolution affected the literary in common with all other institutions; in the course of the sixth century profane learning entirely disappeared, together with the means of acquiring it: and before its conclusion the office of instruction had passed entirely into the hands of the clergy. The municipal schools of the empire gave place to cathedral or episcopal establishments, which were attached to every diocese, to the residence of the bishop, and throughout the country elementary schools were formed in many of the monasteries, and even in the manses of the parochial priesthood."

(No. 3.)

GENERAL EXAMINATION OF TRAINING COLLEGES.

CHRISTMAS, 1856.

FEMALE STUDENTS.

All your answers are to be written on this paper; answers written on any other paper will not be looked over.

You are not permitted to answer more than one question in each section.

Before beginning your answers, you are to fill up the following table, so far as it applies to you.

You will be so good as to do this, although you may not attempt to answer any part of the paper; which, in that case, you will return to the Inspector, *writing the words "not attempted," in large letters below.*

The name of the Training College at which you are now being examined.	*Your Christian Name and Surname* in full, *and the* current *year of your Age.*	*Do you attend this Examination as—* 1. *A resident Student?* 2. *A Teacher to be examined for a Certificate of Merit, and* from what School.	*If you are, or have been, a Student, state the month and year in which you entered the Training College, and the month and year in which you left it.*

HOLY SCRIPTURE.

(Three Hours allowed for this Paper.)

1.—*The supplementary questions are not to be attempted by* any candidate of the first year *who has not answered one question in each of the preceding Sections. No such candidate may answer more than two of the supplementary questions.*

2.—*Candidates of the second year, and teachers in charge of schools, may not answer more than six questions, but may choose them from any part of the paper.*

Section 1.

1. Name in order the chief events between the Deluge and the birth of Isaac. State concisely the most important lessons to be drawn from some of these events.
2. Give a full account of the song of Moses, and the circumstances of his death.
3. Write an account of one of these persons in the form of a lesson, with practical applications suitable for your first class; Jehoshaphat, Josiah, or Nehemiah.

Section 2.

1. Write out the most remarkable prophecies concerning the rejection of our Lord by the Jews, and the corresponding passages in the New Testament which show their fulfilment.
2. Describe the contents of one of the following Books: 1 Samuel, 2 Kings; and give a brief account of the characters of the most remarkable persons in that book.
3. Name in chronological order the prophets who flourished in the period between the death of Solomon and the Captivity, and give a succinct account of the writings of one of these prophets.

Section 3.

1. Enumerate, in order, the events of our Saviour's life, from the commencement of his public ministry to the evening before his crucifixion.
2. What parables and discourses of our Lord are recorded exclusively by St. Luke and by St. John? Explain the spiritual lesson taught by one of these parables or discourses.
3. What practical and spiritual lessons are illustrated by the history of these persons, Dorcas, Rhoda, Titus, Julius, Epaphroditus?

Section 4.

1. Explain fully one of these parables, with examples and illustrations,—
"The Ten Virgins." "The Wedding Garment." "The Lost Sheep."
2. Give an account of the last journey of St. Paul before his imprisonment.

SUPPLEMENTARY.

1. Write an analysis of *one* of the following portions of Holy Scripture, using the words of the text as far as possible:—

Romans, viii. Romans, xii. and xiii. 1 Corinthians, i. and ii.
1 Corinthians xv.

Or of three chapters from any one of the other Epistles.

Also append to this analysis at least six verses from the same Epistle, to illustrate the chief lessons which it conveys.

2. Explain the following passages, illustrate them by examples, and show the practical application.
"The weapons of our warfare are not carnal, but mighty through God to the pulling down of strongholds."
"After that faith is come we are no longer under a schoolmaster."
"What things were gain to me, those I counted loss for Christ."

3. Write out and explain the most important texts from the Epistles on some of the following points: Conformity to Christ, Intercessory prayer, Organization of the Church.

4. What women are named by St. Paul in his Epistles? What practical and spiritual lessons may be enforced by reference to the passages in which he names them.

5. What churches are named in the book of "Revelation?" Give the substance of the charge which St. John was directed to address to one or more of these churches.

6. Quote some of the most striking promises to the church, in the books of Isaiah, Hosea, and Micah.

7. Quote from the Old and New Testament passages that prove the Personality and Godhead of the Word, and the Holy Spirit.

8. What foreign nations are connected with Sacred History in the reigns of Solomon, Asa, and Josiah? Quote the most remarkable prophecies fulfilled in the present condition of these nations.

CATECHISM, LITURGY, AND CHURCH HISTORY.

(Two Hours allowed for this Paper.)

1.—*The supplementary questions are not to be attempted by* any candidate of the first year *who has not answered one question in each of the preceding sections. No such candidate may answer more than two of the the supplementary questions.*

2.—*Candidates of the second year, and teachers in charge of schools, may not answer more than six questions, but may choose them from any part of the paper.*

Section 1.

Prepare the notes of a lesson, not to exceed 25 minutes in the delivery, and adapted for a class of girls between 10 and 12 years old, on one of the following subjects, with reference to the catechism.

1. The Fifth Commandmant. 2. The means of Grace.
3. The Communion of Saints.

Section 2.

1. Write out one of the following articles, with illustrations from Holy Scripture.
1. Of the Old Testament. 2. Of sin after baptism. 3. Of the Sacraments.

Section 3.

1. Analyze the "Te Deum," or the general thanksgiving, and illustrate the most striking expressions of the former from Holy Scripture.
2. Name in order the parts of one of these services, Baptism, or Holy Communion, and write out, from either, one form of praise or thanksgiving
3. Give some account of the collects or lessons for one of these seasons, Advent, Epiphany, or Lent.

Section 4.

1. Give an account of the revision of the Prayer Book in the reign of Elizabeth.
2. Name the principal events in the lives of these prelates—Cranmer, Parker, and Whitgift.
3. Name the chief persons connected with the Anglo-Saxon Church.
4. Name some of the principal events and remarkable persons in the first four centuries of the Church History.

SUPPLEMENTARY.

1. Give some account of the early British Church, and state why its history is important.
2. Name the chief events connected with Augustine, Theodorus, Wilfrid, or Columban.
3. At what time did each of the following prelates flourish:—Anselm, Langton, Chicheley, Arundel, and Warham? On what account were they severally remarkable?
4. Give some account of these pontiffs, and describe the circumstances which connect them with English History, Gregory VII., Innocent III., and Clement VI.
5. What measures were taken before the Reformation to protect the independence of the National Church?
6. Name the leading persons in the Church at the death of Henry VIII., and give a brief account of their characters.
7. What distinguished persons suffered martyrdom in the persecutions in Asia Minor, Gaul, and Africa, during the first three centuries?
8. Give some instances of the charity of the early Christians, as displayed in their conduct towards each other, and to the heathens among whom they lived.
9. Describe briefly the origin and proceedings of one of our own societies for the extension of the Christian faith.

GRAMMAR.

(Three Hours allowed for this Paper.)

1.—*The supplementary questions are not to be attempted by* any candidate of the first year *who has not answered one question in each of the preceding sections. No such candidate may answer more than two of the supplementary questions.*

2.—*Candidates of the second year, and teachers in charge of schools, may not answer more than six questions, but may choose them from any part of the paper.*

Section 1.

1. What is meant by the *case* of a noun? What means have we of determining it in English?

2. Write out in parallel columns, the first, second, and third persons singular of the present and past tenses, and the particles, of the verb *to lay*, and of the two verbs *to lie*.
3. Explain why the participle is so called, and illustrate your answer by examples of its use.

Section 2.

Parse the words printed in italics in the following passage :—

But all is in His hand whose *praise* I seek.
In *vain* the poet sings, and the world hears,
If He *regard* not, *though* divine the *theme*.
'Tis not in artful measures, in the chime
And idle tinkling of a *minstrel's lyre*,
To charm *His* ear, whose eye is on the heart;
Whose frown can disappoint the *proudest strain*,
Whose approbation—*prosper* even *mine*.
—*The Task*.

Section 3.

Write out either the passage in section 2, or one of the following passages, in simple prose, expressing its meaning as exactly as you can, and in the fewest words :—

Though Heaven be shut,
And Heav'n's high Arbitrator sit secure
In his own strength, this place may be exposed,
The utmost border of His Kingdom, left
To their defence who hold it; there perhaps
Some advantageous act may be achieved
By sudden onset.
—*Paradise Lost*.

I have ventured,
Like little wanton boys that swim on bladders,
These many summers in a sea of glory;
But far beyond my depth: my highborn pride
At length broke under me; and now has left me,
Weary, and old with service, to the mercy
Of a rude stream, that must for ever hide me.
—*Henry VIII*.

Section 4.

1. Analyze one of the passages in Section 3.
2. Examine the use of the pronoun in the 4th line of the passage in section 2. What other part of speech is employed in a similar construction?
3. Show by examples what parts of speech can form by themselves the subject and predicate respectively of a proposition.

SUPPLEMENTARY.

1. What is the best general rule for dividing words into syllables? Can you give the subordinate rules?
2. Enumerate the *distributive* and *indefinite* pronouns. How does "few" differ in meaning from "a few"?
3. What *concords* exist in English grammar? Point out what is wrong in the following sentence :—
We respect men which acts consistently.
4. Show that, in determining what part of speech a word is, we must frequently be guided by the context.
5. Select two words from each of the above passages of poetry, of Latin, of French, and of Saxon origin, respectively.
6. Write out in separate lists the principal Saxon and Latin prefixes.
7. Give an account of the origin of as many of the following words as you can: *wrong, session, only, calico, slave, tantalize, expulsion, saunter, effect, contradict, twilight*.
8. To what great stock of language does our own belong? State briefly (with dates) the circumstances of its introduction into this country, and the principal modification which it has since undergone.
9. Name the principal English writers in the 17th and 18th centuries.
10. How should you characterize the *style* of Milton? Contrast the language of Paradise Lost with that of The Task.
11. In what metre are the principal poems of Milton composed? Can you quote a couplet written in rhyming heroics?
12. Write out a short sketch of the life or writings of any well-known English authoress.

GEOGRAPHY.

(Three Hours allowed for this Paper.)

1.—*The supplementary questions are not to be attempted by* any candidate of the first year *who has not answered one question in each of the preceding sections. No such candidate may answer more than two of the supplementary questions.*
2.—*Candidates of the second year, and teachers in charge of schools, may not answer more than six questions, but may choose them from any part of the paper.*

Section 1.

Draw a map of *one* of these portions of land, inserting the names of the principal towns :—
1. The coast line of England from the mouth of the Tees to Harwich, with so much of the interior as is drained by the rivers between those points.
2. The counties drained by the Severn and its tributaries.
3. Scotland north of the Firth of Forth, with the adjacent islands.

Section 2.

(These questions may be illustrated by sketches.)

1. Describe the physical features, climate, and productions of Italy.
2. Name the principal rivers of France, their tributaries, and the cities on their banks, stating briefly for what those cities are most remarkable.
3. Name the principal coalfields of Europe, and give some account of their extent, and their effects upon the habits of the people.
4. Enumerate the rivers that flow into the Black Sea, and trace the course of *one* of these rivers, naming its tributaries and cities on its banks.

Section 3.

1. Name the possessions of England in Africa, and give a full description of the physical features, and condition of *one* of these possessions.
2. Name the rivers of Hindostan, and describe the course of the Ganges.
3. Give a clear account of New Zealand, its physical features, and the past and present condition of the inhabitants.
4. Which of the British Colonies are most important for population, natural and artificial productions? Support your statement by facts.

Section 4.

1. Name the chief cities of Asia, and state on what account they are severally remarkable.
2. Name the United States of America, distinguishing the free states by a cross; and give some account of the climate and population of the North-western States.
3. Name the countries between the Indus and the Red Sea, and give a brief account of the physical features, the chief cities, and the customs of the inhabitants.

SUPPLEMENTARY.

1. Describe the currents of the Atlantic Ocean, and their effects upon navigation, and upon the climate of the adjoining countries.
2. Describe the scenery of the Alps, and give an account of the glaciers.
3. Describe the causes and effects of the monsoon.
4. Give a general account of the geological structure of the British Isles, and explain its bearing upon the condition and occupations of the inhabitants.
5. Enumerate the most remarkable animals found in Australia, Egypt, and South America. Give an account of the structure and habits of *one* in each locality, showing its adaptation to the climate and other circumstances.
6. Describe the principal phenomena of the Arctic Zone.
7. Enumerate the chief divisions of the human race, and describe the characteristic features and habits of the most remarkable.
8. Describe the chief vegetable productions of Ceylon, Australia, and Canada.
9. Compare the temperature and climate of the following places, Madeira, New York, Rio Janeiro, Lisbon, Canton, and account for the difference.
10. Describe the movements of the earth, and the effects of those movements upon the seasons, the ocean, and the atmosphere.

ENGLISH HISTORY.

(Three Hours allowed for this Paper.)

1.—*The supplementary questions are not to be attempted by* any candidate of the first year *who has not answered one question in each of the preceding sections. No such candidate may answer more than two of the supplementary questions.*
2.—*Candidates of the second year, and teachers in charge of schools, may not answer more than six questions, but may choose them from any part of the paper.*

Section 1.

1. Name the Saxon Kings from Egbert to Edward the Elder, and give an account of the chief events in *two* of these reigns.
2. Describe the incursions of the Northmen in the ninth century.
3. Name the chief events in the reigns of Canute and Edward the Confessor, and describe the character of each of these princes.
4. Describe the most remarkable customs of the Anglo-Saxons.

Section 2.

1. What events in the reigns of John and Henry III. are most important in the history of our Constitution? Give a clear account of the circumstances which led to these events.
2. Which of the Plantagenet princes were engaged in the Crusades? Describe the character of one of the princes whom you name.
3. State any facts that illustrate the condition of the people of England in the 14th and 15th centuries.
4. Name the queen consorts in these reigns—Edward III., Richard II., and Henry V.; and state what you know of their characters.

Section 3.

1. Describe the character of Henry VII., and illustrate it by events in his reign.
2. Give some account of Cardinal Pole.
3. To what causes may the popularity of Elizabeth's reign be mainly attributed?
4. What events and discoveries had most effect upon the civilization of England in the 15th and 16th centuries.

Section 4.

1. Name the chief events in the reign of George III.
2. State the circumstances under which princes of the Tudor or Stuart line gave assistance to any foreign Protestant churches.
3. Name the queen consorts in English history who have been most remarkable as good wives or mothers.

SUPPLEMENTARY.

1. Arrange in chronological order the principal events in the reign of Henry VIII., *or*, of Queen Elizabeth.
2. With what foreign princes were the sovereigns of the Tudor line connected by alliance or affinity? Give some account of two of these princes, with especial reference to their influence upon the state of religion in Europe.
3. What were the chief manufactures of England in the 16th century? State some facts showing the extent of these manufactures, and their effects upon the condition of the people.
4. On what account were the following persons celebrated:—Sir Thomas Gresham, Martin Frobisher, John and Sebastian Cabot, Ascham, and Holbein?
5. Give some account of the suppression of monasteries, and of the charitable and religious purposes to which any part of their revenues was applied.
6. Describe the progress of the naval power of England from the accession of Henry VIII. to the death of Elizabeth.
7. Give some account of the education and habits of women of rank in the 16th century.
8. Give some account of the housekeeping and domestic habits of English yeomen in the reign of Henry VIII.
9. What amusements had most effect upon the character of the people in the reigns of Henry VIII. and Elizabeth?
10. Give some account of the changes in ecclesiastical and domestic architecture during the 16th century.
11. State some facts which prove the progress of mental cultivation during this period.

STUDENTS IN FIRST YEAR.

SCHOOL MANAGEMENT.

(Three Hours allowed for this Paper.)

The candidate may select any questions which she can answer completely.

[*Write the first line of your first answer as a specimen of copy-setting in* large hand; *and the first line in your second answer as a specimen of copy-setting in* small hand.]

1. Give an accurate account of the manner in which you *have been instructed to* teach the elements of reading *during your residence* in this Institution.
2. Name the reading-books used in your *practising* school, the classes in which they are severally used, and give a clear summary of the contents of one book which is read in the first class.
3. To what points should your attention be chiefly directed in teaching girls to read? What faults are most prevalent? By what methods are they most effectually remedied?
4. Explain exactly the most effective method of giving out and revising a lesson in dictation to the 1st and 2nd divisions of your school.
5. What are the best exercises to teach girls to write simply and correctly?
6. How do you propose to teach numeration?
7. How do you propose to teach subtraction? Apply your lesson to this sum 100003−8.
8. Explain clearly the working of this sum $\frac{3}{4} \div 2$.
9. Explain the meaning and use of a map as to a class of children.
10. Prepare the heads of a series of lessons *for three months* on the elements of geography. Show in detail how far the extent of the series agrees with the time.
11. Illustrate the use you would make of the black-board in giving a lesson on the geography of Switzerland *or* Hindostan.
12. Explain the best mode of suspending a map for the use of a class. What faults are generally committed in the use of apparatus for collective lessons?
13. Describe exactly the class-register used in the school in which you were educated, or in the practising school of this Institution. How do you find the average attendance, weekly and monthly?

STUDENTS IN FIRST YEAR, AND TEACHERS IN CHARGE OF SCHOOLS.

NOTES OF A LESSON.

(Two Hours allowed for this Paper.)

Prepare the notes of *two* lessons on some of the following subjects. State exactly what are the objects you have in view in giving each lesson, and for what class of children you consider it to be suitable. State also what apparatus and illustrations you propose to use; and, if necessary, draw a rough sketch, such as you would prepare on the black-board.

1. The hand, head, or mouth of man.
2. The structure and habits of the cat, camel, or kangaroo.
3. The use and abuse of stimulants, or warm clothing.
4. Courtesy, self-denial, or procrastination.

STUDENTS OF SECOND YEAR, AND SCHOOLMISTRESSES ATTENDING EXAMINATION.

SCHOOL MANAGEMENT.

(Three Hours allowed for this Paper.)

Candidates may select any questions, but must answer them fully.

[*Write the first line of your first answer as a specimen of copy-setting in* large hand; *and the first line of your second answer as a specimen of copy-setting in* small hand.]

N.B.—The question marked with an asterisk *must* be answered by every candidate.

*1. From the subjoined extract from a class-register calculate the average age of the children, the average attendance for the week, the number present at all, and the average number of days attended by each child present at all.

Age.	Name.	Monday.		Tuesday		Wednesday.		Thursday.		Friday.	
12¼	J. N.				+			+		+	
10	N. S.		+	+					+	+	+
11¼	M. E.	+	+	+	+	+	+	+	+	+	+
9⅔	R. N.		+		+				+		
12½	G. J.			+		+	+		+	+	
11⅔	F. R.		+	+		+					
13	A. B.			+	+				+		+
10½	C. D.			+							
12¾	N. M.										

2. Prepare the heads for a series of six lessons on physical geography for your first class; and state clearly what illustrations you propose to use for each lesson.
3. Describe fully the apparatus and illustrations you intend to use for collective lessons in natural history. To what extent do you propose to teach natural history? Give your reasons for this.
4. What faculties of children are called in active exercise by a good lesson on each of the following subjects: Colour, the structure of an insect, climate, the character of Jacob? Give clear reasons for your statement.
5. Upon what principles does the cultivation of memory depend? By what exercises is it best prepared to acquire, retain, and reproduce useful information?
6. What do you mean by method? Explain the relation between principles and methods; and illustrate this by examples.
7. What exercises are best calculated to train children to acquire knowledge for themselves?
8. What are the chief practical objections to the elliptic and simultaneous methods? How can these objections be obviated?
9. What do you mean by the organization of schools? Upon what principles does its efficiency and success chiefly depend?
10. To what extent, in what subjects, and under what circumstances do you consider the assistance of ladies as visitors desirable?

STUDENTS OF SECOND YEAR.

ESSAY.

(Two Hours allowed for this Exercise.)

The subject matter discussed in each part of the essay should be noted in the margin.

Write an essay upon *one* of the following subjects:—

1. Prudence, with especial reference to the position of a young schoolmistress.
2. The special objects of mental training in a girls' school.
3. Intercourse with the parents of your pupils.

ARITHMETIC.

You are not allowed to answer more than one question in each section; but, when there are two sums in the same question, both should be worked.

(Three Hours allowed for this Paper.)

Section 1.

1. What is meant by a system of Numeration? What by a system of Notation? When is a system said to be decimal?
2. Show how you can divide by 10, 100, 1,000, &c., more easily than by any other number. If in multiplying by 7,000, we multiply by 7 and add three figures, what principles are illustrated by the process?
3. What do you mean by reducing fractions to lowest terms? Show the correctness of the process employed. Prove by means of a diagram that $\frac{2}{3} = \frac{8}{12}$.

Section 2.

1. If a piece of ribbon measures 21 yards 2 nails, how many bonnets can be trimmed with 17 such pieces, suppose each bonnet requires 2½ yards? How many crowns, half-crowns, shillings, and groats amount to 99*l.* 16*s.* 4*d.*, taking of each an equal number?
2. A man spends 155*l.* 5*s.* 7*d.* per year, how much will he lay by in 37 years out of 200*l.* per annum?
If 6½ million visitors entered the Crystal Palace in 26 weeks, what was the average attendance per day?
3. Find by Practice the value of 8,632 articles at 1*l.* 14*s.* 3¾*d.*
1,280*l.* is divided among three persons, so that their portions are as 5, 3, 2, respectively, how much does each receive?

Section 3.

1. Find the sum, difference, product, and quotient of $2\frac{7}{10}$ and $5\frac{3}{8}$.
The sum realized by a bankrupt's estate is 7,848*l.*, being $\frac{3}{5}$ of his debts, find the amount of the debts, and the dividend paid.
2. How long will it take 17 men to earn 50*l.*, if 12 men in 6½ days can earn 13 guineas?
3. Divide 71 by ·635. Find the value of ·178 of a mile. Express ·75 of a shilling as decimals of each of the coins of the realm.

Section 4.

1. Find the interest on 895*l.* at 2¼ per cent. for 7 years 2 months. How long will it be before 374*l.*, put out at interest at 4 per cent., will realize a profit of 100*l.*?
2. There are two schools, one containing 650 children, and the other 340 children: 5 per cent. of the former are generally absent, 7·5 of the latter: what is the average attendance in each?
The present worth of a debt, due 6 months hence, is 25*l.* 10*s.*, and the rate of discount is 6 per cent. per annum, what is the amount of the debt?
3. Sold 16 cwt. 2 qrs. of soap, which cost 2*l.* 6*s.* 8*d.* per cwt., at 6¼*d.* per lb., what was the gain upon the whole, and also per cwt.?

Section 5.

1. Compare the advantages of a decimal system, having 1*l.* for the unit, with those of one which has a farthing for the unit?
2. What is the readiest way of converting our present money into decimals of 1*l.*? Give examples.
3. Add together the 18th part of 45*l.*, the 19th part of 23*l.*, and the 20th of 86*l.*; 7 flo. 5 cents. 7 mils.

Section 6.

1. What books are required in book-keeping by single entry, and what is the use of each?
2. What are the respective advantages of single and double entry?

DOMESTIC ECONOMY.

(Two Hours allowed for this Paper.)

Section 1.

1. What kinds of food are required for young children? State clearly the reasons.
2. Give a clear account of the potato, and of the various uses to which it is applied.
3. Give receipts for Irish stew, and soups with and without meat; estimate the cost; and give an account of the nutritious qualities of each.

Section 2.

1. Name all the materials used in washing; and show for what properties or qualities each of these materials is useful.
2. What practical lessons have you had in the kitchen and laundry, either as a pupil-teacher or as a student in training? State exactly what time has been so employed.
3. Describe accurately the best system for teaching needlework, including the fixing and cutting out. What difficulties may you expect to find in supplying a school with work, and what expedients would you propose to the managers?

Section 3.

1. Calculate the weekly and annual expenditure of a schoolmistress, having one or two pupil-teachers residing with her, and occupying a furnished house rent-free.
2. Give clear instructions to a pupil-teacher about the purchase and uses of clothing materials, with full estimate of cost and value.

Section 4.

1. Describe the best treatment for sprains, slight wounds, and whitlows.
2. Describe the poisonous vegetables most commonly found in England, the symptoms produced by them, and the best remedies.
3. Write a lesson on one of these subjects for girls about to leave school:—
   Personal neatness. Frugality. Self-denial.

MUSIC.

(Three Hours allowed for this Paper.)

1.—*The questions in Division II. are not to be attempted by any* candidate of the first year *who has not answered one question in each of the preceding sections. No such candidate may answer more than two of the questions in Division II.*

2.—*Candidates of the second year, and teachers in charge of schools, may not answer more than six questions, but may choose them from any part of the paper.*

Division I.

Section 1.

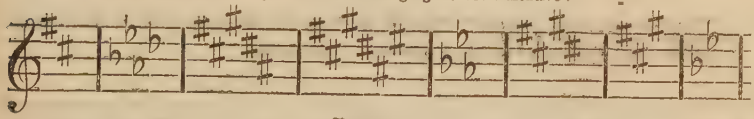
1. How are musical sounds expressed? Write out all the notes on the lines and spaces, together with the additional lines and spaces, above and under the staves of the treble and bass clefs.
2. What are the different kinds of notes made use of in musical composition? How is the length of a note ascertained? How does a *point* affect a note or rest?
3. Of what use is the *stave*, the *clef*, the *sharp*, the *flat*, and the *natural*, and when are *flats*, *sharps*, and *naturals* called *accidentals*?

Section 2.

1. Describe an *interval*. Which intervals are *consonant* and which are *dissonant*? How are unisons produced?
2. What is the meaning of the word *scale*, and how many sorts of scales are there in music?
3. Write out the *chromatic* scale of E♪ (Mi), ascending and descending, and state the difference between a *diatonic* and a *chromatic* semitone.

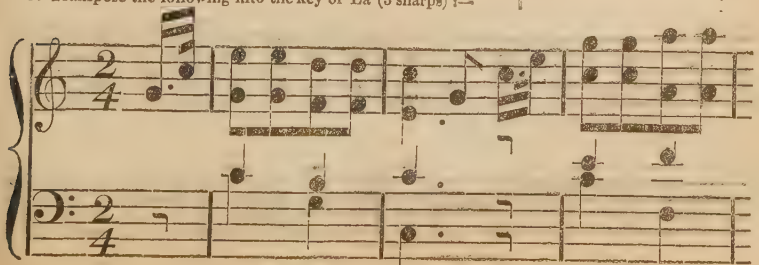
Section 3.

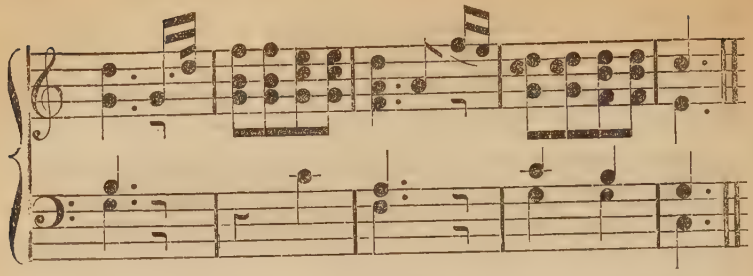
1. Write out a table of the different species of time.
2. (1.) Besides the term *gamut* for the diatonic scale or key, what other name is given to the same series of notes? (2.) What is the chief difference between major and minor keys? (3.) Is there any other interval minor in minor keys?
3. Of what major and minor keys are the following signatures indicative?



Division II.

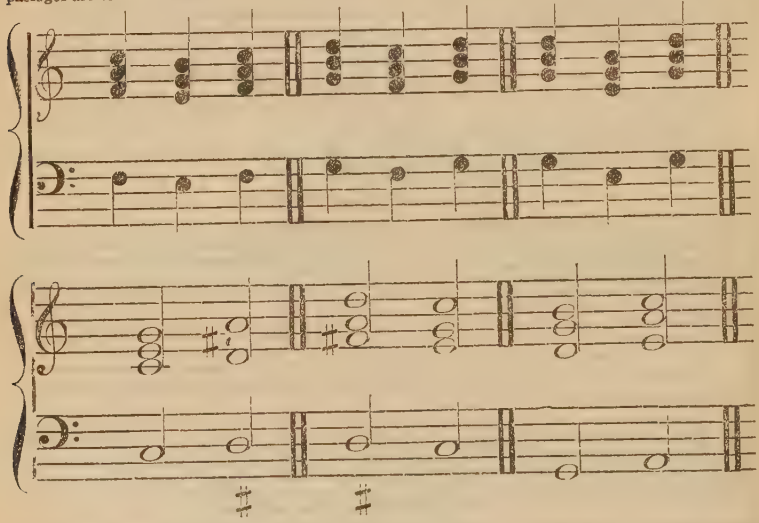
1. What is the difference between melody and harmony? What is meant by *triplets*, *tritone*, *expression*, *accent*, *emphasis*, *appoggiatura*, *turn*, *shake*?
2. What is transposition, and what is gained thereby?
3. Transpose the following into the key of La (3 sharps):—



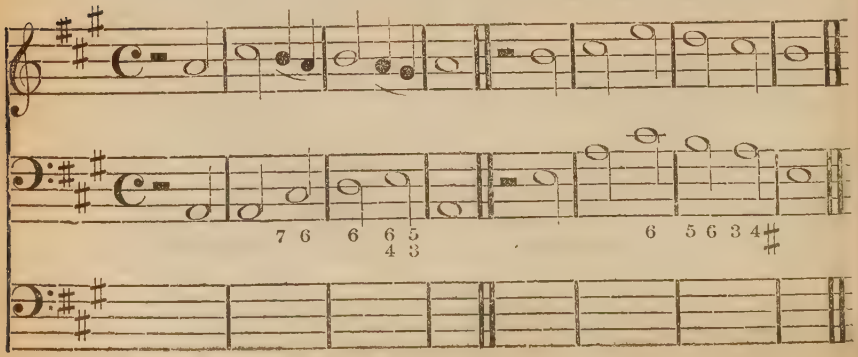
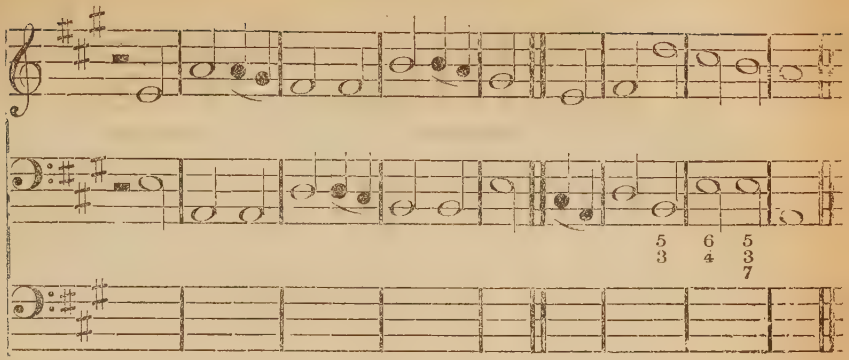


4. What are the technical terms used for each degree of the scale?
5. Of what does the common chord consist, and in how many positions can it be taken?
6. Write common chords in their different positions in the following keys (with their relative minors), D (Re), E (Mi), A (La♭), B♭ (Si♭).

7. Show on the blank staves how the consecutive 5ths and octaves which occur in the following passages are to be rectified.



8. What is meant by an *inversion?* What are the inversions of a *minor third*, a *major seventh*, a *minor sixth*, and a *perfect fourth*.
9. Harmonize the following psalm tune, and add the *radical* bass.



10. Render into English the following Italian words denoting the speed and character of a movement, viz., *adagio, andante, allegro, largo, maestoso, presto, vivace, andantino quasi allegretto,* and explain the following signs :

WELSH.

(Three Hours allowed for this Paper.)

1. Translate into English *one* of the two following passages :—

"*Dwg* ar gof *iddynt fod* yn ddarostyngedig i'r tywysogaethau a'r awdurdodau, fod *yn ufudd*, fod yn barod i bob gweithred *dda*. Bod heb *gablu neb*, yn anymladdgar, yn *dirion*, gan dangos pob addfwynder *tu og* at *bob* dyn. Canys yr *oeddym* ninnau hefyd *gynt* yd annoethion, yn anufudd, yn cyfeiliorni, yn *gwasanaethu* chwantau ac amryw *feluswedd*, gan fyw mewn drygioni a *chenfigen*, yn ddigasog, yn *casau* ein *gilydd*."

"Dros gnwech *awr*, nid *oedd* dim ond y dystryw gwyllt o *bob* ochr, yn enwedig o du y *Saeson*, fel y *mae* Gildas, ein cyntadwr, yr hwn a *aned* yn y flwyddyn honno, yn *sicrhau*. En lluvedd, y *waith* hon, er eu *hamled* a sathrwyd fel nad *oroso d* cymmaint a *rhestr* gyfan yn ddiglwyf; a'r maes a *gueddir yd* cyn *dewed* a chelaneddau'r *Meirw*, fel *mai* nid gwaith *ysgafn*, dros diwrnodau oedd *eu claddu*. Y flwydyr *hon* a *ymladdwyd* yn y flwyddyn 495. Arthur, mab y brenin, a ymddygodd yma *yn llawn* calondid a *medr* i drin *arfau*."

2. Parse fully the words *in italics*, in whichever of the above passages you have translated, explaining carefully the literal mutations, and comparing the grammatical construction with that of your own translation.

3. Translate into Welsh *one* of the two following passages :—

"The extremes of heat and cold which prevail in China at opposite seasons of the year, and the custom of living much in the open air, are the causes of the difference between the summer-cap and the winter-cap. The former is made of thin filaments of wood, surmounted by a red, white, or blue ball on the sharp point at the top. A bunch of crimson silk or horse-hair hangs down from it all round. The latter is made of black velvet or fur, is turned up with a brim all round, and is also ornamented with a ball and a fringe of red silk."

"Every mind which is yet a stranger to science is in some respects in the same situation with that of Galileo, before he turned his telescope to the heavens. Such a mind has a world of wonders to learn, many of which are as extraordinary as those which then revealed themselves to the philosopher. The consciousness of discovery was Galileo's alone: the novelty and sublimity of the study of the heavens remain the same for all by whom it has yet been unenjoyed. And so, indeed, it is with every other sort of knowledge."

(No. 4.)

GENERAL EXAMINATION OF CANDIDATES FOR REGISTRATION, AND FOR INFANT-SCHOOL CERTIFICATES.

EASTER, 1856.

All your answers are to be written on this paper; answers written on any other paper will not be looked over.

You are not permitted to answer more than one question in each section. Number your answers to correspond with the questions, and begin to write them *(as far as possible) opposite to the sections to which they severally refer.*

Before beginning your answers, you are to fill up the following table:—

Your Christian Name and Surname in full, *and the* current *year of your Age.*	*The Name of your School, and of the nearest Post Town.*	*The Name of the School at which you are now being examined.*

RELIGIOUS KNOWLEDGE.

(Three Hours allowed for this Paper.)

Section 1.

1. Write out the history of the patriarch Jacob.
2. Enumerate in order the kings of Judah, and give a detailed history of one of them.
3. Give an account of the book of Nehemiah.

Section 2.

1. What practical directions does our Lord give in his Sermon on the Mount on the following points: Forgiveness, Almsgiving, Prayer, Over-carefulness?
2. Give the substance of St. Peter's defence, when he was accused of going to the Gentiles and of eating with them
3. Explain the meaning of the word "Charity," as used in the New Testament, and prove your answer by quotations from the teaching of our blessed Lord and his Apostles.

Section 3.

1. Answer in the words of the Church Catechism, "What dost thou chiefly learn in these articles of thy belief?" and explain why a different tense is introduced in describing the office of the third person of the blessed Trinity.
2. Explain the phrase "Means of Grace," and enumerate those mentioned in the Church Catechism in the order in which they stand.
3. State in a simple and practical way the line of argument you would adopt with a class of children, to convince them of the *necessity* of prayer in order to a righteous life, proving each position by texts from Holy Scripture.

Section 4.

1. Write out "the prayer of St. Chrysostom" and explain why it does not end as most of the collects in the Liturgy do, viz., with the words "through Jesus Christ our Lord."
2. We have followed too much the devices and desires of our own hearts." What doctrine is taught in these words? Prove the doctrine from Holy Scripture.
3. Write out one of the following articles, with Scripture proofs.

VII. Of the Old Testament. XV. Of Christ alone without sin.
XXV. Of the Sacraments.

Section 5.

1. What duties does the Church urge upon us in the "Exhortation?"
2. Enumerate in order the different seasons of the Christian year as they stand in the prayer-book, and give your reasons for considering such observances useful.
3. State the different religious duties contemplated in the office of Holy Communion, and quote texts to prove the necessity of each.

ARITHMETIC.

(Three Hours allowed for this Paper.)

Section 1.

1. Explain what is meant by *numeration*. What is the meaning of the terms *dividend*, *divisor*, *quotient*?
2. Explain the process of borrowing employed in subtraction.
3. Subtract 394 from 1001, and explain each step in the process.

Section 2.

1. How many yards are there in 27 bales of cloth, each containing 15 pieces, and each piece 15 yards?
2. Reduce 756843 grains to lbs. Troy. In 13897564 minutes how many years?
3. If a pair of trousers take 2¼ yards, a waistcoat ¾ of a yard, a coat 1¾ yard, what quantity of cloth would be required to make 84 pairs of trousers, 63 coats, and 12 waistcoats?

Section 3.

1. Suppose a boy saves 10*d.* per week from 14 to 18 years of age, and 1*s.* 8*d.* per week from 18 to 21, how much will he be worth at that time?

2. Make out a bill for the following articles:—16 yards superfine broad-cloth, at 27*s.* 6*d.* per yard; 18 yards second ditto, at 14*s.* 9*d.* per yard; 13 yards brown ditto, at 11*s.* 10*d.*; 14¼ yards scarlet ditto, at 24*s.* 4*d.*; 62¾ yards kerseymere, at 9*s.* 8*d.*

3. How much will the school pence of 312 children amount to in 4½ years, reckoning 45 weeks to the year, and 2*d.* a week to each child?

Section 4.

1. If 100*l.* gain 4*l.* in one year, what will 737*l.* 12*s.* 6*d.* gain in the same time?
2. If 64 yards of carpet, 3 qrs. wide, cover a floor, how much of 5 qrs. will be sufficient?
3. If 150*l.* pay for 8 boys for a year, what will be the expense of 20 boys for half a year?

Section 5.

1. Explain the meaning of the terms *numerator*, *common denominator*, *common measure*, and reduce $\frac{5}{8}$, $\frac{7}{10}$, $\frac{8}{9}$, to a common denominator.
2. What quantity of shalloon that is ¼ yard wide will line 9½ yards of cloth that is 2½ yards wide?
3. Add together ¾ of a foot, $\frac{2}{5}$ of a yard, and $\frac{3}{8}$ of a mile.
4. Divide ·324 by 36.
5. Express 17*s.* 6*d.* decimally.

Section 6.

1. What is the interest of 205*l.* 15*s.* for ¼ of a year, at 4 per cent?
2. What is the insurance, at 17*s.* 9*d.* per 100*l.*, on 4,182*l.* 10*s.*?
3. What must be paid for the purchase of 10,000*l.* stock, at 105¾ per cent., with the broker's commission at $\frac{1}{8}$ per cent.?

ENGLISH GRAMMAR.

(Three Hours allowed for this Paper.)

Section 1.

1. Explain briefly what is meant by Orthography, Etymology, Syntax, and Prosody.
2. Name the parts of speech and explain, as to children, the use of each.
3. Mention, with examples, the different kinds of nouns, pronouns, adverbs, conjunctions, and numeral adjectives.

Section 2.

1. Write down the *plurals* of the following words: army, medium, focus, hoof, roof, sheaf, chief, key, brother, phenomenon, index; and the *feminines* of the following; testator, sultan, emperor, actor, knight, earl, marquis, sloven.
2. What do you mean by inflexion? To what inflexion are adjectives subject, and for what purpose?
3. Name the different voices, moods, and tenses (with the meaning of those three words,) of a verb according to any system of grammar that you have learned, and conjugate the verb "to choose" through all of them, in the first person singular only.

Section 3.

1. What is meant by a noun of multitude? what peculiarities of syntax are to be noted in the use of such nouns?
2. Analyze and parse, with syntax rules, the following:
"To do good and to distribute, forget not; for with such sacrifices God is well pleased."
3. Give as many instances as you remember of violations of syntax prevalent in your neighbourhood, and correct them.

Section 4.

1. Distinguish, with instances, between primitive, derivative, and compound words.
2. Derive Acorn, michaelmas, surly, cab, circumnavigate, interlude, preternatural, and retrograde; and give derivatives from luna (the moon), pono (I place), urbs (a city), and locus (a place).
3. Write down in column all the Latin and Greek prefixes which you remember, with their meaning, and in an opposite column combine them with suitable words.

Section 5.

What is the difference between verse and prose? what between blank verse and rhyme. To which class does the following passage belong? Restore it to its metrical form, write it out, and punctuate it correctly, to illustrate your answer:

"The quality of mercy is not strained it droppeth as the gentle rain from heaven upon the place beneath it is twice blessed it blesseth him that gives and him that takes tis mightiest in the mightiest it becomes the throned monarch better than his crown it is an attribute to God himself and earthly power doth then show likest Gods when mercy seasons justice."

GEOGRAPHY AND HISTORY.

(Three Hours allowed for this Paper.)

GEOGRAPHY.

Section 1.

1. State carefuliy the length, breadth, and superficial area of England: describe its position in latitude and longitude, its shape, coal-fields, and salt-mines.
2. Name and describe the position of the smaller British Isles, giving a particular account of one of them. How do you account for the general absence of islands on the east coast of Great Britain?
3. Contrast England and France in their shape, size, mountain chains, river-systems, and position of chief towns.

N.B.—A map should accompany the answer to each of the above questions.

Section 2.

1. Give a careful account of the Mediterranean Sea, naming in their proper place its bays, gulfs, and islands.
2. Describe the size, shape, and position of the Atlantic Ocean, naming the seas connected with it, and the chief rivers flowing into it.
3. Point out the chief differences between the Atlantic and Pacific Oceans.

Section 3.

1. Name the countries in which *cotton* is grown, and the chief ports from which it is sent to this country. Specify other countries in which it might be grown with great advantage to England. Give your reasons.
2. From what countries do we chiefly obtain *wool?* What are the chief physical features of these countries respectively? Have these any effect on the growth and quality of the wool?
3. Is *iron* more an article of import or export? Give reasons at length for your answer.

HISTORY.

Section 1.

1. State what you have read of Agricola's doings in Britain.
2. To which of the Saxon kings should you compare him? Give your reasons.
3. Under what circumstances did the union of the Saxon and Norman lines take place, and with what result?

Section 2.

Give an account, such as you would to your *first* class, of *one* of the following:—
1. The origin of Parliament.
2. The invention of printing, and its introduction into this country.
3. The Reformation.

Section 3.

1. Name the most peaceful periods of English history.
2. Give a short account of the accession of the House of Hanover to the British throne.
3. Mention the chief inventions and discoveries of the 19th century.

SCHOOL MANAGEMENT.

(Three Hours allowed for this Paper.)

[*Write the first line of your first answer as a specimen of copy-setting in* large hand; *and the first line in your second answer as a specimen of copy-setting in* small hand].

Section 1.

1. Classify the several parts of a teacher's work included under the term School Management.
2. In which part of this work of school management is an inexperienced teacher most likely to fail? Give your reasons.
3. Give three rules, such as you would think it most important for young teachers to bear in mind in their relations,—
(*a*). To the children. (*b*). To their parents. (*c*). To the managers of their schools

Section 2.

1. Construct a time-table of lessons for the week.
2. How would you organize a school of 100 children (boys and girls mixed), with two pupil-teachers and a sempstress?
3. What is meant by the tripartite system? Draw the plan of a school-room arranged on this system.

Section 3.

1. Describe what you consider the best method of teaching some one of the following subjects:—
(*a*). Writing, noticing the merits or demerits of the several copybooks in most general use.
(*b*). Geography, showing the several ways in which the black-board may be used in this lesson.
(*c*). Reading, giving your reasons for or against the phonic system.

Section 4.

1. What are the arguments commonly urged for and against corporal punishment? State your own opinion on this subject.
2. Classify the ordinary faults of children, with the most appropriate means of correction in each case.
3. State as briefly and as clearly as you can, a few general principles that should guide a teacher in the use of rewards and punishments.

Section 5.

1. Describe the several books necessary for a complete set of school registers.
2. Show how the average attendance of each week and year may best be ascertained and exhibited.
3. Show how school registers may be made to supply statistical information in reply to the following questions:—
(*a*). For what length of time do children, on an average, attend your school?
(*b*). What proportion leave before they reach the first class?

SCHOOL MANAGEMENT.

(Paper for Teachers of Infant Schools.)

(Three Hours allowed for this Paper.)

Section 1.

1. Prepare the sketch of a lesson upon *one* of the following subjects for a class of children between 5 and 7 years of age:—
The sheep; the duck; the potato, or bread.
Add to this sketch an account of the best arrangement of such a class, and of the methods used in collective teaching, including illustrations.

Section 2.

1. Give a clear account of the difficulties which you may expect to meet (1) in instructing, and (2) in managing a school of 80 to 100 infants, in a village or town where no provision has previously been made for infant training.

2. Upon what qualities in a teacher does the good order of a school chiefly depend? State the various mechanical devices by which the discipline is improved.

Section 3.

1. Draw the plan of a school for 120 infants. Give also the dimensions of the gallery and desks which you would require.

2. Describe accurately the organization of such a school, and the apparatus required.

Section 4.

1. Describe exactly the system on which you propose to teach *reading*, and the progress which you would consider satisfactory at the end of 6, 12, 18, and 24 months, from 4 to 6 years of age.

2. Enumerate all the subjects of instruction for children between 4 and 7 years old, with a brief account of the best method of teaching each subject.

3. Describe the effects of different methods of teaching upon the mental development of children between 5 and 7 years of age, taking any two of the common subjects of instruction by way of examples.

Section 5.

1. Write a clear and full account of the use you would make of two pupil-teachers in an infant school. Add to this a statement of the lessons which you propose to give those teachers, with a list of text-books on each subject.

2. Write out the heads of the lectures on infant school-teaching which you have heard since Christmas, and a full account of one lecture on some point connected with moral and religious training.

EXTRA PAPER.

I.—EUCLID.

(Three Hours allowed for this Paper.)

N.B.—*This paper contains three subjects* (*viz.*, geometry, algebra, *and* mechanics), *one or other of which must be taught to male pupil-teachers in the later years of their apprenticeship.*

Candidates are not permitted to answer questions in more than one *of the three sections into which this paper is divided.* No marks will be given for papers in which this direction is not observed.

No pupil-teacher is allowed to commence apprenticeship with masters who have neither obtained certificates nor passed for registration (including this paper).

Mistresses are not *required to attempt this paper.*

Masters declining this paper, but passing satisfactorily in others, *will be accepted in fulfilment of the conditions of the Minute of 2 April* 1853, *and will not be disqualified to remain in charge of all pupil-teachers apprenticed to them before the* 1*st of January* 1855.

Section 1.

1. To draw a straight line, perpendicular to a given straight line of unlimited length, from a given point without it.

2. At a given point in a given straight line, to make a rectilineal angle equal to a given rectilineal angle.

3. In any right-angled triangle, the square which is described upon the side subtending the right angle is equal to the squares described upon the sides which contain the right angle.

4. If a straight line be divided into any two parts, the rectangle contained by the whole and one of the parts is equal to the rectangle contained by the two parts, together with the square of the aforesaid part.

5. If a straight line be divided into any two parts, the squares of the whole line and of one of the parts are equal to twice the rectangle contained by the whole and that part, together with the square of the other part.

6. If a point be taken within a circle, from which there fall more than two equal straight lines to the circumference, that point is the centre of the circle.

7. The angles in the same segment of a circle are equal to one another.

8. A segment of a circle being given, to describe the circle of which it is a segment.

II.—ALGEBRA.

1. Reduce the expression $3\,(a - 2\,.\,b + c) - 2\,\overline{(b - a - c + a)} + 4\,(c - \left\{2\,b - \frac{a}{2}\right\})$, to its simplest form.

2. Divide $x^4 + 3\,a^3\,x - 2\,a^4$ by $x^2 + a\,x - a^2$, and test the result by making $a = a$.

3. Prove that $\frac{a^2 - (b - c)^2}{(a + c)^2 - b^2} + \frac{b^2 - (a - c)^2}{(a + b)^2 - c^2} + \frac{c^2 - (a - b)^2}{(b + c)^2 - a^2} = 1$.

4. Divide $a + b - c + 2\sqrt{ab}$ by $\sqrt{a} + \sqrt{b} - \sqrt{c}$.

5. Solve the equations—

$$(a)\ 15\,x - 24 = 20 + \frac{x}{3}.$$

$$(b)\ \frac{2\,x + 1}{29} - \frac{402 - 3\,x}{12} = 9 - \frac{471 - 6\,x}{2}.$$

6. Solve the equations—

$$(a)\ \sqrt{x + 9} = 1 + \sqrt{x}.$$

$$(b)\ a\,x + b\,y = c.$$

$$a\,x - b\,y = \frac{c}{2}.$$

7. From a sum of money one fourth is taken away, one fifth of the remainder is added, and the result is less than the original sum by 30*l*. What was the original sum?

III.—MECHANICS AND MENSURATION.

1. The carriage-way of a street is 832 ft. 9 in. long, and 62 ft. 8 in. wide, what is the cost of paving it with blocks of granite at 9*s.* 6*d.* a square yard?

2. Why is the area of a triangular field said to be half the product of the base and the perpendicular height? Find, in acres, roods, &c., the area of a triangular field, of which the base is 17 chains 58 links, and the perpendicular upon it is 12 chains 8 links.

3. The diameter of a well is 3 ft. 8 in., and its depth is 64 ft., what is the cost of sinking it at 7*s.* 4*d.* a cubic yard.

4. What is exactly meant by the modulus of a machine? If 15-horse-power be applied to a machine, and lift 3,300 cubic feet of water in an hour through a height of 40 yards, what is the modulus of the machine, supposing a cubic foot of water to weigh 1,000 ounces avoirdupois?

5. If the distances from the fulcrum of two forces acting in the same direction on a lever, and keeping it at rest, be 2 and 3 feet respectively, and the pressure on the fulcrum be 15 pounds, what will be the magnitudes of the forces?

6. Two forces, whose magnitudes are 12 and 5 pounds, act at right angles to each other on a point, what is the magnitude of the force which will keep the point at rest?

EXAMINATION OF CANDIDATES FOR LECTURERSHIPS.

ENGLISH HISTORY.

At the head of each paper write your name *and* college.

In selecting questions to answer, you are requested to bear in mind—

(a.) *The precise extent of your reading;*

(b.) *That one question at least should be answered fully under* each *of the great periods of English history;*

(c.) *That not fewer than six questions should be answered fully.*

Section 1.

ADAM SMITH'S *Wealth of Nations*, Books I. and II.

1. What is Adam Smith's account of the causes of the prosperity of new colonies? How far do his arguments apply to colonies which are no longer dependent on the mother country? What reciprocal effects on the mother country may be expected to result from (*a*) dependent, (*b*) independent colonies?

2. Give an account of the rise and progress of commercial towns after the fall of the Roman Empire. In what respects are these commercial towns peculiarly modern growth?

3. On what causes do the wages of labour depend? What influences tend to depress, and what to raise the social condition of the labourer? Compare the condition of the labouring class now with what it was under Henry VII. and Charles II.

Section 2.

BLACKSTONE, Books I. and II.

1. Enumerate the principal sources of English law, with illustrations of each, taken from the practice of the present day. Add any instances which you can recollect to exemplify the authority claimed at different periods of history for these several sources.

2. "The King can do no wrong." State the exact meaning of this political maxim at the present day, distinguishing the sense in which it is universally true from that in which it has been held to be true at different times of our history.

3. Write the heads of a lecture, for a class of students of the second year, on the different kinds of property recognised by the law of England, and on the connexion between the history of English property and the history of English politics. The following words should be illustrated in the course of the lecture:—

Knight Service, Homage, Wardship, Marriage.
Real, Personal.
Freehold, Copyhold, Leasehold.
Entail, Corporation, Mortmain, Devise, Mortgage.

Section 3.

General History (to the end of the Plantagenet Dynasty).

1. At what time was this island first known to the Romans? To what portions of it does Cæsar's description in strictness apply? Give the particulars of this description. What part was performed by Suetonius Paullinus and Agricola respectively, in perfecting the work of conquest? Describe Britain as a Roman province.

2. Under what general heads would you group the causes which led to the consolidation of the Heptarchy? Describe the principal Saxon institutions. In what relation did the Danes stand to the Normans, on the one hand, and to the Saxons, on the other? Give a short account of the civil and ecclesiastical position of the kingdom under Edward the Confessor.

3. What effect did feudalism have in bringing about that state of society which distinguishes modern from ancient history, and how were its effects modified in England?

4. What circumstances tended to soften the distinction between the Norman and Saxon races after the Conquest? Give instances.

5. The Plantagenets were connected with the south of France. What effects did this have on our previous relations with Normandy, and how did it act on the consolidation of France and England respectively?

6. Describe briefly the origin and constitution of Parliament. Give the date of the divisions into two houses, and mention in what reigns the House of Commons obtained the greatest advantages up to the date of the wars of the Roses.

7. Compare the wars of Edward III., and the motives which dictated them, with those of Henry V. Describe the government and internal administration of towns in the time of Edward III.

Section 4.

General History (Tudor Dynasty).

1. Write out short characters of Henry VII., Henry VIII., Edward VI., Mary, Elizabeth; adding illustrative anecdotes, and developing the influence which the personal character of each sovereign had upon the events of their several reigns.

2. Write out the heads of an introductory lecture, for a class of students of the first year, on the ecclesiastical state of England at the period immediately preceding the Reformation. The object of the lecture is assumed to be that of bringing into strong relief the more obvious points of distinction between the English Church before and after the Reformation. The following words should be illustrated in the course of the lecture:—*Abbey, convent, chantry, church, monk, friar, parson, legate, first fruits, appeals, pilgrimages, vicar, patronage, saints-days, breviary, missal.*

3. Write short accounts of Wolsey, Sir Thomas More, Latimer, and Sir Philip Sydney, as illustrating the *manners* of the times in which they lived.

4. What were the claims of Mary Queen of Scots to the English crown? What circumstances rendered these claims peculiarly dangerous to Elizabeth and to England? Give the particulars of Mary's trial and sentence.

Section 5.

General History (the Stuarts).

1. What successful and what unsuccessful attempts were made by the House of Commons in the reign of James I. to establish the privileges which they now possess?

2. Give a short account of the various attempts to bring about an union between England and Scotland before the reign of Queen Anne.

3. What is the writ of Habeas Corpus? What circumstances led to the enactment of the Habeas Corpus Act? What additions have since been made to it?

4. What was Strafford's plan for upholding the royal authority, and by what means did he purpose to execute it? What was the importance of hurrying on his arrest, when the Commons had determined to impeach him? Give the particulars of his attainder. What informalities characterised the proceedings?

5. Sketch the characters of Bishop Burnet, the Earl of Halifax, and the Earl of Shaftesbury.

6. Examine the claims of James II. to be considered a champion of toleration.

7. With what countries was England brought into more immediate relations by the wars of Louis XIV.?

8. How did the revocation of the Edict of Nantes affect the condition of France and England?

ENGLISH LITERATURE.

Passages.

N.B.—*Each Candidate is requested, in the first place, to give his attention to the passages taken from the works which he has selected for special study; after completing which he may try an additional passage from a book not included in his list, giving the preference, as far as possible, to an author of a different age. Those, for example, whose lists are confined to Shakespeare and Milton, should take the passage from Chaucer or that from Pope.*

1. Piers Ploughman.

1. What seems to be the metre, and what the rules of alliteration in the poem of "Piers Ploughman?"

2. Explain, as far as you can, the allegory of "Do—well," "Do—bet," and "Do—best," with the offices assigned to each.

3. Render the following passage into modern English, and explain the more antiquated words:—

"Be unkynde to thyn evene cristene,
And al that thow kanst bidde,
Delen and do penaunce
Day and night evere,
And purchace al the pardon
Of Pampilon and Rome,
And indulgences y-nowe,
And be *ingratus* to thi kynde,
The Holy Goost hereth thee noght,
Ne helpe may thee by reson;
For unkyndenesse quencheth hym,
That he kan noght shyne,
Ne brenne ne blase clere,
For blowynge of unkyndenesse.
Poul the apostel
Preveth wheither I lye.
Si linguis hominum loquar, etc.
"For-thi beth war, ye wise men,
That with the world deleth,
That rich ben and reson knoweth,
Ruleth wel youre soule,
Beth noght unkyne, I conseille yow,
To youre evene cristene,
For manye of yow riche men,
By my soule! men telleth,
Ye brenne, but ye blase noght,
That is a blynd bekene.
Non omnis qui dicit Domine! Domine! intrabit, etc.

2.—Chaucer.—1. *Prologue.*

"A shipman was ther, woned fer by West:
For ought I wote, he was of Dertemouth.
He rode upon a rouncie, as he couthe,
All in a goune of falding to the knee.
A dagger hanging by a las hadde hee
About his nekke under his arm adoun.
The hotte sommer hadde made his hewe al broun.
And certainly he was a good felaw.
Ful many a draught of win he hadde draw
From Bordeux ward, while that the chapman slepe.
Of nice conscience toke he no kepe.
If that he faught, and hadde the higher hand,
By water he sent hem home to every land.
But of his craft to reken wel his tides,
His stremes and his strandes him besides,
His herberwe, his mone, and his lodemanage,
Ther was non swiche, from Hull unto Cartage.
Hardy he was, and wise, I undertake;
With many a tempest hadde his berd be shake.
He knew well alle the havens, as they were,
Fro Gotland, to the Cape de finistere,
And every creke in Bretagne and in Spaine:
His barge ycleped was the Magdelaine."

1. Explain the allusions; select and explain the more uncommon and antiquated words.

2.—*The Knight's Tale.*

" The praier stint of Arcita the stronge,
The ringes on the temple dore that honge,
And eke the dores clattereden ful faste,
Of which Arcita somwhat him agaste.
The fires brent upon the auter bright,
That it gan all the temple for to light;
A sweet smell anon the ground up yaf,
And Arcita anon his hond up haf,
And more encense into the fire he cast,
With other rites mo, and at the last
The statue of Mars began his hauberke ring;
And with that soun he herd a murmuring
Ful low and dim, that said thus, Victorie.
For which he yaf to Mars honour and glorie.
And thus with joye, and hope wel to fare,
Arcite anon unto his inne is fare,
As fayn as foul is of the bright sonne."

2. Show the variations in this passage from modern English.
3. Compare the metre of the "Knight's Tale" with that of the "House of Fame."

3.—SHAKESPEARE.

1. Compare the scene in which Richard III. persuades Anne Plantagenet to marry him, with that in which he persuades Edward IV.'s queen to give him her daughter Elizabeth. Draw the aspect of Richard's character presented in both scenes.
2. Write out the plot of Hamlet, and sketch the character of Laertes.
3. What is the purpose of the chorus in Henry V.? Do we find the same or a similar artifice in any other play of Shakespeare's?
4. Explain the allusions and obscure phrases, and give the substance of the context of two of the following passages:—

1.

" By this scimitar
That slew the Sophy and a Persian Prince,
That won three fields of Sultan Solyman,
I would outstare the sternest eyes that look,
Outbrave the heart most daring on the earth,
Yea, mock the lion, when he roars for prey,
Pluck the young sucking cubs from the she bear;
To win thee, lady. But alas! the while,
If Hercules and Lychas play at dice,
Which is the better man; the greater throw
May turn by fortune from the weaker hand:
So is Alcides beaten by his page.
And so may I, blind Fortune leading me,
Miss that which one unworthier may attain,
And die with grieving."

2.

" Thus doth it well appear, the Salique Law
Was not devised for the realm of France;
Nor did the French possess the Salique Land,
Until four hundred one and twenty years
After defunction of King Pharamond,
Idly supposed the founder of this law,
Who died within the year of our redemption,
Four hundred twenty-six; and Charles the Great
Subdued the Saxons, and did seat the French
Beyond the river Sala, in the year
Eight hundred five. Besides, their writers say
King Pepin, which deposed Childerick,
Did, as heir general, being descended
Of Blithild, which was daughter to Clothair,
Make claim and title to the crown of France.
Hugh Capet, also, that usurped the crown
Of Charles the Duke of Lorain, sole heir male
Of the true line and stock of Charles the Great,
To fine his title with some shew of truth,
(Though in pure truth it was corrupt and naught)
Conveyed himself as heir to the Lady Lingare,
Daughter to Charlemain, who was the son
To Lewis the Emperor, and Lewis the son
Of Charles the Great.

3.

" But now behold
In the quick forge and working house of thought,
How London doth pour out her citizens.
The mayor and all his brethren, in best sort,
Like to the senators of antique Rome,
With the plebeians swarming at their heels,
Go forth and fetch their conquering Cæsar in.
As by a lower but by loving likelihood,
Were now the general of our gracious empress
(As in good time he may) from Ireland coming,
Bringing rebellion broached on his sword,
How many would the peaceful city quit
To welcome him? Much more, and much more cause,
Did they this Harry. Now in London place him;
As yet the lamentation of the French
Invites the king of England's stay at home.
The emperor's coming in behalf of France
To order peace between them: and omit
All the occurrences, whatever chanced,
Till Harry's back-return again to France."

4.

" What were you snarling all, before I came,
Ready to catch each other by the throat,
And turn you all your hatred now on me?
Did York's dread curse prevail so much with heaven
That Henry's death, my lovely Edward's death,
Their kingdom's loss, my woeful banishment,
Could all but answer for that peevish brat?
Can curses pierce the clouds and enter heaven?
Why then give way, dull clouds, to my quick curses.
Though not by war, by surfeit die your king;
As ours by murder to make him a king!
Edward thy son, that now is Prince of Wales,
For Edward my son, that was Prince of Wales,
Die in his youth by like untimely violence.
Thyself a queen, for me that was a queen,
Outlive thy glory like my wretched self!
Long mayst thou live to wail thy children's loss,
And see another as I see thee now,
Deckt in thy rights, as thou art stalled in mine.
Long die thy happy days before thy death,
And after many lengthened hours of grief
Die, neither mother, wife, nor England's queen.
Rivers and Dorset, you were standers by,
And so wast thou, Lord Hastings, when my son
Was stabbed with bloody daggers! God, I pray Him,
That none of you may live your natural age,
But by some unlooked accident cut off."

5.

" *P.* Her obsequies have been as far enlarged
As we have warranty: Her death was doubtful;
And but that great command o'ersways the order,
She should in ground unsanctified have lodged
Till the last trumpet; for charitable prayers,
Shards, flints, and pebbles should be thrown on her.
Yet here she is allowed her virgin crants,
Her maiden strewments, and the bringing home
Of pall and burial.
L. Must there no more be done?
P. No more be done.
We should profane the service of the dead
To sing a requiem and such rest to her
As to grace parted souls."

4.—BACON.

1. Give a brief abstract of the Essays on Nature, and on Custom and Education.
2. Give the substance of Pan, Nemesis, or Prometheus.
3. Explain the following allusions.
1. "The part of Epimetheus might well become Prometheus in the case of discontentments, for there is not a better provision against them."

2. "There is use of ambitious men in pulling down the greatness of any subject that overtops, as Tiberius used Macro in pulling down Sejanus."

4. Illustrate from history or poetry, and explain in full:

1. "Suspicions that the mind of itself gathers are but buzzes; but suspicions that are artificially nourished and put into men's heads by the tales and whisperings of others have stings."

2. "Ask counsel of both times: of the ancienter time, what is best: of the latter time, what is fittest."

3. "The way of fortune is like the milky way in the sky; which is a meeting or knot of a number of small stars not seen asunder, but giving light together: so there are a number of little and scarce discerned virtues, or rather faculties and customs, that make men fortunate."

5. Put the substance of Bacon's remarks upon youth in the Essay on Youth and Age, into the form of advice to a student going for the first time to take charge of a school.

5.—COWLEY—*Davideis.*

1. To what preceding English poet does Cowley appear most indebted in the "Davideis"? Give the date of this and of his other principal publications. What proof does his poetry contain of his appreciation of physical science? Has any poet, his contemporary, left evidence of a similar feeling?

2.

"Slaughter the weary'd Riphaims' bosom fills;
Dead corpse emboss the vale with little hills.
On th' other side, Sophenes' mighty King
Numberless troops of the blest East does bring;
Twice are his men cut off, and chances ta'en;
Damascus and rich Adad help in vain."

Give a full explanation of the allusions in this passage.

6.—MILTON.

1.

"*Thus was this place*
A happy rural seat of various view;
Groves whose rich trees wept odorous gums and balm;
Others, whose fruit *burnish'd with golden rind*
Hung amiable, Hesperian fables true,
If true, here only, and of delicious taste:
Betwixt them lawns, or level downs, and flocks
Grazing the tender herb, were interposed;
Or palmy hillock, or the flowery lap
Of some *irriguous* valley spread her store,
Flowers of all hue, and without thorn the rose.
Another side, umbrageous grots and *caves*
Of cool recess, o'er which the mantling vine
Lays forth her purple grape, and gently creeps
Luxuriant; meanwhile murmuring waters fall
Down the slope hills, dispersed, or in a lake
That to the fringed bank with myrtle crown'd
Her crystal mirror holds, unite their streams.
The birds their quire apply; airs, vernal airs,
Breathing the smell of field and grove, *attune*
The trembling leaves, while universal Pan,
Knit with the Graces and the Hours in dance,
Led on the eternal Spring."

P. L.—B. iv.

Paraphrase the words italicised, and explain the classical allusions. What emendation has been proposed for "Hesperian Fables"? Justify Milton's expression.

2.

"Here in close recess
With flowers, garlands, and sweet-smelling herbs,
Espoused Eve deck'd first her nuptial bed;
And heavenly quires the hymenean sung,
What day the genial angel to our sire
Brought her in naked beauty more adorn'd,
More lovely than Pandora, whom the gods
Endow'd with all their gifts; and O too like
In sad event, when to the unwiser son
Of Japhet brought by Hermes, she ensnared
Mankind with her fair looks, to be avenged
On him who had stole Jove's authentic fire."

P. L.—B. iv.

Explain the allusions.

3.

"In this gate none pass
The *vigilance* here placed."

Quote from Milton other instances of substantives used thus.

4. Explain accurately:

"Branches that mock Our scant manuring."
"More colour'd than with stone Of costliest emblem."
"O loss of one in Heaven to judge of wise Since Satan fell."
"Mark what I areed thee now: Avant."
"Proud limitary cherub."
"Th' empiric alchemist."

5. Mark the scansion and syllabic quantities:

"And corporeal to incorporeal turn."
"Both ascend
In the visions of God. It was a hill . . ."

What are Milton's principal modes of varying the monotony of his metre?

7.—DRYDEN.

1. What was the occasion of Dryden's writing the "Hind and Panther?" What answers were made to it either serious or ludicrous?

2. Explain the application of the two fables of the Doves and the Swallows.

Explain the allusions in

1.

"Your Delphic sword, the Panther then replied,
Is double-edged, and cuts on either side.
Some sons of mine, who bear upon their shield
Three steeples argent in a sable field,
Have sharply taxed your converts, who, unfed,
Have followed you for miracles of bread;
Such, who themselves of no religion are,
Allured with gain for any will declare;
Base lies with bold assertions they can face,
But dint of argument is out of place;
The grim logician puts them in a fright.
'Tis easier far to flourish than to fight."

2.

"Unpitied Hudibras, your champion friend
Has shown how far your charities extend."

8.—POPE.—*Essay on Criticism.*

1. Examine Pope's idea of the relation between style and substance in poetry.

2. In what points are Pope's canons of criticism true? What elements in his mode of judging should we reject? What additional qualities do we require in the highest criticism?

3.

Pride, malice, folly, against Dryden rose,
In various shapes of parsons, critics, beaux;
Might he return, and bless once more our eyes,
New Blackmores and new Milbournes must arise."

"The mighty Stagyrite first left the shore,
Spread all his sails, and durst the deep explore;
He steer'd securely, and discover'd far,
Led by the light of the Mæonian star."

Explain the allusions.

9.—Gray.—*Bard.*

"No more our long-lost Arthur we bewail;
All hail, ye genuine kings, Britannia's issue, hail."

Explain the historical allusion here. How far was the 'prophecy' of the first verse literally fulfilled? Compare the style of Gray's Odes with Wordsworth's and Campbell's.

GEOGRAPHY.

You are requested to answer at least two questions in each section, and at least half your answers are to be illustrated by maps or diagrams.

Section 1.

1. Give an estimate of the total population of the earth, and a classification of its inhabitants with reference to religious creeds, mentioning the names and relative numbers of the principal divisions as given by geographical authorities.

2. Describe the principal lines of communication proposed to be effected between the dense populations of Western and Southern Europe on one hand, and those of Eastern and Southern Asia on the other, with a comparison of their presumed relative merits, and the difficulties to be encountered in carrying them out.

3. Give the foreign possessions of the different European Powers, describing some of their most valuable peculiarities, ethnological, commercial, and military, with an account of their progress, development, or decay.

4. Enumerate in chronological order the most important Arctic expeditions of different nations since the middle of the sixteenth century, dividing them into those to the east of Greenland, to the west of Greenland, and through Behring's Straits.

5. State in detail some of the more important frontier geographical questions, the want of accurate knowledge of which has caused difficulties between this country and the United States of America. Enumerate those which appear at the present moment to bear upon the relations between Russia and other nations.

Section 2.

1. What were the political divisions of Great Britain during the British, Roman, Saxon, and early Norman period of our history?

2. Compare the extent of English territory in the East Indies in 1800 and 1856. Give the dates and occasions of the various accessions that have taken place in that interval. What parts of the Indian peninsula are still under the absolute or limited sway of native sovereigns?

3. Describe the changes in the political map of Europe since the year 1772.

4. Give a detailed account of the Zollverein; with a brief comparison of the commercial wealth and resources of the various contributory states.

5. Enumerate, with an approximation to their annual value, the chief articles of import into this country from Russia. From what sources have these been drawn during the war; and what channels of trade have thereby been opened to English enterprise? Which of these promise to be permanent?

Section 3.

1. Give an account of the coral formations in the Pacific.

2. Give a detailed account of the means adopted to determine accurately the figure and density of the earth.

3. Give an account of the tides and oceanic currents, and mention and explain the more important anomalies.

4. Give an account of the geographical distribution of the six plants that supply the largest amount of vegetable human food.

5. Write a lecture for a class on the connexion between physical and political geography.

APPLIED MATHEMATICS.

1. Describe simple apparatus for demonstrating experimentally: 1. The parallelogram of forces. 2. The equality of moments. 3. The laws of friction.

2. A horizontal projecting arm 10 ft. long is fastened by a hinge to a vertical wall. Three feet below this hinge another projecting arm is fastened by a second hinge. The latter arm is 5 feet long, and is fastened by a hinge to the former arm in such a manner as to keep it horizontal. The weight of the supporting arm is 1 cwt., of the horizontal arm 2 cwt., and a weight of 3 tons is suspended at the extremity of the latter. Find the direction and intensity of the pressure at each hinge.

3. The specific gravity of water being 1 and of sulphuric acid being 1·850, it is found that a Nicholson's Hydrometer weighing 250 grains requires 72 grains to sink it to the requisite depth in water; how much will it require to sink it to the same depth in sulphuric acid? Illustrate your answer by a figure.

4. Show that the principle of virtual velocities is true in hydrostatics. Apply it to the case of the Bramah press.

5. A body is projected at an angle of 15° with a velocity of 10 ft. per second; find the range.

6. Investigate the properties of epicycloidal teeth.

7. Give examples of cams.

8. Prove D'Alembert's principle; apply it to determine the resultant of the effective forces on a body which revolves about a fixed axis; and find the centre of percussion of the body.

9. Investigate a general expression for the pressure of a mass of earth having a horizontal surface, on a vertical revetment wall.

10. Describe and explain the construction of a portable weighbridge.

11. Describe and explain the friction brake.

12. A heavy body of any form rests upon a surface of any form; find in what case the equilibrium will be stable.

13. When a cord passes along any curve surface, and is kept in equilibrium by forces at its two extremities; find the conditions of equilibrium, friction being taken into account.

14. Describe and explain Mercator's Chart. How are the meridional parts computed?

15. Draw a specimen of a map of an estate as surveyed, and give the field book to correspond.

16. Show how to divide an irregular field with a given number of sides among sundry claimants, so that they may all have the use of a pond at a given point in the field.

17. Define a couple, and show that all statical couples are equivalent to each other whose planes are parallel and moments equal.

18. A triangular plate of uniform thickness and density is supported horizontally by a prop at each angle: show that the pressure on each prop $= \frac{1}{3}$ the weight of the plate.

19. A body of elasticity ·75 is projected upwards with a velocity equal to that due to gravity in one second, so as to strike a horizontal plane, and in two seconds returns to the point of projection: required the distance of the plane from that point.

20. Find the ratio of the power to the weight in toothed wheels.

21. Calculate approximately the elevation of the sight on a rifle to enable the marksman to hit an object at a given distance, not taking into account the resistance of the air.

22. Show how to determine whether the equilibrium of a floating body be stable or unstable.

23. Find the space clear of water in a diving bell sunk to a given depth.

24. Explain the parallel motion, demonstrate its principle, and show how to construct for it in a steam-boat engine.

25. Describe the screw-propeller, and explain the paradox known as the negative slip.

26. Find the axis of a couple which is the resultant of three couples acting in planes at right angles to each other.

27. Describe the dead-beat escapement, and prove its advantages.

28. Investigate the catenary when the force is vertical and proportional to the horizontal projection of the arc.

29. Describe briefly the sidereal clock, the transit instrument, and the mural circle; and explain their use in determining the position of a heavenly body.

30. Suppose the apparent time, deduced from an observation of the sun on January 16th in longitude 45° east of Greenwich, to be 6h., find the mean time; 9m 58s being the equation of time at apparent noon at Greenwich on January 16, and 10m 19s on January 17.

31. Give an account of the manner in which Bradley separated the effects of aberration and nutation.

Explain how the phenomenon of aberration enables us to determine the velocity of light.

32. State the laws of refraction to which rays of light are subject.

What is meant by the critical angle?

Explain the appearances to an eye under water.

33. When an object moves from or towards a spherical reflector, the image of it moves in an opposite direction.

In the case of a lens the object and image move in the same direction.

The formulæ which you employ are to be investigated.

34. Explain the construction of Galileo's Telescope.

Draw a pencil of rays from a point near the axis of the instrument to the eye. Find the magnifying power. Why is this construction useless for astronomical purposes?

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The method here described appears to proceed frequently from an idea that leads to the like practice in other branches, chiefly in English reading and arithmetic; which idea is, that the lessons should be given at the first, and for some time simply in the mechanical way or by rote, reserving the explanatory or rational method to a later period, when the capacity may be supposed more fit to receive it. Others do not give the Catechism so early as the Bible reading, because in some parts it cannot be so early understood as select portions of the latter may, and because, if reading without any sense of the thing which is read about, be, indeed, in general a senseless practice, still less to be approved is the recitation of what has been committed to the memory with much toil, and with more glaring evidence of the same absence of all intelligence. "I think," says one of the teachers here referred to, "the Shorter Catechism is less useful as an instrument of investigation, than as a formula on which to express succinctly and remember easily the results of previous study; and I, therefore, reserve it, or at least the complete study of it, until the pupil is pretty well advanced." The custom, in short, of the aided schools on this point may be summed up as follows:—In one-fourth part of their number the Catechism, learnt by rote at first, is learnt intelligently afterwards; in a fourth part it is never learnt but by rote; in one-half the intelligent method, more or less, prevails from first to last. Among the best examples of the best practice are the schools of East Kilbride, Kilmarnock academy, Alexandria, Dalmonach, Creetown, Goodhope, Terregles. In much the same proportion the Holy Scriptures are read in the inspected schools, after one fashion or the other. But in the *rational* method there are diversities of practice, some of which it may be proper to notice. In Milton-lane school, Glasgow, the method drops the interrogatory form, which so commonly marks it, leaving the pupil to relate, in his own words, without aid or interruption, all that he recollects of the given subject. His attention is thus intensified, and in the same degree his interest in the lesson is increased. The same effect takes place, and probably with some improvement, when the exercise is not extempore and oral, but deliberate and written, as at Cummertrees and Girvan. Sometimes the lesson is given out to be acquired at home, and afterwards delivered at the school, the master perceiving a peculiar advantage in allowing the pupil to feel that much of his religious knowledge has been acquired by efforts almost voluntary. A very able master describes his method in this respect as follows:—

"Our practice at Caerlaverock is, to give out four or five chapters on Wednesday, on which the pupils are to be examined on Saturday following;

and as many more on Saturday, on which they are to be examined on the Wednesday following; and the chief object in this is to induce a taste for reading the Bible at home, by the daily practice of reading a chapter in the morning and another in the evening. Thus, although the two upper divisions do not *daily* read the Scriptures in the school, we have morning and evening readings at home."

At Patrick the teacher states to his class, in a plain familiar manner, before they begin to read, what they are proceeding to read about; the effect of which is very sensibly to excite their interest in the lesson, and to strengthen the impression of it which they are to receive from the impressive language of the text. This method is not identical with the method of "*preliminary questioning,*" which is described as follows, but is evidently akin to it, and has not a little of its remarkable virtue:—

"I have elsewhere suggested to the teacher to put before his pupils, *previously* to their reading each lesson, some questions preliminary to the matter of it, requiring of them answers oral or written, the best they can think of without consulting the book. Next let them read the lesson. And afterwards let them be examined as to the portion they have learned."*

There is no respect in which the Bible lesson shows so great a diversity of practice as in the portions of the sacred volume selected for reading, with reference to the ages and the progress of the pupils. This is matter of comparatively little consequence when the Bible is read, as sometimes it is, simply as a reading lesson book; but, when religious knowledge is the object, as it ever ought to be, it is especially fit to consider the capacity of the pupil, and to adapt the lesson accordingly, "for those that begin their Bible at the wrong end commonly use their knowledge of it in a wrong way." The Scripture readings have, in some instances, been divided into several graduated sections, showing a distribution of the matter somewhat as follows:—1. Old Testament history. 2. New Testament history, with the miracles and parables. 3. Christian doctrine and Christian morals. 4. A revisal and combination of the foregoing portions. It is plain that this scheme admits of being modified; and it has been modified, as follows, by one teacher, whose study of method in this matter has been unusually careful:—

"The junior classes are restricted to a selected course of Gospel and Old Testament narrative. For the more advanced classes there are four courses. 1. Harmony of the Gospels, according to the arrangement of Robinson. 2. Bible history to time of the Jewish monarchy. 3. Acts of the Apostles, with the Epistles examined at that point of the narrative when they were written. 4. The Jewish monarchy, the historical books, and the prophets explaining each other."

At the same time, it is plain that the sections of any such

* Whately's Annot. Bacon's Essays.

scheme cannot be positively assigned to any certain ages; for, practically, that would be prevented by the inequalities which are common in respect of regular attendance, and which are so great that nothing but the pupil's capacity and progress can be the master's guide in this matter. In some schools, the division of Scripture lessons first mentioned is observed in all its parts with slight variations; in others, single parts of it are well exemplified, as in New St. Matthew's school, Glasgow, where the parables and miracles of the New Testament are taught for nine months together to the greater part of a very large school. But too often, the Bible lessons are altogether ungraduated on any principle, whether of age, progress, or capacity. In general, the instruction is best given when it is of the simplest description; that is, when the Scripture characters, or the principal events in Scripture history, are the subject. This is well,—for no part of the religious instruction is more pregnant with moral lessons, the sacred history being ever explicit in the recognition of a ruling Providence; and the study of it tutoring the eye to the perception of that same sovereign rule in other histories which are not sacred. The religious instruction of these schools is, on the whole, not inferior to the secular; it may be said, indeed, to rise above the level of the latter, more frequently than it falls below it. Moreover, it forms everywhere a very prominent part of the school business; in which respect it has, in general, that greater regard bestowed upon it which is due to its relative importance among the other subjects of instruction.

other branches of moral instructio

It remains to notice shortly some of the *indirect* methods of moral instruction.

1. Occasionally, the reading-lesson is turned to excellent account in this way, as at East Kilbride, Mearns, Kilmarnock academy, George's-street, Paisley.

2. History is taught in many of the schools, though often irregularly and incompletely, and it is seldom any other than the history of England or Scotland. The use of it appears to be, in general, pretty well understood as a moral use. This idea was often expressed by the candidates for certificate at the last examination, and as it seems to be held pretty generally by the aided teachers, a few examples taken from the examination papers may be here cited:—"A teacher can be at no loss to make history a means of cultivating morality." "He may exhibit what is termed God in history." "He may show how the worst passions of men are made to praise Him." "How good and evil generally gain their reward even in this world." And not the worst of the remarks on this subject is, that the "Union of England and Scotland illustrates the

blessing of living in harmony with our neighbours, assisting each other in every possible way;" a lesson the more gratifying, if it be true, as observed by a distinguished writer, that "History in general is an account of what men have done to make each other unhappy."

3. Natural history, which receives some attention in a very few schools; drawing, which occurs more frequently; and vocal music, not uncommon—may all be mentioned as among the subjects that contribute indirectly to moral culture.

"I have observed," says the teacher of St. Enoch's, "with considerable interest the beneficial effects of the drawing practice upon the pupils, not only as a powerful auxiliary in improving their tastes and correcting slovenly habits, but also, in many instances, as a means of deciding their future profession in life. Its influence is perceptible in a certain cleanness and seemliness of personal appearance, and a becoming propriety of manners; while all their work is characterized by a degree of neatness and good taste, which contrasts with the performances of others who have not had like advantages. The younger imitate in their manners the elder who are taught this branch, so that the tone of the whole school is elevated.

The practice and the precept to which reference has now been made, are not, however, the only modes of moral culture which the schools supply; for there remains the influence of example. It is a trite remark, that, usually the school catches the tone, manner, and much of the exterior bearing of the master. It is no less true, that it receives, through the impression of example, not a little of his inmost moral character. He loves, we may suppose, the labours of his calling, not simply as in themselves the most agreeable to him, but, as they form the appointed mode of his duty; and so much are these his ruling sentiments that in his own way he is as much "endued and native" to the school life as any young person under his charge. He is not swayed by passion, prejudice, or any feeling unapproved by reason; he shews that best description of a teacher's kindness which consists in marking well the individual characters of his pupils, and treating them accordingly. When these are the master's qualities, they are not unperceived, at least they are not unfelt, by the pupil; and theimpression of them continues long, it may be throughout life. Now, this is, to all intents, a moral education, and often more effective than any teaching expressly tendered as of that nature. It is gratifying to observe in how many of these schools it is actually taking place; in as many of them, indeed, as evince any great success in the ordinary kinds of elementary instruction.

ntellectual; As education of the *Intellectual* kind means simply the discipline of the mental faculties; and, as this discipline is always in the measure of the success with which the instruction has been imparted, the merit of the *instruction* is all that needs

here to be regarded. The examination of candidates for your Lordships' certificate embraces two subjects that are not taught in the aided schools,—Church History, which, however, may be considered as an extension of the subject of religious knowledge, —and the Gaelic language. Upon this last, I remark that, in all the schools, thirty-eight in number, attended by pupils to whom this is the spoken language, the teacher in the general conduct of his school, speaks only English. In one case, he is himself entirely ignorant of Gaelic. At the same time, in nearly all of these schools, reading in the vernacular is unpractised, and books in the vernacular unknown. To compensate these defects, translation from the unknown to the known tongue, and the converse, are practised regularly, and by many; though certainly not by all. In the general opinion of the Highland clergy, this compensation is not sufficient; and they would probably unite in recommending,—(1.) That the series of Gaelic school books prepared for the schools of the General Assembly's Education Committee should be placed on the list of those rendered easy to be had by the assistance of your Lordships' grants. (2.) That teachers of the aided schools in question should be required to possess a competent knowledge of the Gaelic tongue. (3.) That, by the time the pupil shall have reached a certain rather early stage of progress, the pupil shall have received some instruction in Gaelic reading. The effect of which, it is believed, will be to increase his profit from all the other lessons; and, in the opinion of many, to lessen the common use of the Gaelic speech, a result very generally desired by at least the Gaelic speaking population itself. The examination for certificate includes some subjects not required in the aided schools, and therefore not specified in the schedule in which the reports are made; and this, for the obvious reason, that the teacher should himself know more than he may ever be called upon to teach. Add to this that, in the Scotch elementary schools, by whatever class of children attended, the instruction is often carried beyond the elementary branches, so that if aid were available to schools only that are purely elementary, it would not reach to many which are attended by a sufficiently poor class of children. On that account, while the form of the schedule requires a report on the elementary branches only, it is plainly expected that others, when they occur, should not pass unnoticed. Among the unenjoined subjects are—(1.) The languages classical and modern; it may be said, the Latin and the French alone, for Greek has not been attempted in a tenth part of the aided schools; German and Italian in none. For the most part, the progress in Latin is inconsiderable; and the

subjects of examination for certificates;

Gaelic.

other subjects of examination;

great proportion of the pupils applying to it, who are only at the first stage of this study, shows with how many it has been dropped very early, and proved quite fruitless. Those who have proceeded further are not seldom found wanting in the most essential parts of rudimental knowledge. To this treatment, and this fate of the branch in question, there are, however, some very marked exceptions, as at Kilmarnock academy, East Kilbride, Carlaverock, Bothwell. The unenjoined or superior instruction is conducted by some teachers, unassisted, with great success. But, on the whole, a well-trained assistant is plainly indispensable, when the higher branches are taught, the elementary being now so many and so engrossing. And, as the higher will not cease to be sought in at least the parish schools, it is much to be desired that for them such assistance should be generally and by law provided. The same assistance, or rather the same considerable change in their economy, is required for some of the schools called Burgh, and for some town schools of another description; and still more required, by reason of the greater demand which exists there for instruction of the higher kinds. In such cases the school should consist of three or more divisions, each under the charge of one master, forming an academy on some such model as those of Ayr, Irvine, and Kilmarnock.* No seminary of that description exists at present in such considerable towns as Lanark, Port Glasgow, Dumbarton, Stranraer, Pollockshaws, Avondale, Castle Douglas. It remains to advert to those parts of the instruction which are purely elementary, universal in the schools, and therefore understood to be conditioned by the terms of aid. There is, perhaps, no point on which your Lordships would more desire to receive explicit information, than upon the amount of the instruction actually acquired when the pupil finally leaves the school; for in this lies the best proof of what has been effected by all the provided means of education; if it be not rather the reality of that effect itself. I have attempted, with your approval, to ascertain what the final progress was at all the schools inspected in this district during the last year; but without success, and for these reasons, that, the school registers do not afford the desired information, and it is not known, when a pupil finally leaves one school, whether he does not go to another. The attempt, however, produced a few returns which may be relied upon, of which sort are those referred to in the following statement, all of them from schools in rural situations:—

lementary ubjects of nstruction;

* Report on the state of Education in Ayrshire; Minutes of 1846.

Total attendance in the course of last year returned from twenty schools - - - - - - -	2,280
Of that amount the teachers reckon, from past experience, that the number who will leave school finally, unable to read correctly and fluently, will be - - - -	398
Untaught beyond the compound rules in arithmetic -	735
Wholly untaught in geography - - - -	743
Untaught in English grammar beyond simple parsing -	818

These facts do not evince either the inability of the teachers to carry their instructions farther, or the inability of the pupils to proceed farther on account of the expense of tuition, which never rises with the stage of progress in any individual branch; but they certainly afford no gratifying view of what many schools accomplish under ordinary circumstances; and they present, perhaps, the most striking of all the proofs of the prevailing habits of irregular and short attendance,—to which alone the limited progress must be ascribed. It is remarked that, whatever the skill or character exhibited in the teaching of English reading, with its usual accompaniments, much the same may be expected to appear in the teaching of the other elementary branches. If there be any exception to this uniformity, it is more likely to occur upon the subject of arithmetic, which, in a remarkable degree, is sometimes better and sometimes worse taught than any other branch. With this abatement, the general character of the elementary instruction may be tolerably gathered from that of the instruction in English reading; for which reason, in particular, a very few remarks upon the latter are now offered. The schedule marks three stages of English reading, under the heads of "Monosyllables," "Easy Narratives," and "General Information;" and it is plain that the stages so marked do not refer to the art of reading merely, but to all its usual accompaniments.

1. In general, the second and third stages afford a tolerable indication of how matters have been managed in the first. But there are schools in which the third stage is entirely wanting, and others in which the second shows nothing in a mature or advanced state. Such schools are well nigh of the infant class in respect of the pupil's progress, though not of the pupil's years, and they behove to be viewed and judged of accordingly; but they are few, probably not exceeding eight or ten in number. In the other schools where the whole body of the elementary instruction is developed, there are teachers that bestow the greatest care upon the first stage of it, taking that into their own hands when they might have the help of monitors, pupil-teachers, or assistants; one alleging that he finds a certain delicate diffi-

culty in the process of instructing, and in the whole course of dealing with the very youngest minds, which forbids him to commit that task to young and inexperienced tutors; another, apparently against the bent of his own inclination to be immersed in the more advanced duties of his charge, yet under a strong and honest sense of what the inferior parts of it demand of him, makes the youngest of his pupils his peculiar care, so that that portion of his school is the one which he is ever the most forward to exhibit; another takes the young ones to himself, from a sense of the great importance to their future progress of their "starting well." The same careful nurture is often seen, as might be expected, in the youngest classes of the female schools. But there remains an instance of quite another description,—it is that of a parish school, in which the highest branches are taught in the ablest manner; the master a man of strong understanding and of much liberal culture, makes the "monosyllable" class his own, and his treatment of it is a model. The lesson is thoroughly inculcated by an amusing variety of apt but never childish methods; for they are not childish even in this *labor in tenui* where they are so apt and so effective. The young thought is then stirred in a manner that must leave its result, if not its remembered impression, throughout life; and it is seen how much in skillful hands the mind may be fashioned, as well as furnished (*forgé, meublé*) by very simple exercises.

2. The period of "Easy Narratives" is generally understood to end with the reading of the Fourth Book of the Scottish School-book Association; that is, after there has been some practice in reading with attention to the sense; and when that manner of reading may be expected to be distinctly exemplified. The exercises proper to this period are, in verbal meanings, in answering the master's questions upon the matter of the lesson, in taking any offered illustrations from objects, maps, models, or pictures. The interrogatory method here referred to is entirely wanting in some schools; and it might as well be wanting in a few more, where it is feebly or foolishly practised. A single instance may suffice. The custom of demanding or giving verbal meanings sometimes goes too far; it is, indeed, at times managed in a very clumsy manner: for almost every word occurring in the lesson must have its equivalent,—one or more,—and such equivalents, such rude equivalents, are accepted that the obvious effect of the whole lesson is not to descriminate, but to destroy, all shades of difference in the sense; not to instruct in verbal knowledge but to disturb and to undo much of the knowledge of that sort which had already come untaught.

3. The "General Information," which describes the object of the third stage of the reading lesson, has been reported as "moderately or imperfectly" given in not many of the 201 schools; but this has reference simply to the success with which the information contained in the lesson seems to have been imparted, and not to certain accompaniments proper to this stage. As respects mere reading, some display of emphasis and expression might now be expected upon select passages; but this is an accomplishment seldom attained, seemingly not well appreciated, and seldom very earnestly sought after. The usual accompaniments are—1. Slate-writing to dictation, which is now universal in these schools. 2. Oral accounts of the substance of the lesson without the aid of questions. 3. Written abstracts of the lesson or paraphrases of shorter passages. 4. Essays or letters upon given subjects. The three exercises last-named are not found in more than an eighth or tenth part of the inspected schools; they are given, not so much for any knowledge to be gained in that manner, as for the occasions which they furnish of intellectual exercise; and here again, it is seen how much of an excellent culture it is possible to impart by a varied and skilful use simply of the reading lesson. Withal, it is plain that the reading lesson, at this advanced stage, remains imperfect unless accompanied with some instruction in grammar. This branch is commonly kept distinct, but not always. It is commenced upon the reading lesson, and carried far before recourse is had to any grammar text-book, in a few of the best-conducted of these schools,—according to that method which takes up and examines the example, long before having anything to do with the rule. A practice, the opposite of this in extreme, occurs in not a few instances where the rule continues to be everything throughout the grammar course, and its application to any text out of the grammar-book is unknown,—a method very obviously imperfect.

The appended summary of Tabulated Reports shows the estimate that has been formed of the success of the instruction in each of the elementary branches. And, from the Tabulated Reports themselves, it may be seen that not many of the aided schools can be mentioned otherwise than in approving terms, and that not a few exhibit merits of a very high order. All this consists with the fact that, in very many, there is still room for improvement; for that point of excellence is very distant beyond which the work of education, even when confined to the school-room, cannot be desired to advance.

Deficiency in means of education.

IV.—It has been already observed that the grants administered by your Lordships towards annual aid have been applied mainly to the keeping up and the improvement of schools already existing,—from which it may be inferred that the means of education have been, before, extensively provided throughout the country. This is true. The origination of schools has been in a very great measure anticipated,—so that the Report of the Census of 1851, "making a fair allowance for deficient returns," announces it as "probable that about 14 per cent., or 1 in 7 of the people of Scotland, are at school." The number of schools that may be supposed, from that ratio, to be still wanting, is at the same time somewhat reduced by the known fact of the many children "belonging to" no school, for whom there are schools convenient, and open, if only they chose to take advantage of them. This pervading supply of educational means has been gradually produced; and one thing that has sensibly helped its progress may be remarked. The Education Committee of the Church of Scotland observe, "How much their schools have contributed to the education of the country, by the unusual number of young men they prepare and send out to pursue the occupation of teachers."* The same thing might be said of the parish schools, the influence of which in that way has been far more considerable, as well as of much longer duration. Boys from a humble condition in life have been so instructed there, that they naturally sought employment as schoolmasters, finding no use for the knowledge they had acquired in any other open path; and thus schools came to be much multiplied by their ambition or their necessities, joined, of course, with a general care for education on the part of the community; but this result came from the State institution of the parish schools, and may it not be hoped that in the parallel case of public aid given for *improvement* of the schools, their improvement will follow upon a corresponding scale. Such being the extent of the existing provisions for education, private bequests have been commonly directed of late, not to the origination but to the better support and the improvement of existing schools; of which sort are the Dick, Milne, and mainly the Bell bequests. To these may be added another of great and perhaps unequalled importance,—affecting chiefly the Western counties in which the schools now under review are situate. The late John Ferguson, Esq., of Cairnbrock, by trust disposition and settlement, dated 13 May 1833 and 22 September 1855, bequeathed the residue of his

* Report of General Assembly's Education Committee for 1843.

estate "for the maintenance and promotion of religious ordinances, and education and missionary operations, in the first instance, in the county of Ayr, stewartry of Kirkcudbright, and counties of Wigtown, Lanark, Renfrew, and Dumbarton, and thereafter, if my trustees in Great Britain shall think fit, in any other counties in Scotland." The "application and appropriation of the trust funds is declared to be entirely at the option and discretion of the quorum of my trustees as to the preparations thereof to be applied to the said several objects." The same settlement contains several special bequests. 1. "1,000*l.* to be invested in security for the purposes of secular and religious instruction of the youth in the burgh of Irvine." 2. "50,000*l.*, or the produce thereof, to such charitable, educational, and benevolent societies and institutions in Scotland as my trustees shall select." And 3. "10,000*l.*, or the produce thereof, to such Ragged or Industrial schools in Scotland as my trustees shall select." The appropriation of these bequests is expected to take place in the course of the ensuing year. It is true that bequests are sometimes made for the establishment of new schools, and they occur for those places chiefly where they are most wanted, for the large towns,—though there they are commonly destined to the maintenance as much as to the instruction of poor children. Of this sort one is too important to pass unnoticed, though the provision for maintenance seems to be of a limited description, The late James Alexander, Esq., thread manufacturer in Glasgow, bequeathed the residue of his estate for the purpose of "founding and endowing an hospital or schools in Glasgow for clothing and educating of poor male and female children, and fitting them for useful employments upon the same system, rules, and regulations as acted upon by the society in Glasgow called the Highland society." "The perpetual governors are to be the Lord Provost and bailies of Glasgow, and the ministers of the High Church parish, St. John's parish, and the College or Greyfriars parish, Mr. Alexander's trustees being joint governors during their lives." This bequest will afford a net income of about 1,200*l.* a year, which will be augmented by 400*l.* a year, when certain "annuities fall in;" and steps have now been taken for the erection of a suitable school fabric. Besides the great number of schools already existing, other reasons seem to determine private bequests more towards the aid of schools, than towards their origination. The existence of a well-attended school in any place gives assurance that a school is there needed, and an unaided school, unless in very favourable circumstances, is in Scotland presumed to require aid,—if only because all the parish schools have been

aided; and, so it is, that private bequests so often take the same direction as the administration of the Parliamentary grants. This last form of aid remains unextended, as yet, to nearly three-fourths of all the schools in special connexion with the Church of Scotland; and, as already said, to the whole class of adventure schools, about 1,500 in number. After all, it is certain that the room for originating new schools would be very great if those that inadequately serve their purpose were removed. But, apart from this, and looking merely to the number and position of the existing schools, it would seem that more are required in not a few parts of this district. This may be presumed of certain of the large towns, where the school-endowments are unusually few in proportion to the amount and the wants of the population, but the defect occurs also occasionally in country parishes of the Lowlands,—and far more frequently in the Highlands, where considerable groups of the population are represented as having no means of education within their reach. The following statement is compiled from returns supplied by the parish ministers for five of the parishes in Skye:—

Number of schools required at places where they would interfere with no other school - - - -	8
Number of pupils who would attend such schools - -	385

It is believed that reports of much the same tenor might be had from other large districts of the Highlands. The remedies that may be suggested, distinct from any statutory provision, are—1. That the Church or other Bodies which have long had in their own hands almost the entire care of education in the Highlands, should extend their aid as well as their influence to the exertion of school buildings; hitherto, no aid, or very little, has been supplied in that way to school-building in Scotland. 2. The local circumstances of the Highland districts may, perhaps, warrant a larger rate than usual of assistance in school building, from the Parliamentary grants. 3. And, for the same reason, many schools erected there seem to present a stronger claim than usual, to be considered as self-supporting,—that is, where they solicit aid, to be exempted from the condition of voluntary subscription, or to have it applied in their case with some mitigation.

I have the honor to be, &c.

JOHN GORDON.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix.

Summaries of Tabulated Reports, for 1855–6, on Schools inspected by J. Gordon, Esq.

Summary *a*.

Attendance, &c.

Number of Schools *actually inspected* between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children							
No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*				In *Average Attendance.*	For whom *accommodation* is provided, at 8 square feet of superficial area per Child.	Number of *Certificated Teachers.*	Number of *Pupil-teachers.*
	Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.				
201	7	22	8	179	316	1,519	617	17,972	20,401	24,751	122	254

Per-centage of Children on *School Registers*

Aged

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen
1·04	3·19	7·96	11·42	13·13	12·31	13·08	12·39	9·73	7·41	4·63	3·71

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
38·09	22·64	15·69	10·78	7·19	5·61

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 208 inspected, in which

Subject of Instruction.	Are reported to be taught			Are Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Holy Scriptures	185	13	–	198[1]
Catechism	167	22	–	189
Reading	194	6	–	200
Writing	169	20	–	189
Arithmetic:—				
Simple Rules	141	19	–	160
Compound Rules	133	21	1	155
Higher Rules	130	22	1	153
Geography	151	10	–	161
Grammar	129	26	1	156
History	35	–	–	35
Music from Notes	2	–	–	2
Drawing	16	1	–	17

Summary *c.*

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
178	29	5	156	22	4	186	12	10	122	27	6	171	17	8	187	12	–	128	–	–

Summary *d.*

Income and Expenditure.

Aggregate *Annual Income*, as stated by Managers, of 193* of Schools enumerated in Summary *a*.

From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	Average Income per Scholar in attendance.†
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
3,108 3 7½	4,151 3 4½	9,838 0 8	1,150 14 1½	18,248 1 9½	17 10¾

Aggregate *Annual Expenditure*, as stated by Managers, of 193* of Schools enumerated in Summary *a*.

Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary *d.* relates.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
15,907 8 1½	503 12 6½	1,967 16 6	18,378 17 1½	18 0½	20,401

Summary *e.*

Salaries of Teachers.

	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
	Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.
Average pecuniary emoluments (including Government Grants and all professional sources of income) – – –	£ s. d. 98 11 4	£ s. d. 75 13 2½	£ s. d. 52 8 8½	£ s. d. 44 1 0	£ s. d. 49 12 10	£ s. d. 45 10 0
Number on which average is taken –	93	84	27	11	2	4
Number provided with house or rent-free	58	53	20	6	1	3

Summary *f.*

School Fees.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
145	16,044	10·99	35·15	35·12	8·37	10·37

* The number of Schools inspected during the year was 201; but from 8 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

GENERAL REPORT, *for the Year* 1856, *on the Schools in* SCOTLAND, not *connected with the* ESTABLISHED CHURCH, *inspected by Her Majesty's Inspector of Schools,* JAMES CUMMING, Esq., LL.D., *and by Her Majesty's Assistant Inspector of Schools,* CHARLES E. WILSON, Esq., M.A.

MY LORDS,

THE Report which I have now the honor of submitting presents a considerable increase as compared with former years, both of schools inspected and of scholars in attendance. I have myself visited 162 institutions, containing on the days of inspection 18,710 pupils, and Mr. Wilson has visited 185, with 17,952 pupils, making in all 347 institutions, or 404 schools, with 36,662 scholars.

The great majority of the schools which we have inspected are under the care of certificated teachers, and almost the whole of them are receiving annual grants, either in the form of augmentation to the masters or stipend to the apprentices, or both. The schools in our large towns are in general so numerously attended, and those in the rural districts are so scattered, my journeys extending from the Orkneys to the Mull of Galloway, and from the Western Hebrides to the borders of Northumberland, that I can seldom inspect more than one school in a day. I am thus, in a great measure, precluded from visiting schools which I have been invited to inspect, and which, in other circumstances, I would have been glad to examine.

There are few schools now where the registers are not kept sufficiently well to stand the test to which I am accustomed to subject them, of showing what pupils are present or absent on any given day. In many instances, summaries of the daily and weekly attendance are made. There are still defects, however, which it would be desirable to have corrected. They are seldom provided by the managers in such a permanent form as to secure their preservation for use and reference in future years, and they seldom include a record by means of which pupils might be identified, and their progress in subsequent times might be traced. Some of these defects are the more likely to be rectified, as every new teacher experiences the difficulty and inconvenience of making up the lists of those who have been three or four years in school; and as the managers, who on this subject depend much on the teacher, feel themselves unable to make the statements required of them.

In stating the highest and lowest numbers of those who have attended during the year, a difficulty has sometimes been mentioned in regard to the lowest weekly average. This, if the term be strictly used, is always identical with the average attendance in the first week after the vacation; for the schools generally open with a very small number, a number which is of little value as an index of the ordinary attendance, and is so much the smaller if the teacher is so zealous as to take in an additional week for work from the end of the holidays. Perhaps it might be fair to employ the terms, not so much in their literal meaning as in the mathematical sense of *Maxima* and *Minima;* according to which the maximum or minimum number is that which is greater or less than those on either side of it. Thus, a school may open with an attendance of ten pupils in the first week, which may rise to thirty in the second week, and fifty in the third. If the number in the fourth week should be forty-five, and that in the fifth week sixty, then forty-five might be considered the lowest average, unless there should be a smaller attendance in any subsequent week. The number ten of the initial week is of little importance in itself, though it may be properly allowed its due influence in determining the average weekly attendance during the year.

In my last report I had occasion to advert, though only hypothetically, to the case of masters leaving their schools to attend the classes of the University. The case had been brought under my notice by the application of a teacher who proposed to take this course, and the experience of the trustees of the Dick bequest, to which I referred, showed that the case deserved serious consideration, and a distinct decision. Before my report was published an instance actually occurred, and in due time came incidentally to my knowledge, in which the charge of the school and the apprentices was transferred by the master, with the consent of the managers, to a temporary substitute, in order that he might improve himself by attendance on some college classes. When the matter was brought under the notice of your Lordships, the master was considered as having deserted his duty, and was deprived both of his augmentation and his gratuity on account of the pupil-teachers. The case calls for some further observations on account of the defence set up by the managers of the school, who seemed to state that the practice was not only common in the history of the parish schools, but had occurred in other instances in connexion with the Committee of Council. When called upon to specify the instances, they, naturally enough, declined to become informers against others when the practice was treated

as an offence. I am not myself aware of any instance of the kind referred to, nor do I know whether the managers had in view any of those schools which are under my inspection. But the nature of the case, and the decision of the Committee of Council upon it, may require some further explanation. The clergy of the Presbyterian churches of Scotland, as well as of the other religious bodies, have, to a large extent, been drawn from a class of limited patrimonial means, and during the long course of philosophical and theological study prescribed to them, many of them are engaged in the work of tuition, either in private families or in schools. For the sake of the latter class, the theological lectures in one ecclesiastical body are given only during a short session, at the time when the schools over the country are closed for the vacation ; and, in other bodies, the master has been often allowed to serve by substitute during the college session, and the arrangement has been vindicated by the plea, that a higher class of teachers, and one for whose general deportment there was an additional security, was thus obtained; for the master's connexion with the school often continues after his theological studies at college have been completed. This arrangement has taken place so frequently, especially in the north of Scotland, that I do not wonder that it has not been considered as affecting the regular organization and equipment of the school, or that the managers at the end of the year have felt themselves entitled to certify that the master has done his duty to the school.* The inconveniences have, nevertheless, been felt in the relaxation of order and discipline, and the defects of instruction, which are likely to occur under *any* temporary substitute,—and especially a substitute of inferior qualifications. And those disadvantages are likely to strike more powerfully the minds of those who look simply to the interests of the school, and the benefits which it is designed and may be made to confer on the community, without being called upon to pay regard to the ulterior objects of the teacher. This is very apparent from the restrictions and penalties imposed on such arrangements by the parties to whom I have so often referred, the trustees of the Dick bequest.† I understand the view of the subject taken by your Lordships to be, that the augmentation and gratuities given to the schoolmaster are considered as

* Since this was written, I have observed a passage, which I regret that I had overlooked before, in the Report of my colleague, Dr. Woodford, in which the practice is noticed under somewhat different circumstances, and with some important observations. Minutes of 1855–6, pp. 660, 661.

† Report on the Dick bequest for elevating the character and position of the parachial schools and schoolmasters in the counties of Aberdeen, Banff, and Moray, 1854. *See* .particularly, p. 119.

remuneration for services to the pupils and pupil-teachers undertaken by him, and *certified* to have been rendered by him *personally*, and that the duty thus undertaken is one which neither he nor the managers are entitled to devolve on a substitute.

In regard to the instruction in the various schools, I have not much to state in addition to the observations contained in former reports. Some of the faults which I formerly noted seem to be considerably abated. The monotonous reading, in particular, less frequently distresses the ear. The history of Great Britain forms a subject of instruction in an increasing number, I should think, a great majority, of our schools. In this subject, however, as in geography, the progress in different schools is very different. In some, the geographical knowledge is nearly confined to the map of Scotland or Great Britain; in others, it extends to the leading features of the various quarters of the globe; in others, still more advanced, there is a considerable knowledge of the minuter topography of Continental Europe, and of the principles of physical geography. In history we seldom mee with anything beyond the leading events and dates of English or Scottish or of Scripture history. It might be desirable, and not very difficult, to connect these with such an idea as a chart could afford of the great events in the world's general history, just as in geography, the idea of our own island is not complete unless its magnitude and position are understood with reference to other parts of the world. I assume that the knowledge of history acquired in a common school cannot be very extensive or minute. But while the illustration of Scripture leads naturally to a view of the principal powers of ancient times, Egypt and what are called the four empires, a similar view of modern times might be afforded, in which the portions of narrative opened up in the school, or those to which the inclinations and opportunities of the pupil might afterwards give him access, should fall into their proper place, and be happily combined.* It may be considered as one of the maxims of modern instruction that what is read and learned should also be understood by the pupils; and the reading is unsuitable, if the subject be beyond, not what he understands, but, what the pupil can be made without much difficulty to understand. The process of explanation, however, is often very imperfectly accomplished by defining the meaning of

* A chart of ancient history, by Dr. Forbes, the Governor of Donaldson's Hospital, has been published by W. and A. K. Johnston, Edinburgh, accompanied by a small explanatory hand-book.

individual words; sometimes by means of terms more difficult and uncommon than those which they are intended to explain. There are some school books formed on this principle, giving lists of *meanings*, as they are called, which the children have to get by heart. These may occasionally be useful when the interpretation of the single word is made to throw light on the import of the sentence in which it is found. But, when the interpretation consists only in the substitution of one synonymous term for another as unintelligible as itself, no progress is made in enlarging the mind of the pupil. If a child reads such a line as—

"Darkness overspreads us here,"

it may be made to understand how *darkness* conveys the notions of ignorance, perplexity, danger, with anxious fears and sadness of heart. But if, instead of this, it be merely taught to say that *darkness* means *obscurity*, and this is scarcely an exaggerated instance of some of the meanings referred to, it is plain that all that it has acquired is some notion of the import of the word obscurity, without the slightest help in comprehending the original clause.

In many of our schools instruction in Latin, and in some of them, in Greek, is given to the more advanced scholars. I am, perhaps, scarcely entitled to give a general opinion as to the success of the masters in this department, for I have frequently found my time so completely occupied with the examination in the elementary branches, together with that of the pupil-teachers, that I have had to decline taking the classics in hand. Judging, however, from those which I have examined, I should say, that while there are a few good schools where the instruction is both accurate and extensive, as might be anticipated from the known attainments of the teachers, there are not a few where it must be considered unsatisfactory. When the lessons have gone beyond the mere rudiments of the language and the simplest combinations of words, they have been too frequently the repetition of a free translation of such an author as Cæsar, where clause was given for clause without a clear perception of the force of individual words, or of their relation to each other. This want of accurate construing and analysis, by which alone the ground that is gone over can be secured, and the farther progress of the pupil facilitated, deprives the instruction in this department of much of its value. And yet, even in this case, considerable advantage is derived, in regard to English etymology, from the acquisition of Latin vocables, with their declensions and conjugations; and some light is thrown on English grammar by a comparison with the rules for the Latin. A habit of more exact analysis would accustom

the pupil to greater precision of thought, and would give him greater expertness in handling a new passage. The exercise should begin from almost the very commencement of his studies, by showing him the use of the various cases of nouns in simple sentences, and exercising him in the formation of such sentences while he is studying the declensions. The plan will be continued somewhat later by *varying* the sentences which he begins to translate. In fact, he should be taught, in Latin as well as in English, to treat language as the vehicle of thought. From the examinations of the students, to which I have listened in the normal schools, I am confident that many of our teachers are perfectly well qualified to afford the instruction in this intellectual way; and from the relation which our elementary schools bear to the Universities, and the functions which the masters in the former exercise in training and preparing students for the latter, it is very desirable that the object should be kept in view.

Some progress has been made in drawing, though the attainments generally are only moderate. About twenty pupil-teachers, from fourteen different scools, have obtained Government prizes during the past year (January to December 1856). This is about a fifth of the whole number whose drawings were submitted.

The most interesting addition to my labours during the past year, has been the inspection of reformatory schools. I have visited several of them; but the only one inspected within the period to which this report relates, was that which embraces the two Houses of Refuge in Glasgow. The boys' house is under the direction of a governor, who takes so much interest in his charge, and seems so well qualified for it by natural talent and experience, that I had much pleasure in observing the results of his management, and could not but entertain a cheering hope that the institution would, with the Divine blessing, be the means of rescuing many from a life of crime and wretchedness, and forming them to be useful members of society. In observing, conversing with, and examining the youths in such a school, one is struck with the diversity of appearance and manner among them. The ungainly aspect of some is contrasted with the open and intelligent appearance of others. And, without entering into the nice and difficult question of hereditary tendencies and education, or regarding any of them without compassion, one cannot help feeling that a large proportion of them are the victims of unfortunate circumstances; that, whatever guilt may attach to those by whom they were trained in childhood, their position may be traced to the ordinary defects of fallen

human nature, operating in circumstances which have given them a criminal direction, and that, in other circumstances, and under better and happier influences, they might have been placed on the level of ordinary society. This strikes one particularly in the female house, where the older class of girls are treated and trusted like members of respectable families, and seem to deserve this treatment and confidence.

The schools under inspection may be divided into four or five classes in reference to the position and character of the scholars.

Excluding those seminaries which are designed for the higher education of the wealthier classes, we have, first, the common elementary school, attended by the children of the working classes, who pay fees of 2*d.* or 4*d.* a-week. Though in some of them there are pupils engaged in higher studies, still even in the best of them the education is substantially elementary. If there be at one extremity a division composed of those who pay a higher fee, there is at the other an infant department, where the fee is lower than the average. In this class, much the largest one of the schools with which I have to do, there is considerable variety; but they may all be regarded as schools where a working man may command a sound education for his children at a moderate expense.

We have, secondly, what have been called mission schools, being generally originated from religious motives, with the view of reclaiming the children of those who were dropping out of the pale of the Christian church and the habits of Christianized society. In these, a fee of about 1*d.* a-week is taken, rather than exacted. The education is generally more limited. Natural tact and the influence of personal character are looked to in the selection of a teacher, rather than acquired skill or high intellectual attainments. The parents are not supposed to belong to the criminal or abandoned class,—at least they are not recognized as such,—though there may be much of that vice among them which generally accompanies poverty, either as its cause or its effect. Schools of this kind may be seen in the Wellgate, Dundee; in Castle Street, Montrose; in the Wynds of Glasgow, and in others of our large towns, working with good practical effect and benefit, not only to the pupils, but to the community.

After these we have the industrial or ragged schools, designed not for convicts, but for poor vagrants who are living on or within the borders of the criminal class. Instead of paying fees, they are induced to accept a gratuitous education by the prospect of food or clothing, or as the alternative of being convicted and sent to prison for petty offences.

Fourthly, there are the reformatories, intended mainly or exclusively for convicts, in hope of reclaiming them before vice and crime have hardened into habits.

It is the schools of the second of these classes which receive least public aid, and yet seem to be, on public grounds, not the least deserving of it. The parents are so poor, or so indifferent to the education of their children, that the fees are trifling in amount. In many cases, indeed, it is only by personal solicitation and canvassing on the part of the clergy and those who are associated with them, that the children can be got to come on any terms; and unless a large sum be raised by voluntary contributions, the aid of the Committee of Council is not available. The conditions may be fulfilled in a wealthy city like Glasgow, or where the school is connected with a rich congregation; but, in general, it must be expected that the school will go on imperfectly furnished, under an ill-remunerated teacher, very probably a man of more than ordinary worth so far as personal character is concerned, a laborious, benevolent, self-sacrificing man, but deficient in those professional qualifications which would make him eligible for a more lucrative situation. The plain education and Bible lessons given by such a man may, indeed, be of incalculable value; but they would not be less valuable if he were qualified to give, with greater skill, a more ample instruction; and his pupils are deserving of the most anxious attention from Government. They are poor, and though not criminal, they are living on the borders which divide the criminal from the decent classes, and it is from their ranks that the criminal class is chiefly recruited. To keep them from sinking, and to help them to rise out of the region where they are, is an honourable object. At the same time there is a difficulty connected with the treatment of the case. I do not think it desirable to have pauper schools where the scholars are treated as a distinct class from those who are only a little less poor than themselves, and into which there might be a tendency to bring down others who could and should pay a moderate fee. In rural districts and small towns, where the class referred to do not form a large mass of the population, it seems better that means should be found by individuals or local parties to procure their admission into the common school. But in those towns where there are masses of poor children, of whom it can be certified that they attend no school, and neither will nor can pay the moderate fee exacted in the common school, perhaps some plan might be devised to enable the promoters of the mission school to secure the benefit of a certificated master without making up the sum which the managers of

other schools derive from the school pence. Some plan might even be adopted, like that which is at present tried in Arbroath, for enabling the more proficient scholars in such schools to have access gratuitously to schools of a higher class, and to introduce an action bearing upwards among a class whose natural tendency is to sink still lower than they are.

Normal Colleges.

I am happy to state that the normal colleges, both in Edinburgh and Glasgow, continue to be conducted in a vigorous and efficient manner. In both the graduated instruction of the first and second year students is adopted, and the appointment to lectureships of gentlemen who formerly gave their service, wholly or partially, to the practising department, has facilitated the labours of the rectors, while it has rendered necessary some alterations in the staff of the practising schools. In some respects, however, it may be right to report on the institutions separately.

Edinburgh.

Considerable alterations and improvements have been made here during the past year. A new building has been erected, containing three class-rooms, constructed and furnished according to the most approved models, which not only afford additional facilities for the instruction of an increasing number of pupils, but give greater scope for the exercise of the students. At the same time provision has been made in the immediate vicinity for the board and lodging of a number of female students. Excellent apparatus, to the value of 150*l.*, has, by the liberality of your Lordships, been procured, and has been of the greatest value to the lecturer on physical science. I have listened with much pleasure to the lectures of the talented rector, of the gentlemen who are recognized as lecturers, and the other instructors of the students. In regard to the practice of teaching, these students have both judicious counsels and good example. On one point alone I am not prepared to express a decided opinion, as I am certainly not entitled to express an unfavourable one; I mean in regard to lectures on method and school management. It is obvious, that a student may be thoroughly drilled in the mode of teaching a class, while he may find himself in a very helpless state if set to classify a hundred children of different ages to whom he is a stranger, and to manage their education in an orderly way. I cannot imagine that so obvious and important a matter is overlooked or lightly treated; indeed, I know that it is not overlooked, for provision is made for it in the time-

table, and if treated at all, I am sure it will be treated ably; but I have not yet had an opportunity of judging of the instructions.

Glasgow.

Here, also, by the appointment of lecturers, and a grant to the same amount as in Edinburgh for apparatus, additional provision has been made for the training of the students, and the institution may be considered as well organized, and in excellent working order. The students are formed generally into four divisions, as male and female, senior and junior, and the instruction thus imparted in four classes of moderate dimensions. But it has been suggested that a farther improvement might be made, if a graduated course were prescribed for the female students, corresponding with that for the males, that, so far as the course of study for both was the same, they might receive instruction together. New arrangements have been made for the further cultivation of music, and practice in drawing; and it may be mentioned, as an indication of the progress made in the latter department, both here and in Edinburgh, that more than twenty of the students in each school obtained prizes during the last year. The character of the practising school is now so well established, that notwithstanding the very extensive accommodation, numbers of children have to be refused admission.

I have only further to present, in a tabular form, the numbers of those who were examined for certificates of merit, and of those who obtained a place in each class:—

STUDENTS.

	Candidates.	Class 1.	Class 2.	Class 3.	Total, classified.
In Edinburgh:					
Males, 3rd year	3	0	0	0	0
„ 2nd year	30	8	10	9	27
„ 1st year	33	6	18	5	29
Females, 2nd year	13	10	3	–	13
„ 1st year	34	9	6	11	26
	113	33	37	25	95
In Glasgow:					
Males, 2nd year	23	4	7	10	21
„ 1st year	30	3	11	9	23
Females, 2nd year	10	2	7	1	10
„ 1st year	26	1	14	5	20
	89	10	39	25	74
Totals	202	43	76	50	169

TEACHERS.

Male	32	–	1	15	16
Female	6	–	–	3	3
	–	–	1	18	19

Last year the line corresponding with the last in the table of students had the numbers:—Candidates, 168; first class, 27; second class, 57; third class, 51; total classified, 135; from which it may be observed, that the considerable increase which has taken place is chiefly in the higher classes. This year, besides those mentioned above, there were 9 students in Edinburgh, and 8 in Glasgow, who were placed in the Schedule provided by the Minute of 2 June 1856; and, in addition to the teachers who passed the examination for certificates of merit, three were registered as qualified for the instruction of pupil-teachers.

I have the honor to be, &c.
JAMES CUMMING.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

SUMMARIES OF TABULATED REPORTS, FOR 1855–6, ON SCHOOLS INSPECTED BY J. CUMMING, ESQ., AND C. E. WILSON, ESQ.

SUMMARY *a*.

Attendance, &c.

Number of Schools *actually inspected* between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children							
No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*				In *Average Attendance.*	For whom *accommodation* is provided, at 8 square feet of superficial area per Child.	Number of *Certificated Teachers.*	Number of *Pupil-teachers.*
	Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.				
347	20	55	21	308	2,066	3,079	1,863	29,664	38,226	45,779	305	676

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
1·85	4·85	8·92	11·09	12·5	11·73	11·82	11·12	8·95	7·14	5·08	4·95

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
33·64	21·29	17·73	12·02	8·11	7·21

Summary *b.*

Character of Instruction.

(*This Summary is confined to Boys' and Girls' Schools, and does* not *include Infants.*)

Number of Schools, out of 383 inspected, in which

Subjects of Instruction.	Are reported to be taught			Are Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Holy Scriptures	197	–	–	197
Catechism	195	1	–	196
Reading	332	20	2	354
Writing	336	6	–	342
Arithmetic:—				
Simple Rules	316	14	1	331
Compound Rules	305	16	–	321
Higher Rules	282	14	–	296
Geography	335	12	2	349
Grammar	315	27	–	342
History	129	34	1	164
Music from Notes	5	–	–	5
Drawing	4	–	–	4

Summary *c.*

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
388	10	–	390	–	2	377	5	5	282	14	51	354	18	12	394	3	1	285	–	–

Summary *d.*

Income and Expenditure.

Aggregate *Annual Income*, as stated by Managers, of 334* of Schools enumerated in Summary *a*.

From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	Average Income per Scholar in attendance.†
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
291 6 5	6,922 13 3¼	17,782 17 0	5,733 16 3	30,730 12 11¼	16 8½

Aggregate *Annual Expenditure*, as stated by Managers, of 334* of Schools enumerated in Summary *a*.

Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary *d.* relates.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
25,982 18 3½	540 2 0¾	4,991 6 6¼	31,514 6 10¼	17 1¾	36,748

* The number of Schools inspected during the year was 347; but from 13 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

Summary *e*.

Salaries of Teachers.

	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
Average pecuniary emoluments (including Government Grants and all professional sources of income)	£ s. d. 92 13 7	£ s. d. 69 0 5	£ s. d. 57 7 1	£ s. d. 30 14 8	£ s. d. 46 19 3	£ s. d. 28 16 8
Number on which average is taken	242	80	49	33	12	8
Number provided with house or rent-free	142	29	24	12	1	4

Summary *f*.

School Fees.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
297	37,079	14·4	39·7	26·95	8·25	10·7

General Report, *for the Year* 1856, *by Her Majesty's Inspector of Schools, the* Rev. Thomas Wilkinson, A.M., &c., *on the* Episcopal Church Schools *inspected by him in* Scotland.

My Lords, January 1857.

I have the honor to lay before your Lordships my fourth General Report on the Episcopal Church Schools under inspection in Scotland. The period of time over which this report extends is ten months and a half, *i. e.*, from the 10th of October 1855 to the 29th of August 1856.

Extent of district.

The district assigned to me by your Lordships consists of twenty-three counties, comprising the entire extent of the country, excepting Orkneys, North Hebrides, Caithness, Sutherland in the north, Haddington and Berwick in the east, and Dumfries, Kirkcudbright, and Wigtown in the south.

Its disadvantages.

The schools which I visit lie, for the most part, at considerable distances from one another, and much of my time is necessarily, but unprofitably, occupied in journeys between them. This dispersion of the schools is disadvantageous in another point of view, inasmuch as it prevents me, in ordinary cases, from assembling the pupil-teachers of more than two or three schools for examination at any one time and place; and thus the superintendence of the exercises of eight or ten, and sometimes even of two or three, young people consumes as many hours as would suffice for the examination of fifty or sixty in a more compact district.

Schools visited.

I have been enabled, during a period of somewhat less than eleven months (besides executing some special commissions, and in addition to the ordinary attendance at the June examination in Edinburgh for certificates of merit, followed by the task of revising the whole of the candidates' papers), to visit and report upon 105 schools, forming parts of 85 distinct establishments. Of this number, 12 are schools for boys, 16 for girls, 7 for infants, and 70 are mixed schools; 23 are not recipients of any form of annual aid; 5 receive grants in augmentation of their teachers' salaries without having paid apprentices, and the remaining 77 have fully adopted the pupil-teacher system. At the close of the inspectorial year these schools contained 120 pupil-teachers, of whom about three-fifths were males and two-fifths females. There were, in charge of these schools, at the same date, 62 certificated teachers, numerically in the proportion of the male and female

pupil-teachers. The last year exhibits an increase of schools of about four per cent., of certificated teachers of eleven and half per cent., and of pupil-teachers of nine per cent. The prevailing impression left upon my mind by the schools which I have inspected is one of hopefulness for the future, and trust in the progress of sound education. The patrons of the schools which I visit seem generally to be engaged in the work by a real love for it, or by a conviction of its paramount importance. It need scarcely be said, that from such persons the Inspector receives every possible assistance. He is met by them as a friend, who has exactly the same chief objectin view as themselves, and who comes to consult with and advise them as to the steps by which experience has shown that their common aim may most surely be attained. In my own case, the cordial welcome with which I have been greeted in every part of my district, and the kind attention with which every suggestion has been considered, call for my sincere acknowledgments. In endeavouring to do justice to the motives of school managers in general, I would not, however, be understood to represent the result of their labours as invariably satisfactory, or the state of their schools as all that could be desired. The management of a school is not so easy a task as it may at first sight appear, especially when it devolves upon people who have had but little opportunity of becoming acquainted with its difficulties; thence it is that many schools fail to do justice to the pains and expenditure bestowed upon them, and many well meant efforts end in disappointment. In many schools under my inspection no want has struck me as being more urgent than that of an active and enlightened managing body, composed of individuals having leisure to ensure the constant visitation of the school, as well as experience to appreciate what they see there, and with whom the clergyman could not only cordially co-operate, but on whom also the teacher could rely for encouragement, support, or direction in difficult circumstances, and for advice and sympathy at all times. The value of such superintendence can hardly be estimated, especially in a girls' school; in my district it is not common, either in boys' or in girls' schools, though more usual in the latter than in the former. If I might venture, therefore, to urge upon the attention of school committees one duty as being more imperative than almost any other, especially where the teachers are young and inexperienced, it would be the duty of providing for the exercise of a constant, kind, intelligent, and watchful superintendence over their schools.

I have spoken of the state of the schools which I have examined as affording ground of hope for the future, rather than of satisfaction with the past, from no disposition to

State of transition.

undervalue bygone efforts, but because I am persuaded, in common, I believe, with all who are practically acquainted with elementary schools, that the art of conducting such schools with the best possible effect is very far from having reached the utmost development of which it is capable. No one, indeed, appears to be more conscious of this than the managers and teachers of the schools with which I am acquainted. Nearly every school of every class throughout my district is in a state of transition with respect to its methods and organization, and it has been my constant experience to be called upon to suggest the best substitute for some old and unsatisfactory arrangement. This has arisen, in a great measure, from the very recent connexion of Scottish Episcopal schools with the Committee of Council on Education, and from the adoption of the pupil-teacher system.

Early age for leaving school.

The early age at which children are taken from school to work is universally complained of by those who are interested in the progress of education, and it appears to be the general impression that this mischief is on the increase. It is aggravated by every fresh demand for juvenile labour, and seems likely to grow with the material prosperity of the country, until parents in general become sufficiently enlightened to purchase education for their children at the cost of some present sacrifice. Meanwhile, the only practicable remedy will be found in earnest endeavours to commence education at an earlier age than heretofore, and to continue it after the day school has been forsaken; in other words, the evil must be met by multiplying infant schools and evening classes.

Infant schools.

The infant schools upon my list form about one-fourteenth of the whole number visited during the year, and I regret to find many otherwise admirable educational establishments still wanting this important accompaniment. It seems as difficult to account for the apathy existing on this subject as it would be to over-estimate the value of infant schools in the case of children who are destined to complete their school education, and to enter upon the labour of their lives at the early age of ten or eleven, or the beneficial influence of such institutions upon the juvenile schools with which they are connected, and to which they send their inmates as fast as they outgrow their infant minority. I am convinced that no educational truth can be better established than this, that if we wish to have a first-rate juvenile school, we must begin by securing a good infant school. The best infant schools under my inspection are those of St. James', and Trinity, Edinburgh, and of St. John's, Jedburgh.

Evening schools.

There are but three evening schools under inspection in my district. Only one of these, St. John's, Edinburgh, has derived

any benefit from the Parliamentary grant. Hitherto it has been found impracticable to make arrangements comformable to the conditions which your Lordships require to be fulfilled, in order that such institutions may become recipients of annual grants. All the three evening schools which I inspect are in satisfactory working order.

Subjects of instruction

It will not be necessary to attempt any scientific arrangement of the subjects taught in primary schools; it will suffice to notice the various elementary subjects in the order in which they are found in our official forms.

Scriptural knowledge.

I am happy in recording that a marked improvement has taken place within the last three years, in so far as regards an intelligent reading of the Bible, and the retention of its substance. While, however, so satisfactory an advance has been made intellectually in Bible instruction, it would be rash to conclude that the true design of all Bible instruction has been generally attained. In order to accomplish that, the Bible must be taught in such a manner as to affect the heart, and impress the conscience, to give to Gospel truth a fixed place in the pupil's mind, and a practical bearing on his character. In some instances I have observed a deficiency of solemnity in the Scriptural department, and it has seemed to me to result from or to be connected with this, that, the memory alone was cultivated. On the other hand, I record, with pleasure, that in several schools the Scripture lesson has been given with great propriety and seriousness.

Reading and spelling.

I am still unable to report very favourably of the reading and spelling. These are, in several instances, not taught with the care and pains they deserve: punctuation seems, in most schools, to be lost sight of altogether, and shows that there is no knowledge of its principles as connected with the structure of a sentence, which is in the slightest degree involved. The use of some of the points seems to be unknown. With pupil-teachers, and even with those who have undertaken the charge of them, I have detected, occasionally, very serious shortcomings. Punctuation is included in dictation; and this latter has very properly superseded the old plan of spelling by word of mouth.

Writing.

In the art of penmanship, a large number of the schools under my inspection not only equal, but surpass sometimes those of higher pretensions, and, on the whole, I have observed a great advance in this very important branch of elementary education.

Arithmetic

Arithmetic is a branch of instruction valued by the parents of the children, and therefore by their teachers. In most of the schools, and in some indifferent ones, it is cultivated with considerable success, especially in boys' schools. I seldom found that the scholars understood the processes of the first four rules,

—I mean the elder scholars; for I am far from thinking that the reasons of the rules ought to be, in all cases, taught to young children with the rules themselves. The reverse order seems, in general, the proper one; first, to ensure a familiarity with numbers, the symbols for them, and the mode of dealing with them, and then to discuss the reasons for the familiarized operations. A teacher of knowledge and tact will, however, from the first make his instructions in a suitable manner intelligent.

Some attention has been paid to mental calculation in most of the better class of schools; but it is rarely carried beyond a few hackneyed rules, or practised in such a manner as to call forth and exercise the faculties to any very good purpose.

Geography. In many schools the instruction in geography is successfully given, to the extent of the most needful portions of descriptive geography. It is not, however, unusual to find a tolerably accurate acquaintance with some less important portions of the subject, such as details respecting continental nations, while far more useful portions, such, for example, as the mining districts of England, its seaports, its means of internal communication, or the colonies of the British empire, were comparatively neglected. It is rare to find much acquaintance with astronomical or physical geography.

History. History generally is imperfectly known. In most of the schools Scripture history is tolerably well got up; in a few good schools the history of England is fairly well known.

Grammar. In most schools the progress made in grammar does not exceed an imperfect acquaintance with the parts of speech. It is too much taught by making the children repeat by rote long definitions and rules which they do not understand, and enumerate grammatical names and terms. In some schools, however, a very creditable knowledge of the chief rules of syntax is attained. Etymology is not generally taught; when done properly it is highly instructive, and leads to many a useful collateral lesson on words, and the objects for which they stand.

Music. In our schools the state of musical education is exceedingly defective. In the great majority of schools of all classes singing is either taught very imperfectly, or is not taught at all as a part of the regular instruction. In ordinary cases, the most that has been accomplished is to teach the children the melody of a few hymn tunes and songs; and in many cases, even so much as this has not been attempted with any degree of success. The number of schools in which the children are taught systematically to read music from notes, and can sing simple sacred and secular tunes in parts, is com-

paratively small. But now that education is becoming more comprehensive in its character, and is being more generally diffused over the nation, music is beginning to take its place as a branch of national education. Various efforts are being made with a view to spread the knowledge of singing among the people, and various methods are proposed for teaching the subject. Teachers are prepared at the normal colleges for giving instruction in it, and the ability to teach it is almost everywhere required in candidates for the office of master or mistress of an elementary school.

Drawing. The study of drawing is not cultivated among the schools under my inspection.

Other subjects. The remaining subjects may be dismissed with a few words. In several schools it is professed to teach Latin and Greek; but it appears to me that this should be limited to a special class, and not included in the work of regular school hours. What has hitherto been done in this particular is not worth speaking of, except in individual instances, which do not belong to the genuine operations of the school in which they are found. One word should be added upon *needlework*, an extremely important element in the instruction in female schools, because I can report with pleasure that in the schools in which the intellectual character is most satisfactory, skill in needlework is almost always conspicuous.

Results. The sketch which I have now given may suffice to indicate the subjects of instruction, and to afford some general notion of the measure of progress made in each, in the better sort of elementary schools. The statement, brief and imperfect as it is, contains adequate evidence to support the conclusion which I propose to deduce from it, and which is this, that a very solid educational work is now being accomplished in a large and increasing number of the elementary schools connected with the Episcopal Church of Scotland.

Normal College. In regard to the Normal College at Minto House, Edinburgh, examined by me in September last, I am glad to state that, both in the training and practising departments, it continues to be in a state of high efficiency. I am not aware that since my last report any change has taken place in the arrangements of either to call for particular notice. The number of students in residence is on the increase, and I understand that their average attainments on entering were considerably higher than usual. The number now in attendance is twelve, and I have no doubt that their character as a body will be improved by the admixture of Queen's Scholars, who, after September next, will, it is confidently expected, form a considerable proportion of the students. Perhaps the most satisfactory evidence of the sound instruction imparted

in this institution is to be derived from the appearance of the students in the examination for certificates of merit, and the large proportion of them who were successful candidates in the course of the past year. This examination was held in Edinburgh in the month of June last, and of the eight resident students of the training school seven obtained certificates. This fact seems beyond mistake to prove that the instruction in the institution has been brought up to the standard suggested by the examination papers as well as could be reasonably expected. In a report which I had the honor of submitting to your Lordships during the last summer a full description was given of the *buildings* connected with the institution, their site, their arrangements, fittings, ventilation, &c. These points I need not now repeat. It will be sufficient merely to state that they consist of a normal college capable of containing 25 students, of three practising schools, furnished with ample accommodation, class-rooms, and playground, and of residences for the reverend principal and the vice-principal. The transference in September last of the institution from St. Andrew's Hall to Minto House was a most desirable and important movement, and my personal experience of both localities leads me to augur the most satisfactory results from the change. Nothing can be more appropriate than the several departments to their several purposes. Everything about the institution is thoroughly adapted to the end in view, and does great credit to the exertions of the Committee, and to the sound practical character of the Rev. John Hunter, the Principal, who has carried the whole matter most successfully through, in spite of difficulties of a most formidable nature; of the tried abilities and high professional position of this gentleman it is impossible to speak in too high terms of admiration and respect. Mr. Hunter is ably assisted by Mr. Leach the Vice-Principal.

Pupil-teachers.

The pupil-teachers continue to give satisfaction, and I am happy to say that the cases are very few in which any of them have been removed for unsatisfactory conduct. At the same time, I must observe that school managers and teachers cannot be too cautious in making their selection of candidates, not only on account of the importance of the calling of a teacher, but also on account of the trouble which may be given and the mischief which may be caused by an ill-disposed and artful apprentice. I feel it my duty to caution school managers on this head.

Conclusion.

In concluding this report, I may sum up the educational results and wants of my district in a few brief statements. A large number of schools are well organized, and efficiently conducted under able, intelligent, and well-trained teachers.

A supply of good masters and mistresses is likely to be furnished by the existing system of pupil-teachers. The elementary instruction is improving. The religious and moral training of the children, far from suffering from the increased amount of secular knowledge, has been materially improved in proportion to that increase. On the other hand, many districts are scantily supplied with school buildings. Many schools are improperly organized, ill supplied with books and apparatus, and conducted by untrained, ill paid, and inefficient teachers. The supply of teachers falls short of the demand. The remedies for such evils are, happily, not less obvious than the causes in which they originate; and these remedies, through the liberality of your Lordships, are now being applied through a variety of channels. Increased facilities in the erection of school-rooms; larger assistance under satisfactory conditions; special grants in circumstances of special difficulty; an extension of the system which has received such general approbation, and produced results so satisfactory; these are already giving a fresh impetus to that educational movement which promises so much towards the providing adequately of a really national system of elementary education.

Lastly, I beg to be permitted to express to the Right Reverend the Primus, and the other bishops of the Episcopal Church of Scotland, as well as to the clergy and school committees, my deep sense of the obligations which I have incurred, for their uniform kindness, hospitality, consideration, and sympathy, and to assure them that to their cordial and intelligent co-operation much of the success that has attended my labours for the last five years is exclusively due.

I have the honor to be, &c.

T. Wilkinson.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix.

Summaries of Tabulated Reports, for 1855–6, on Schools inspected by Rev. T. Wilkinson.

Summary *a*.

Attendance, &c.

Number of Schools *actually inspected* between 1 Sept. 1855 and 31 Aug. 1856.					Number of Children							
No. of Schools, *i.e.*, *institutions* held in separate buildings, and separately managed.	Number of *School-rooms* in which separate Teachers are employed.				*Present at Examination.*				In *Average Attendance.*	For whom *accommodation* is provided, at 8 square feet of superficial area per Child.	Number of *Certificated Teachers.*	Number of *Pupil-teachers.*
	Boys.	Girls.	Infants.	Mixed.	Boys.	Girls.	Infants.	Mixed.				
87	13	21	4	63	1,038	1,704	314	5,146	6,701	9,110	46	104

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
3·62	7·2	10·72	12·56	12·96	10·55	10·57	11·13	6·58	5·55	4·49	4·07

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
43·01	25·94	15·62	8·03	3·51	3·89

Summary *b*.

Character of Instruction.

(*This Summary is confined to Boys' and Girls' School, and does* not *include Infants.*)

Number of Schools, out of 97 inspected, in which

Subjects of Instruction.	Are reported to be taught			Are Subjects of a Report.
	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	
Holy Scriptures	85	7	–	92
Catechism	81	8	–	89
Reading	68	23	1	92
Writing	72	20	–	92
Arithmetic:—				
Simple Rules	69	22	1	92
Compound Rules	67	17	–	84
Higher Rules	22	3	–	25
Geography	75	10	–	85
Grammar	68	16	–	84
History	27	2	–	29
Music from Notes	15	–	1	16
Drawing	–	–	–	—

Summary *c*.

School Appliances, Discipline, &c.

Number of Schools in which

Premises are			Furniture is			Books are			Registers are kept			Apparatus is			Discipline is			Fitness for Training Apprentices is		
Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, Fair.	Moderate.	Imperfect or Bad.	Excellently, Well, or Fairly.	Moderately.	Imperfectly or Badly.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.	Excellent, Good, or Fair.	Moderate.	Imperfect or Bad.
93	1	2	87	7	1	81	14	1	87	2	1	85	8	2	87	7	2	72	1	2

Summary *d*.

Income and Expenditure,

Aggregate *Annual Income*, as stated by Managers, of 77* of Schools enumerated in Summary *a*.				Average Income per Scholar in attendance.†
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
283 10 0	2,170 13 8	1,361 0 10½	722 8 1	4,537 12 7½	0 13 7

Aggregate *Annual Expenditure*, as stated by Managers, of 77* of Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary *d*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
4,000 3 2	206 0 10	1,018 5 5½	5,224 9 5½	0 15 7¼	6,673

Summary *e*.

Salaries of Teachers.

	Schoolmasters.		Schoolmistresses.		Infants' Schoolmistresses.	
	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*	Certificated.	*Uncertificated.*
Average pecuniary emoluments (including Government Grants and all professional sources of income) – – –	£ s. d. 74 18 7	£ s. d. 44 11 6	£ s. d. 48 7 3	£ s. d. 33 5 2	£ s. d. 46 0 0	£ s. d. 26 0 0
Number on which average is taken –	27	23	18	25	1	1
Number provided with house or rent-free	11	7	5	10	–	–

Summary *f*.

School Fees.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
59	5,358	51·75	37·2	8·73	1·96	0·36

* The number of Schools inspected during the year was 87; but from 10 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

Report *on the* Church of England Training Colleges *for* Schoolmasters, *by Her Majesty's Inspector of Schools, the* Rev. F. Temple, M.A.;—*for the Year* 1856.

My Lords,

The inspection of the Male Training Colleges in connexion with the Church of England took place during the summer and autumn of last year. In the discharge of this duty I had on every occasion the advice and aid of one of my colleagues, in accordance with the custom established before my appointment. I have now the honor to submit the results then collected, and to make some remarks on what still requires improvement in these institutions.

Statistical summary.

The number of training schools thus visited was 14. The total number of students in residence at the time of the visit was 632; namely, 377 in the first, 221 in the second, and 34 in the third year of their residence. Of these 428 obtained places in the class list at Christmas, and 73 in the schedule; 68 failed, and 63 did not present themselves for examination. The total income of the training colleges was about 35,468*l.*, of which 3,824*l.* was paid by the students, 15,163*l.* by the managers and subscribers, either from their own funds or by the aid of diocesan or other educational societies, 16,481*l.* by your Lordships in the form of grants. The number of lecturers and masters employed was 95. The total current expenditure was 32,714*l.*

Financial difficulties, and their cause.

During the last two or three years these colleges have passed through a kind of financial crisis. Though their prospects are now brightening, and the difficulty will undoubtedly not last much longer, it cannot be said to have yet entirely ceased. This crisis has been caused by the erection of training colleges having a little outrun the supply of students. Before the year 1852 the students were obtained from a different source from that which at present supplies them. They were picked up, as it were, by accident; many with no previous training for their profession at all; none with more than they might have obtained by acting as voluntary teachers in Sunday schools. These men were in some respects a very inferior, in some respects an excellent, material for the purpose to which the colleges hoped to apply them. They had generally everything to learn; but having for the most part chosen their profession not simply as a means of livelihood, but from a real love of teaching, they showed often a zeal and aptitude not to be easily replaced by any other qualifications. Such a source of supply was easily exhausted,

and certainly could not have filled the colleges now at work. But it was always anticipated that when the pupil-teachers, apprenticed under the Minutes of 1846, began to pass into the colleges, the supply of students would be more than enough. Training colleges were erected in this hope. And in 1852, when the first group of pupil-teachers had finished their apprenticeship, and were ready to become students, thirteen training schools connected with the Church of England were ready to receive them. The stream was not, however, by any means so full as had been confidently expected. A considerable number of the pupil-teachers, instead of entering the colleges at the close of their apprenticeship, found immediate employment as masters in village schools; some left the profession altogether. And this was not all. Not only did the new supply of students itself fall short of calculation; it also tended to diminish the supply from the original source. The new students were in many respects very different from the old. They were almost always much younger, much better taught, and much quicker to learn. The old students felt themselves unfairly matched against such competitors, who even when inferior in the more valuable qualifications for the office of a teacher, steadiness and maturity of mind, were sure to excel in all that makes a show. The consequence might have been expected. Several principals have told me that they found it much harder than formerly to bring the old sort of men into their colleges, and they attribute this to the cause that I have mentioned. For these reasons the colleges found greater difficulty in keeping faith with their subscribers than they had expected. They had calculated on being entirely full, and therefore availing themselves largely of your Lordships' grants on account of certificates of merit. Since these grants depend on the number of successful students, it followed that when the students fell short of expectation, the grants did also. Several of the smaller training schools found themselves in consequence grievously embarrassed, and during the past year some talked of closing.

It is obvious that these difficulties are temporary. The number of apprentices increases year by year, and as the source of students increases, so does the supply, and in a very few years the balance will be restored. These difficulties temporary.

In the meanwhile, I have no doubt, that the Minute of the 2nd of June last will prove a great relief. Before that Minute pupil-teachers, at the close of their apprenticeship, were often tempted to seek immediate employment either as masters or otherwise, because they did not know how else to dispose of the interval which generally had to elapse before the next examination for Queen's scholarships. It is true that they were allowed to retain their apprenticeships till the ensuing

Christmas if they chose, but boys of that age are generally eager to get away from school, and the permission was not largely used. By the Minute they were allowed to go at once to the training schools, and to receive when there, till the Christmas ensuing, the payment of their stipends as if they were still apprentices in the fifth year. This payment covered or nearly covered their fees as students for the time, and was almost as good as a scholarship so long as it lasted. Moreover it is obvious that their chances of obtaining Queen's scholarships would be much increased by their thus receiving instruction from the college lecturers in anticipation of the examination. I find that sixty-five pupil-teachers availed themselves of this Minute last year, though of course it could not come into operation till after the Midsummer vacation. Next year the number will probably be very much more than doubled.

The Minute of the 2nd of June gave a further relief to the training schools, by opening the Queen's scholarships to candidates who had not been pupil-teachers. Thirty-seven such candidates were successful at Christmas. The admission of these scholars will be sensibly felt in the training schools, while at the same time it does not in any way interfere with the pupil-teachers, since there is still room for more students than the pupil-teachers can supply. It is probable that the class of men obtained in this way will be peculiarly valuable, since although they may not have had the advantage of previous training by apprenticeship, they will be all the more likely to have chosen the profession of a schoolmaster from natural aptitude and consequent preference. The examination meanwhile is sufficient to exclude those who wish to be teachers because they have failed in everything else.

Work done in training colleges generally good.

The work done in the training colleges appears to me, with one exception, to be improving as steadily and as rapidly as could be desired. The definiteness given to the examinations by Mr. Moseley's programme, has had the best effect both on the students and the lecturers. There is always a tendency in the infancy of such institutions to attempt more than can be accomplished; and the training colleges have not been free from this mistake. Year by year, however, they seem to see more clearly what they ought to do, what they can do, and how they can do it best; and the more definite character of the annual examinations contributes much to this result. The answers of the students are less superficial and less inaccurate than they used to be. The more elementary subjects (which are in reality by far harder than the more advanced) are beginning to acquire their due importance. Much improvement is still possible in this direction, but there can be no

doubt that only time is needed to make it. I think it right to mention as a just tribute to their hard work, that on the whole the Cheltenham students showed the most thorough knowledge of the subjects in which they were examined at Christmas.

Exception being that art of teaching is not sufficiently studied.

The one exception to the goodness of the work in the training schools is in the study and practice of the art of teaching. Battersea, perhaps, on the whole succeeds best in this respect, but even Battersea has still very much to do.

Change in mode of testing proficiency in this art.

My predecessor in office, Mr. Moseley, has frequently referred to this subject in his reports, and just before he quitted office made arrangements for giving it a more prominent place at the visit of inspection. The plan which he proposed to adopt was originally suggested by Mr. Cook, and first practised in the inspection of Female Training Colleges. It is described by Mr. Moseley in the following passage:—

"For the office of schoolmaster, however, qualifications other than such as can be made the subjects of a written examination are required. I do not speak here of that moral and religious culture of which the responsibility rests, in respect to pupil-teachers, with the clergy of their respective parishes, and afterwards with the training schools. I speak only of what belongs professionally to the work of the teacher. In this, all which can be made the subject of a written examination is his knowledge of the subjects which he has to teach, and of the rules which are to be observed in teaching them. His *judgment* in the selection, from among many subjects, of those which are proper for the instruction of children, and his *manner* of teaching those subjects, it is not within the province of such an examination to test. To these qualifications of the teacher my attention has therefore specially been directed, in my personal visits to the training colleges, and I have sought, in the judgment I have been led to form concerning them, the assistance and the advice of my colleagues, with one of whom in each such visit I have been associated. I am far from feeling satisfied with what I have been able to accomplish in this respect, or from thinking that the *influence* of your inspection or your examinations is thrown sufficiently into the scale of that which belongs to the training college distinctively as a school for the education of *teachers*, and which looks upon everything that the students have to learn in the light of that which they will also have to teach. The only official recognition of this function of the training college, besides the one paper of questions on '*method*' set among so many on other subjects at your examinations, is the report made by one of your Inspectors on the lesson delivered in his presence by each student, on becoming a candidate for a certificate. But, as these lessons are delivered at the annual examinations which, at different training colleges, are presided over by *different* Inspectors, each is referred to the standard of merit present, as the type of a good lesson, to the mind of that particular Inspector who hears it. Great discordance is to be expected in results so collected. It would add greatly to the efficiency of your inspection if these lessons were heard and reported upon by the same Inspector, and if some other period of the year than that of the annual examination were assigned to them in each college."—*Minutes of* 1854-5, pp. 294, 295.

In accordance with this proposal the students of the second and third years in every training college were required each to give a lesson before myself and my colleague for the time being, and the reports on these lessons were substituted for those which were formerly made on similar lessons given at Christmas,

I am satisfied that the change is a great improvement. The hearing of these lessons, from the time and care that it demands, has become the most important part of the Inspector's duty. His attention and the attention of the college is necessarily fixed, during the greater part of the time devoted to the inspection, upon the skill which the students have attained in their art, and upon the means which have been employed to cultivate that skill. The students are compelled to feel (what it was always difficult to impress upon them before) that their power of teaching tells heavily on their future position. The Christmas examinations will always and of necessity tend to encourage the acquisition of knowledge rather than of method, but the Inspector's visit must henceforward tend to correct this, by throwing his entire weight into the opposite scale. Nor do I know any subject which more fitly falls within the Inspector's proper province. Knowledge, of whatever kind, may be fully tested on paper, and there would be no need for an annual inspection, if the work of the college might be rightly measured by the amount of knowledge attained by the students. But professional skill can be tested in no other way than by actual sight and hearing.

This change, though good, not yet enough.

I cannot, however, yet feel satisfied that I have done enough in the direction which Mr. Moseley indicated. The lessons which we require the students to give before us are what are called gallery lessons; that is, they are specimens of oral teaching. Such lessons are admirable tests of power to command a class, to keep the minds of the children in full activity while they are being taught, to adapt information to their capacity and their need. To give a good oral lesson is, perhaps, the severest trial both of nerve and of skill to which a teacher can be put. And I have no doubt that the judgment, founded on this exercise, is substantially just, and would be but little if at all modified if other trials were added. But it has the great disadvantage of leading the students to forget that there are other and by no means less important duties incumbent on a schoolmaster besides that of giving good oral lessons. The organization of a school upon which its steady working so entirely depends; the mode of teaching the staple subjects of elementary instruction, reading and writing; the management of pupil-teachers or monitors; the proportion to be maintained between the oral teaching and the teaching from text books; or again between explanations of any process in arithmetic or the like, and the practice of the same process; all these are obscured by what cannot be compared with them in utility for practical purposes.

Nor is this all. There is a tendency in the gallery lesson to throw the whole labour of instruction on the teacher. The children play an entirely subordinate part. As little mental

effort as possible is required of them, and the questions which they have to answer lead them upward by such gentle steps that, whether by guessing or by real inference, they seem to solve difficulties which are in reality far beyond their reach. The teacher is apt to suppose that what they can thus do while he is guiding and aiding and almost prompting them is a fair measure of their hold upon what they have learnt. As far as mere information is concerned this may be true. It is sometimes quite astonishing to find how much of a good oral lesson children will remember, and even re-produce. But nothing would be a greater mistake than to suppose that the reasoning or other mental act of which a child seems capable when thus sustained by a mature mind is any measure of what he will do when unaided, or even any measure of the cultivation which he is receiving. A long interval separates the comprehension of an act of reasoning from the power to imitate it; or rather the two things are different in kind. A boy who could perfectly follow a very difficult arithmetical problem when worked before him on the board, and in whose answers during the work you could not detect the slightest proof of want of comprehension, would certainly fail in working a very easy problem by himself if he had never before been so tried. Yet I have repeatedly met with teachers who fancied that the children could do whatever they seemed to understand; that a boy, for instance, who had followed with attention and apparent intelligence the working of a hard sum in proportion could of course work an easy one for himself with accuracy; or that one who had answered really hard questions in a lesson on a complicated weighing machine would be able at once to understand a common steelyard without further explanation. The fact is, that all the best cultivation of a child's mind is obtained by the child's own exertions, and the master's success may be measured by the degree in which he can bring his scholars to make such exertions absolutely without aid. The gallery lesson is of the highest value as a stimulant and a preparation for this, but it is no more; and if the master stops there, and believes that he has done his task when he has given animated clear lessons, and has demanded from his scholars no other effort of their own than is required to follow these lessons while they are given, and to answer questions which grow out of them at the time, he will assuredly find the result to be a superficial, inaccurate, disjointed knowledge which will neither bear the close examination of an Inspector nor supply the children with real discipline of mind. The business of the schoolmaster is not so much to teach as to make the children learn. Whatever makes learning pleasanter, completer, or surer to them, that he ought to supply; but the moment that he takes

their work upon himself, and does for them what they ought to do and can do for themselves, he is doing harm.

I should be sorry if I were to give the impression that I undervalued the oral lesson. It is a weapon of such great power when wisely used that a teacher who cannot wield it is but half armed. Nothing else has the same effect in rousing the sluggish, in awakening the stupid; in kindling the imagination, in making a vivid and lasting impression on the memory. It is a better stimulus than either prizes or punishments. And the practice of giving such lessons is even of more importance in the training of the students than the lessons themselves, for in no other way could they cultivate to the same degree the art of giving readily and clearly those explanations and illustrations which make the chief difference between good and bad teaching. In fact, in one sense, it may be said that a good schoolmaster will be perpetually giving oral lessons, for he will never hear a reading lesson, he will never correct an exercise or a sum, without finding frequent occasion to explain or to illustrate or to ask questions; and the best way to teach him how to do this is to practise him in formal gallery lessons, for by this means he acquires the necessary flexibility and the necessary readiness both of manner, words, and thought.

But useful, nay, indispensable as the oral teaching certainly is, it is impossible not to feel with Mr. Moseley, that "it is often greatly and singularly misused," and there is no misuse of it so great as that of fancying that it contains the whole art of the schoolmaster. I should be glad if it could be more effectually impressed on young teachers that it is after all only one means out of several which are all needed, that it has an appropriate function in teaching, but cannot grasp more than that function, and that they have other things to learn in their profession besides how to give a gallery lesson.

Deficient study of school management.

It is chiefly to deficient study of school organization and school government that I attribute the complaints, which have been frequent of late, that the students in training colleges often know a great deal of everything except their professional duties. Some of my colleagues have already expressed their agreement in this complaint. The Rev. M. Mitchell stated last year that in the training colleges "enough attention had not been paid to all that is included in the words 'school management and methods,' and that, therefore, even teachers possessed of much knowledge have been found, through this defect, unequal to the duties demanded of them."—Minutes, 1855, p. 411. The Rev. H. W. Bellairs gives it as his experience, "that many of those now holding the early first-class certificates are by no means entitled to their position"—Minutes, 1855, p. 331; and he apparently ascribes this to the same reason, a want of good

professional training. And at the conference of Her Majesty's Inspectors before the Lord President last year there was a very general concurrence of opinion to the same effect, and a wish was expressed that the subject should receive particular attention in the future inspection of colleges.

Too much must not be expected from training colleges in this respect.

It would not be fair to expect from the training colleges that they could entirely supply the place of actual experience, and send out young men as capable of managing a large school as if they had passed many years in the actual discharge of such duties. It would be expecting from the colleges what we do not expect from any other place of education. The clergyman learns the practical part of his duty in a parish, the lawyer in the courts, the surgeon in practice. The schoolmaster, too, when he first comes from the college, must be comparatively inexperienced, and will have much to learn which he can only learn in a school.

To the want of that experience, for which no amount of professional study can be a complete substitute, must be added as another cause of inefficiency, the immature age at which our students are now sent out to act in independent positions. My colleague, the Rev. F. Watkins, pointed this out in his report the year before last:—

"But as trainers—as formers of the heart as well as of the mind of the working classes—as engravers of that character which should be stamped upon them—how do the certified teachers stand? They, for the most part, have one obvious and great disadvantage. They are very young when they enter upon their duties, and they have to deal with very young children. But the younger the children to be trained, the older within certain limits, should the trainer be. He has more need of experience, of self-knowledge, of discernment in child-nature, and sympathy with child-life. He has before him a more delicate and continuous work than he who acts upon the juvenile boy or girl. From some observation, I am inclined to think that many of the certified teachers of the present day—men perhaps more than women—several of those especially of higher attainments, are not good trainers or managers of their schools. They either trust to a sharp but unintelligible discipline, and enforce a rule where they ought to uphold a principle, or they are altogether unobservant of little things, as if they were trifles instead of steps to great things; they often spend the school-time in lecturing rather than teaching, and in displaying their own treasures rather than in increasing the little store of the children's knowledge."—Minutes, 1854–5, pp. 431,432.

For these two defects in teachers fresh from their studies, youth and inexperience, the training college cannot be held responsible; and probably the evil complained of will never be quite remedied till the supply of schoolmasters is so increased that it shall become the common practice for a student, instead of going, as now, to take the independent charge of a school into his own hands, to act for a few years as an assistant under an experienced teacher.

Yet, after making all these allowances, it still remains the fact, that much more might be done than is done to fit the

students in the training colleges for their future duties. The professional part of their instruction is still much below the general, and much below what it might easily be made.

Requisites for study of art of teaching.

To learn the art of teaching the students require three things, practice under careful supervision, the study of good models, and sensible lectures both on the principles of the art and on the application of those principles. It cannot be said that any training school at present supplies all these, or even one of these in its perfect form; but enough is done to render it possible by combining the results attained in different places to give a sketch of what might hereafter be attained by all, and if attained, would go far to meet the demand for better professional instruction.

First requisite—I. Practice.

Of the three requisites above named the most important is unquestionably practice. Practice, even without theory, may in most cases be made to do something for the acquisition of such an art as that of teaching; theory without practice will generally do nothing. The training colleges have recognised this, and there is now hardly one of them without an elementary school attached to it known as the practising school. To this practising school the students are sent in rotation to work under the guidance of the normal master, and in some cases a very considerable proportion of their time is assigned to this employment.

a. Practising school.

The work in the practising school, however, is often deficient in two respects; the work is neither superintended nor arranged with sufficient care, and it is almost entirely confined to class-teaching and rarely extends to the school-management.

Not under sufficient supervision.

The need of supervision over the students in the practising school, or of a careful arrangement of their duties there, was once not so great as it is now. When the students were gathered, somewhat at haphazard, from sources of every kind, the chief use of the practising school was simply to accustom them to stand before a class of children, and to overcome by familiarity the bewilderment which seized their faculties at so novel a position. They needed to learn, not how to teach well, but how to teach at all. Everything like finished method was out of the question; and although many of them may now rank among the most valuable masters that we have, their skill, in as far as it is due to the training college, has been much more due to the spirit which they caught than to the system which they learnt there. They received an impulse and an aim, and personal energy and steady perseverance has enabled them to work out gradually for themselves the methods which would best correspond. The best use of the practising school in training such men was simply to give them a great deal of practice. They were older than the average of

the present race of students, and could be generally trusted not to give way to levity or temper, and all they needed was an occasional remark upon some obvious defect in their way of teaching or governing the children.

But the introduction of the Queen's scholars has made a great change. The students are now almost universally youths who have been engaged in teaching for five years or more; they are perfectly familiar with the ordinary management of a class; mere practice is of no further use to them. On the contrary, if they have formed any bad habits before coming to the training college these habits are liable to be confirmed, and if not they are at any rate not likely to gain much by persevering blindly in what they have already mastered. Nor is this the worst. The students who are thus kept at what takes the form of a mechanical drill begin to feel that their work in the practising school is not for their own sake, but for that of the school. They are not conscious in themselves of any improvement; they are not stimulated by the remarks of the normal master to aim at better methods; they fancy that all the time that they lose from their reading and lectures diminishes their chance of a good place in the class list; and hence this, not the least important part of their study, is almost invariably disliked. Being disliked, it is made a matter of routine, to which the student gives neither his thought nor his care, for which he makes little preparation beforehand, and on which he reflects very little afterwards.

Students too often sacrificed to practising school.

The fact is that, in too many cases, the students are sacrificed to the practising school. They are viewed when there not as learners but as assistants. A student is set to teach a given class, not because that work is suited to him, but because that class needs a teacher, and there is no one else to teach it. The practising school, on the contrary, ought to be so organised as to leave the normal master free to employ each student that comes there as may be best for his individual case. One student may safely be put to take a class, and will need no more than an occasional glance. It may be best for another not to teach at all, but to watch and take notes of what is done by a better teacher than himself. A third may require very frequent and careful supervision. The adaptation of each man's work to what will most improve himself, careful supervision of his method and criticisms on it, occasional examples set before him for study and imitation, these are necessary to make a student's practice tell upon his skill; and these require, besides great care and pains on the part of the normal master, an organization which enables that officer to deal with the students quite independently of the practising school.

Such an independent organization of the practising school is as necessary for the sake of the normal master as it is for

that of the students. He must otherwise be overwhelmed by an accumulation of duties far beyond the powers of any one man. While the students are under his charge, he ought to be able to give his chief attention to them, and not to the children. He must be supreme over the practising school, or his authority over the students will be weakened; but the school ought not to be so entirely dependent on him as to draw off his care from the students, who are his proper charge. Either the mastership of the practising school should be entrusted to another (though a subordinate) officer, or if he hold that office himself he should have an able assistant. I have sometimes seen the care of the children devolved on a few of the most skilful of the senior students; but I think that such a plan would rarely succeed. The best arrangement, in my opinion, is to have an able assistant master and a full staff of pupil-teachers.

Proper organization of practising school.

No practice in school management.

The giving of lessons is not the only duty of the schoolmaster. But in most of the training schools this is the only practical work in which the students are exercised. I know only one* training college, the Metropolitan, at Highbury, where the students are ever required to superintend more than a single class at a time. The arrangements made at Highbury are thus described by Mr. Daintree, the normal master:—

"The practising school of the college is divided into the senior and the junior. The number of boys is 245; of this number 175 are in the senior, 70 in the junior school.

"The boys in the senior school are divided into three divisions, and each of these is sub-divided into two classes. The boys in the junior school are divided into three classes. There being thus nine classes in all, we are able to afford sufficient daily practice in teaching to nine students, one to each class.

"But we aim at giving our students a higher degree of training than that of mere teachers of classes.

"To this end they are arranged in two divisions, senior and junior.

"The senior students, *generally* those of the second year, are appointed to take charge either of the junior school or of one or other of the divisions of the senior school; and each one is held responsible to the head master for the proper government and instruction of all the boys placed under his charge. The junior students, who are generally those of the first year, are placed as teachers of classes under the direction of the seniors, to whom they are strictly subordinate. There are thus three senior students and three junior employed in the senior school, and one senior and two junior in the junior school.

"The whole amount of time allotted to the students for attendance in the practising school is from ten to twelve weeks, which is distributed over their two years, in the following manner:—During the first half of their first year the students attend in the school for periods of two weeks each; and during the second half of the same year they again attend for periods of four weeks each, and in very many instances this is deemed sufficient; but in cases where it is otherwise, a further attendance of two weeks is required for the second half year.

* Since my visit last year, I find that the Cheltenham Training College has taken steps to remedy this deficiency in their system.

"By the means which we have for separating the divisions of the senior school, each of these divisions becomes as it were a distinct school of from fifty to sixty boys, over which one of the senior students has entire control, and for which he is responsible. But our organization affords scope for other combinations and modifications. Thus, occasionally, one senior student is left in charge of the junior school, assisted by one other student and a monitor; or, sometimes, with the aid of only a candidate, pupil-teacher, and a monitor. Or, as during the present week, the first and second divisions of the senior school are thrown together, constituting, as it were, one school of 120 boys, and the whole is placed under the charge of one senior student, assisted by three others subordinate to him."

Without saying that this is the best possible arrangement of the students' work, I think it sufficiently obvious that there is here an attempt (and I should say a well conceived attempt) to teach the students something more than the handling of single classes. The charge of a school division probably approaches as near to the charge of a school as anything that can be supplied to a student during the time of his training. The success of such a plan depends on how far the normal master watches the students while thus engaged, notices their defects, and encourages their improvement.

b. Practising lessons.

Besides being sent to the practising school, the students in many colleges are exercised in their art, by having to give lessons to a class of children, in the presence of the normal master and the other students. These are called practising or criticism lessons. A class of children is taken either to the training school or to a class-room in the same school, the students assemble in the same room, the student appointed to give the lesson teaches the class for twenty minutes, the children are then withdrawn, and the normal master criticises the lesson before all the students, and points out in detail its observance or neglect of the acknowledged rules of good teaching.

How these may be best conducted.

This exercise varies very much in value. It is always useful; but, when well managed, is one of the most effectual that can be devised. The value of it depends on the degree in which the students are led to observe and reflect upon all the details which constitute a good lesson; and this again depends on the degree in which the criticism proceeds on known and systematic principles. If the remarks made upon the lesson are simply the result of what may occur to the normal master at the moment, they are, of course, valuable in proportion to his good sense and experience. But their effect is much diminished by their want of completeness. The students are led to notice faults, but for want of a definite scheme to which they may refer what they hear, they have no perception of the proportion which these faults may bear to the lesson; they have no clear sense how such faults are to be avoided without introducing others. To prevent this, the best normal masters always supply their students with a sort of classified table of the

points which particularly require attention. Thus they may be required to observe,—

I.—The *matter* of the lesson; including under this head the aim of the teacher in giving it, the value of the information conveyed or of the mental exercise involved, its fitness for the class to which it is given, the completeness and accuracy of the teacher's knowledge of his subject, the logical sequence and proportion of his divisions and sub-divisions, the logical soundness of his reasonings.

II.—The *manner* of the lesson; meaning by this the gesture and bearing, the energy and vivacity of the teacher, the sympathy which he succeeded in creating between himself and his class, the vigilance with which he controlled all tendency to inattention, the skill with which he adapted himself to incidental circumstances, and especially to the children's answers.

III.—The *illustration;* including here the proper use of the black-board, the supply of all suitable apparatus, models, maps, and the like, or fertility in the invention of substitutes; and, lastly, and especially, the suggestion of striking and sound analogies.

IV.—The *language;* that is, both the correctness of pronunciation and grammar, and also the choice of simple and appropriate expressions.

Other classifications of the leading points of a good lesson might easily be devised. The above is that which Mr. Cook and myself have been accustomed to use in watching the lessons on which it is our duty to report. But though it is advisable that this classification should be as exhaustive and as logical as possible, it is comparatively a minor matter what classification shall be adopted. What the students require is a map of their work. They want to know precisely what they are to aim at. And some such system as I have described is the only way to give it to them.

In some of the training colleges the students themselves are required to criticise the lesson given by their fellow student, and the normal master sums up by criticising both the lesson and their remarks upon it. This requires to be watched with care, as it may very easily foster conceit. But as a means of bringing the students thoroughly to understand what constitutes the difference between a good lesson and a bad, this plan can be hardly equalled. The best mode of conducting it that I have met with, is to assign to special students, on each occasion, the duty of watching special points; thus, for instance, two or three would be appointed to watch the matter, two or three the manner, two or three the illustration, and two or three the language. When the children had been withdrawn,

the normal master would call upon the appointed students in succession for their remarks, and, finally, give his own. By this plan the students are exercised in careful observation, and saved from the danger of vague and groundless judgments, which are almost unavoidable if inexperienced critics are left without any definite limits for their criticism.

Lecturers ought to be present at practising lessons.

These practising lessons are capable of being so useful, not only to the students, but to all concerned with their instruction, that I feel bound to express myself strongly in favour of the rule adopted at some training schools, that some, if not all, the other lecturers should be present as well as the normal master, and should take part in criticising the lesson. Every lecturer ought to be, if the arrangements of a training college were perfect, master of method in his own subject. The normal master has quite enough to do if, besides perpetually superintending the students in the practising school, he has to lecture on school management and school discipline, and on the methods of teaching reading, writing, and spelling. But if this cannot be secured, yet, at any rate, every lecturer ought to have constantly impressed on his mind that he is teaching teachers. He ought, therefore, to take some part in the professional instruction of the students, and if he cannot lecture on methods of teaching, he ought to be able to criticise lessons in his own subject.

Second requisite—II. Good models.

The second requisite for good professional instruction is the study of good models. The practising school in all its details ought to be a model of a school; every lecturer in the training college ought to be a model of a teacher; special lessons ought frequently to be given by the normal master, as models of lessons. And not only ought the students to be thus brought within the unceasing but imperceptible influence of the best examples of their art, but they should be taught to study these models with care, and ascertain for themselves on what their excellence depends.

I have already adverted to the change in the previous training of the great majority of the students, a change which has much altered the proper function of the practising school. I have endeavoured to point out that mere practice without supervision, and without adaptation to individual cases, is no longer as useful as it was formerly. This change has also much increased both the necessity and the value of the part of professional instruction which I am now considering, namely, the study of good models. This part, however, has received as yet very little attention. At some of the training colleges model lessons are occasionally given; but the practising school is rarely a model school, and still more rarely used as such; and the lecturers do not seem to be yet sufficiently sensible of

the importance of making their lectures models of teaching. The only practising school with which I am acquainted that can be called a model, is that at Caernarvon. In that case, however, the elementary school is very large, and the training college very small; the elementary school is the older, and the college has been attached to it, and not it to the college. These circumstances have made the case exceptional.

a. A model school needed.

To make the practising school as a whole a model is, in most cases, excessively difficult, in some, perhaps, impossible. Even if all the students who were to be employed in it were first-rate teachers and managers, the constant change would impair the efficiency of the discipline. But the students are sometimes raw and inexperienced, are always still learners. The result is that both discipline and cultivation suffer. The children are sure to be sharpened, sure to be stirred into more than usual activity of mind; but they are apt to lose in accuracy, in steadiness, and in obedience. They generally answer questions with readiness and intelligence, but they often read and write ill, and are inaccurate in arithmetic. They are generally lively and cheerful, but often insubordinate and inattentive. In addition to this the practising school differs entirely in one respect from any elementary school in which the students will be afterwards employed. In most elementary schools the ingenuity of the master is chiefly exercised in supplying the want of teaching power; in the practising school there is a plethora of teachers. All those expedients which a good teacher uses to economise his teaching are needless in the practising school, and therefore never exhibited to the students. It would not be wise to encourage the direct study of what may be called the science of makeshifts. Generally speaking a man learns best how to provide substitutes by having the proper appliances at work in their full perfection. But the perfection should be at least the same in kind as the copy. The conditions of the practising school, on the contrary, differ essentially from those of the ordinary elementary school, and the master of the latter must in many ways aim at an ideal which the former cannot show him.

If it were not necessary to the completeness of my subject, I might, perhaps, have passed over what I have to say on this point; for I am but here repeating what was urged by Mr. Moseley in 1853, and there is obviously no other remedy than that which he then pointed out. There ought either to be a model school separate from the practising school, or at least one division of the practising school should be organized separately to fulfil the same office. Into this the student should be sent, not as a teacher, but as a learner. He should be required to take full notes of what he sees done, giving his

attention successively to special points of detail, according to a routine laid down by the normal master. These notes should be carefully criticised, in order to point out where he has missed observing the essential features. He should be encouraged to inquire into the reason of what he observes, and allowed to suggest improvements. Such suggestions would best show the difficulties that lay in the way of his thoroughly understanding the system pursued.

I am convinced that much of the time now spent by the students in the practising school would be much better employed in thus watching and studying the work of good teachers than in teaching. But, of course, it is essential to the utility of such a study that it shall not degenerate into a mere imprisonment of the students in the model school for so many hours. Such work is useless unless it is carefully overlooked, unless pains are taken to guide the students in their observation by a carefully prepared system, and to test them afterwards by a careful examination of their notes. It is by this kind of study that they will best learn not merely the art of teaching a class, but the art of keeping a school. And the model lessons of the normal master would then come in as part of a system, and not as mere isolated *tours de force.*

b. All the lectures should be models of teaching.

Perhaps, for the same reason that the practising school is rarely thought of as a model school, the lecturers in training schools rarely feel themselves responsible for the influence which they inevitably exercise on the manner of the students in teaching. Yet in all cases this influence is very great. If the lecturers be sleepy, or wordy, or dry, or stiff; if they be deficient in power of illustration or explanation; if they reason hastily, or assert inaccurately; if they do not understand the right use of the black-board, or of maps; all these faults are sure to be repeated and often exaggerated in the lessons given by the students. And this is the case even when no deficiency can be traced in the papers worked at the annual examinations. For the students are not in the position of children at an elementary school. They know that all their future prospects depend largely on the places they may attain in the annual class list; they are of an age when that knowledge acts powerfully on their conduct; and, whatever may be a lecturer's faults of manner, they will often contrive in spite of them to learn what he has to teach. Moreover, he is generally living in the college, and consequently sees much more of the students than merely in the lecture-room. He often assists diligent men by occasional explanations out of lecture hours. His mind is impressed on theirs by frequent intercourse, and whatever he possesses they obtain by many other ways besides his lectures. In this way his deficiencies are often made good,

and the marks given for his subject at the Christmas examinations will deceive him into the impression that his methods are sound. But meanwhile the students unconsciously catch his manner, and the faults which he shows in teaching men they copy in teaching children. The children, however, are not of the age to supply by any exertions of their own, and have not generally the opportunity to supply by intercourse out of school hours, what is wanting in their teachers. And the faults which, perhaps, do not more than slightly diminish the efficiency of the lecturer are fatal to the efficiency of the schoolmaster. This cause contributes very largely to the defective modes of teaching now so much complained of in the younger schoolmasters. I have more than once remarked that when any fault in the mode of teaching was exhibited very generally by the students of a training college, it was but the copy of a similar fault in one or other of the lecturers.

This want of adaptation to their peculiar duties is by no means uncommon among the lecturers. At the same time I ought to add, that I have reason to believe it not so common as it was, and I am convinced that it will soon disappear. There is no body of men more sincerely desirous of the welfare of institutions intrusted to their care than the officers and authorities of training colleges. And as the lecturers learn to consider themselves responsible not merely for the knowledge but also for the professional skill of the students under them, they will rapidly adapt their mode of lecturing to the duties of their position.

Third requisite—III. Good lectures on art of teaching.

The third requisite for instructing the students in the art of teaching is to be found in sensible lectures.

Such lectures are already given in most of the training colleges, and sometimes (as especially at Cheltenham and St. Mark's) contain a great amount of valuable information. In them the normal master goes over the aims which a schoolmaster should have in view, the discipline and instruction as means to attain those aims, the organization and management of the school most conducive to good discipline and thorough instruction, the subjects of instruction most fit to be taught to children, and the best method of teaching each subject. These lectures are of considerable use at the time, but they are often of still greater use afterwards. At the time their chief value consists in leading the students to think about their future duties. But they do not seem generally to add much to the immediate professional training. Students in colleges where these lectures are very poor are often quite as good class-teachers as those in colleges where these lectures are more than usually good. But after the students have left the college, and entered upon the work of their calling, they often

find their notes of these lectures acquire an increasing fulness of meaning with the increase of their own experience. I have repeatedly been told by schoolmasters that they had never fully understood the normal lectures until they had begun to work in schools of their own, and that their old notes had then become of the greatest value in guiding all their labours.

Most directly practical lectures best.

The goodness of these lectures depends in general on their practical character. They are of comparatively little use when they are taken up with psychology, and attempt in the short time that can be allotted to the subject to instruct students quite unprepared for it in that abstract and difficult science. Of course, it cannot be denied that in psychology are to be found the ultimate principles of the art of education. But the practice of such an art is separated from the ultimate principles by so wide an interval that it would be quite vain to expect students in training colleges to deduce the one from the other. The most experienced normal masters have already seen and avoided this mistake. But even they might, I think, still further improve their work by becoming even more practical than they are.

The best lectures that I have heard have always been on the methods of teaching particular subjects, such as reading or arithmetic; and the rules given were always characterised by clearness and good sense. But in examining the students as I did this year, to ascertain their knowledge of such methods, I did not find in any instance that precision and definiteness which is needed for perfect practice. I examined the students, for instance, in their methods of teaching subtraction. I found them sufficiently well acquainted with the steps to be taken, though not quite so certain of their own knowledge as men are who have mastered their subject; but I did not find anywhere a knowledge of the precise limits of each step; when I asked what sort of sum in subtraction children would find easy, and what sort they would find difficult, the question was evidently new. Yet the knowledge of these apparently minute details is what really distinguishes the artist from the amateur. A knowledge of the general outline of a method is an excellent thing. But if the students know no more than the general outline, it follows that they must learn the details in the schools which they are sent to teach, and for some years after they have left the college, the children in those schools are the sufferers. However unavoidable this may be, in many respects, it can and ought to be avoided in work so definite by nature as the teaching of arithmetic.

Proper subject of such lectures is model school.

I do not think, however, that in a well arranged training school lectures of this kind, that is, lectures on the methods of teaching arithmetic or grammar, ought to fall within the pro-

vince of the normal master. The best arrangement would be that every lecturer should be a master of method for his own subject, devoting, perhaps, one lecture out of every seven or eight to this work. The proper subject of the normal master's lectures is not the method of teaching this or that, but the school considered as a whole. The unit in his mind ought to be, not the child, still less the matter to be taught, but the school. The model school ought to be taken as the specimen. He should dissect it, explain its rules and their operation, give reasons for all its details, and point out under what circumstances those reasons would cease to apply. The model school should be made, in Mr. Moseley's words, "the representation of the most advanced state of elementary instruction." While "placed on the footing of an ordinary elementary school" it should offer "the most perfect type of such a school." Thus maintained in its fullest efficiency it should be treated in the normal lectures as the map is treated in a lecture on geography, or the body in a lecture on anatomy. It should not merely be referred to from time to time as illustrating important principles; but rather the principles of the art of teaching should be taught in reference to it. The building and all its parts, the arrangement of the desks and furniture, the organization and classification, the time-table, the books, copy-books, and apparatus, the registers, the fees, the discipline, and methods of punishment, all these should be noticed, explained, and justified. Within the limits of such a course of lectures the methods of teaching reading, writing, and spelling would, of course, be comprised; but grammar, arithmetic, geography, history, and the like, the normal master would leave to the lecturers on those subjects, only dealing with them indirectly as parts of a larger whole. The model school should be treated as the type which the students were hereafter to copy, and the whole labour of the normal master should be to give them such a thorough knowledge of its entire mechanism, and such facility in setting that mechanism to work, as will enable them to copy it with success. To do what they have have seen done is within their powers. To deduce from abstract principles of teaching the particular rules applicable to a given case is generally quite beyond their reach till after years of unsuccessful attempts.

Even where it is impossible to free the lectures of the normal master from the methods of teaching particular subjects, the discussion of these methods should still be made quite subordinate to the complete dissection and explanation of the model school. At present the normal masters give one course of lectures on the method of teaching reading, another on the method of teaching grammar, and so on for

other subjects of instruction. The students are then expected to combine what they have learnt and apply each method as they need it. This is as if a surgeon should consider it enough to study comparative anatomy, and leave himself to discover in actual practice the particular anatomy of the human body. The result is, that teachers are sometimes to be met with in elementary schools who know everything about the methods of teaching, except how to use them; and this result will always be possible till the normal lecturers fully realize that their business is not to teach the science of education but the art of the schoolmaster.

Important position of normal master.

With all these duties to discharge, and with so much to answer for, the normal master ought to fill an important place in every training college, and it is desirable to encourage the most skilful and experienced men that can be obtained to undertake the office. I do not know any better way to give this encouragement than by adding "method" to the subjects for which an augmentation of salary may be awarded under the Minute of August 1853.

Proposal to allow augmentation of salary to normal master as lecturer on method.

The qualifications of such a lecturer ought not to be tested merely on paper. Indeed, I am strongly of opinion, that it would be better in future to require previous proof of skill in lecturing from all candidates for augmentation of salary under that Minute. The annual payment of the augmentation to successful candidates is indeed already made conditional on a favourable report from Her Majesty's Inspectors after each visit of inspection. But to require such a condition after the examination has been passed is obviously very different from requiring it before the examination is permitted; in the one case, skill in lecturing is practically made subordinate, in the other case, indispensable. But whether or not it be expedient to require such proof from candidates who propose to lecture on subjects like history or geography, to a lecturer on method practical skill is so absolutely indispensable, that it should occupy a very prominent place among his qualifications, and be tested by stringent trials. No candidate ought, I think, to be admitted to an examination in this subject who has not held the office of normal master for at least two years, and has not proved his skill both in his management of the model school and in his lectures to the students. The model school may sometimes fail for no fault of his; but, if so, the responsibility must rest with the college authorities, since the Committee of Council plainly cannot recognize a lecturer who is not supplied with the essential requisites for the discharge of his duties.

With respect to the subjects in which candidates for a lectureship on method ought to be examined, I addressed a

circular last autumn to the principals of those colleges which it is my duty to inspect. I have received from several of them very full answers, stating what kind of knowledge they considered to be essential to such an office. I have also obtained, through my colleagues, similar communications from some of the training schools not in connexion with the Church of England.

Subjects in which lecturer on method should be examined.

The requisites suggested in these letters may be put under four heads; namely, a knowledge of—

1. The science of education.
2. Different systems and methods of teaching.
3. The history of education.
4. The present state of education, especially in this country.

I. Science of education. Examination should be confined to logic.

The examination in science I should recommend to be confined to the subject of logic. I do not think it would be advisable to encourage a study of mental or moral philosophy. One of the principals, to whose opinion I attach very great weight, says, with reference to this point—

"I much doubt whether good would result from giving any direct encouragement to the study of modern systematic works on mental science. Not only is the matter which they contain bearing on education meagre and unpractical, but, if I am not mistaken, it is generally false. I must, indeed, state that the works in question seem to me more likely to be mischievous than beneficial in reference to the end proposed. I have not known a single practical teacher who has given himself up to the study of them who has not appeared to be the worse—not the better—for his pains."

With the conclusion at which this gentleman has arrived, I agree. Mental science is in general too abstract, too far removed from all practical applications, to be of much real value to a normal master. It belongs to a region of study into which it would be quite hopeless for him to attempt to take his pupils; its very phraseology implies an amount of collateral knowledge far beyond their reach, if not beyond his own. I have already remarked that lectures on method are almost always of little value when the lecturer attempts to include the teaching of psychology. Such lectures have the appearance, without the reality, of systematic completeness, and divert the attention of the students from the proper object of their study, the facts exhibited in the model school.

These objections do not, however, apply to the science of logic. That science is short, definite, and capable of being completely mastered by itself. As a discipline it would be invaluable to a lecturer on method, and it contains nothing that would be likely to mislead. I think that candidates for this lectureship might be required to show a thorough knowledge of some short text-book, such as "Morell's Hand Book," or the "Translation of Aldrich," and should also have read Whately, or some similar work, as a commentary.

II. Systems and methods of teaching. Certain books to be required, and an acquaintance with best elementary schools.

The different systems and methods that have been tried, with greater or less success, both in this country and elsewhere, ought to form the chief staple of a Normal master's theoretical knowledge. The Council Office Book List contains a number of manuals from which I think it not difficult to select some that would form a very proper basis for an examination under this head. Some others have also been suggested to me by the principals of the training colleges. I should recommend that every candidate be required to have read and mastered the books named in the following list:—

- Ascham's Schoolmaster,
- Milton's Letter to Hartlib,
- Locke's Thoughts on Education,

  } Reprinted in two volumes by C. Knight, under the title of "The Schoolmaster."

- Dawes' Suggestive Hints.
- Dunn's Principles of Teaching.
- Mann's Educational Tour.
- Richards' Manual of School Method.
- Short's Hints for School-keeping.
- Stowe's Training System.
- Wood's Sessional School.

Of these, the three first mentioned are by classical English writers, and, as has been remarked to me, may be considered to represent the thoughts on education characteristic of the sixteenth, seventeenth, and eighteenth centuries. The others are named as authoritatively describing systems now in use. The examination should be such as to test whether the candidate had thoroughly mastered the distinctive principles and features of each. Any one of these books merely got up by rote would be but a poor acquisition; they must rather be considered as abstracts or sketches to be filled up by a lively knowledge of the systems in their operation.

To the above list I would add the following, from which candidates might select at their option:—

- Bacon's Advancement of Learning.
- Richter's Levana.
- Edgeworth's Practical Education.
- Abbott's Teacher.
- Sullivan's Popular Education.
- Craig's Philosophy of Training.
- Tate's Philosophy of Method.
- Hughes's Philosophy of Education.
- Bell's Manual of National System.
- Lancaster's Experiments in Education.

Candidates who are acquainted with French or German might also be examined in—

- Overberg's Manuel de Pedagogie.
- Braun's Cours de Methodologie et Pedagogie.
- Jacotot's Enseignement Universel.
- Denzel's Einleitung in die Erziehung's and Unterricht's-Lehre.

But I do not think it would be sufficient to require that a lecturer should have studied systems and methods in books only; he should also be well acquainted with the actual

working of these systems as far as such a knowledge can be obtained without requiring unreasonable labour. He should have personally visited not fewer than half a dozen of the most successful elementary schools in this country, and should be prepared to give a clear account of the methods pursued in them, and of the probable causes to which their success is due. If he were required to state the schools which he had thus visited, a careful report on one of them might very properly form a part of the work to be done at his examination.

III. History of education. Allowed but not required.

A knowledge of the history of education has been suggested as a requisite qualification by several principals, and it would certainly be very useful. It is a great help to the thorough comprehension of systems and methods to know the circumstances and antecedents out of which they arose. I do not think, however, that this point could be insisted on, but candidates might be encouraged to study the subject, and permitted to include it among those in which they proposed to be examined. A complete treatise on the history of education does not exist in English, but the various biographies of men distinguished for their labours in the field supply a substitute. If a precise knowledge of the birth and growth of systems cannot be so obtained, yet, at any rate, much light is thus thrown on their true nature; and the study of every subject gains life and power by being associated with that of the biography of its great men. Such books as Stanley's Life of Arnold, the Life and Methods of Fellenberg, Raumer's Life and System of Pestalozzi, or Biber's Memoir of Pestalozzi, might very properly be studied by normal masters. And those who were able to read German, might propose to be examined in Raumer's History of Education.

IV. Present state of education. A knowledge of Minutes to be required, and of Reports for two years past.

The remaining qualification that has been suggested, namely, a knowledge of the present state of education, is, I think, essential. Every candidate should be required to be well acquainted with the Minutes of the Committee of Council, and with their practical operation. Now that these Minutes have been printed separately in a single volume, there can be no difficulty in procuring the materials for such a study. These Minutes are at present a code of laws regulating the great mass of educational operations; and it is obvious, that a great part of a normal master's rules for the guidance of the future labours of his pupils will be useless, unless adapted to to the law under which they are to work. To a knowledge of the Minutes, as containing the law, should be added a knowledge of the reports of Her Majesty's Inspectors for the two or three years preceding the date of the candidate's examination. These exhibit the circumstances to which the law is to be applied, and a knowledge of them enables the normal master

to give more reality to many of his lectures by pointing out the different educational requirements of different parts of the country, and the modifications to be, therefore, introduced in many details of management. To the Minutes and the reports, candidates might be allowed to add other writings dealing with the same subject. And those who could read French might be examined, if they wished it, in Eugene Rendu's Account of Education in England and Germany, or Cousin's Reports on Education in Prussia and Holland.

The plan that I have sketched for examining candidates in the subject of method could not present any real difficulties, and would secure such an amount of definite knowledge as to justify the Committee of Council in putting the subject on a level with those to which special encouragement has been given by the Minute of 1853. Such encouragement is much needed, and if admission to examinations were made conditional, as it might be, on the success of the model school, there would be a strong inducement to the authorities in charge of the training schools to pay great attention to what is at present the weak side in many of these institutions.

Special must not displace general instruction in training schools.

I have thought it my duty in this report to confine my attention almost entirely to a single point, believing that a great improvement is wanted here, and that no time ought to be lost in preparing the way for it. But I must not leave the subject without guarding against the supposition that I should advocate the displacement of any part of that general education which the students in training colleges now receive, in order to make room for a special and professional system. If the choice lies between a purely general and a purely special training, there cannot in my mind be any doubt that the former is to be preferred. It is of far more importance to a schoolmaster that he should have that knowledge and that cultivation of faculties which it is his duty to communicate to children, than that he should know how to communicate them; the power of teaching he may gain by practice and experience; knowledge and cultivation it is almost impossible for him to gain when he has once commenced the duties of life; he has neither the time nor the opportunity, nor, within a very few years, the necessary ductility and elasticity of mind. If a man is to be a teacher, the first requisite is, that he should have something to teach. Indeed, it is the experience of all who have carefully observed, that he must know a good deal more than he is required to teach. There are occasionally to be found men who have a peculiar gift, not exactly of teaching, but of making children learn, and in schools conducted by such men we see the strange result, that the scholars know more than their master, and yet owe all their knowledge to

Good teachers of poor attainments mere exceptions.

his guidance of their learning. But such cases are exceptions, and rare exceptions. In far the majority of cases, a man who has learnt "a system," and learnt nothing else, is rapidly worn out as a teacher. He succeeds well for a short time; but his defective knowledge is gradually detected, his whole ingenuity is exerted to make a little go a great way, he loses self-respect, and with it in no long time the respect of the boys, a tradition of his ignorance grows up among the elder children, and his school and his reputation die together.

To lower standard required for certificates would be suicidal policy.

No mistake would, I believe, do more harm to the cause of education than to lower in any degree the standard of attainment now required for a certificate of merit, or, what is precisely the same thing, to give the advantages now dependent on that certificate to masters who had not obtained it. Such a change would possibly enable a few places that are at present shut out from your Lordships' grants, to avail themselves of the aid which these grants offer; but your operations would thereby gain in quantity at the expense of quality, and the gain would bear no proportion to the loss. At present, whatever has been done is tolerably sound. The fact that a school is aided by the public money, now implies a fair standard of education for the children and pupil-teachers, and a fair standard of local interest and local exertions on the part of the managers. It may be true that there is still much to be done, and that the work does not spread over the country with the rapidity which all benevolent men would wish to see. But a fair degree of efficiency in the aided schools is at present maintained; maintained by great and praiseworthy efforts to fulfil the conditions on which the grants depend. If those conditions were relaxed in any degree, a large number of those schools would rapidly sink to the lower level. To purchase greater rapidity of extension by such a loss of efficiency and local exertion would be suicidal.

Standard certainly not too high.

For it cannot be maintained that the present minimum standard is too high. On the contrary, the pupil-teachers in not a few instances get the barest justice. Some of them enter the training schools so deficient in elementary knowledge of grammar and arithmetic, that it is necessary to put them through a special course before allowing them to attend the regular college lectures. And even those who are not deficient in attainments are very often so deficient in all true cultivation and development of faculties as to unfit them for obtaining the full benefit of the training through which they pass. All this is, I believe, slowly improving; the pupil-teachers appear to do better every succeeding year, and every improvement of course prepares the way for another. But the material from which our schoolmasters is to be made is

still very far from having attained a high standard, and anything which allowed that material to deteriorate would be an irreparable loss. This, however, would be the inevitable effect of granting certificates to a lower scale of attainments than has been heretofore required. In so far, in short, as the choice lies between giving the students in training colleges substantial knowledge and cultivation, and giving them a better system of teaching and managing children, the authorities of those institutions have done quite rightly in preferring the former; and if they had not brought this part of their work into a tolerably efficient state, it would not be wise to call upon them to give attention to anything else.

But improvement in method certainly need not now imply any loss in other respects. It is not (in most colleges) more time that is required to be given to this subject. I doubt whether the students require more lectures on method than they now have, or more time to be spent in the practising school. The change required is one that ought not in any degree to lower the present standard of general knowledge or culture; namely, that the subject of method should now begin to pervade all the work throughout, that the lecturers should always be conscious that their hearers are meant to be teachers, that the work in the practising school should be arranged so as to supply real study of the art and not mere blind practice, that models of the best methods should be constantly before the eyes of both students and lecturers.

I believe that all this is within reach, though it may require considerable effort to reach it, and I believe it to be well worth all the effort that it will require. And this is not merely my own opinion, formed after a single visit of inspection to each training school. It is also the deliberate opinion of my predecessor in office, repeatedly expressed in his Reports, and urged upon myself in conversation. And, on a point of this nature, his long acquaintance with education generally, and with the training schools in particular, must rank him among the first authorities. I believe too, that the principals of the training colleges would generally concur in the tenor of this Report, and only need your Lordships' encouragement to make every effort to introduce such improvements as have been described.

I have the honor to be, &c.

F. Temple.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix A.

Table I.

Expenditure for Year 1856.

—	Battersea.	Caernarvon.	Caermarthen.	Chelsea, St. Mark's.	Cheltenham.	Chester.	Chichester.	Durham.	Exeter.	Highbury (Metropolitan).	Oxford.	Winchester.	Worcester.	York and Ripon.
Average number of Students in residence	110	32	42	84	94	42	12	32	37	67	38	16	24	39
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Tuition	1,255 0 0	496 10 0	535 0 0	1,320 10 0	1,775 0 0	594 10 0	301 12 6	444 12 6	409 4 0	1,313 10 0	560 0 0	415 0 0	515 0 0	987 10 0
Cost of supporting Model or Practising Schools	70 0 0	40 0 0	37 10 0	114 3 10	131 8 2	123 8 0	5 0 0	– –	0 17 0	547 11 6	52 14 0	– –	116 12 8	
Board, washing, and servants' wages	2,775 0 11	453 15 6	811 9 2	2,209 0 5	1,764 15 4	818 13 4	381 1 9	600 8 2	778 5 3	1,679 19 8½		442 19 1	633 15 5	998 11 9
Fuel and lights	182 15 6	10 5 2	120 16 2	379 2 9	109 2 0		48 17 6	37 8 8	83 12 1	197 4 0		32 5 3	77 8 9	112 7 0
Other housekeeping expenses	97 15 11	– –	62 8 8	492 13 5	107 15 2	– –	42 7 8½	33 2 0	86 5 5	66 5 1½	1,000 0 0	1 0 0	68 7 7	59 16 0
Medical attendance	50 0 0	17 11 3	22 10 0	71 12 9	15 0 0	2 10 0	7 1 6	2 19 6	– –	28 0 11		5 0 0	4 12 0	18 3 11
Books, apparatus, laboratory, printing, stationery, postages, and other office charges	191 5 5½	89 15 5	44 15 0	180 6 5	84 9 11½	33 4 6	15 14 6	35 7 3	58 18 5	169 18 11	35 0 0	30 0 0	86 11 3	71 15 0
Rent	308 10 2	21 17 8	– –	29 1 2	– –	– –	– –	– –	28 0 0	– –	– –	– –	26 0 8	–
Rates, taxes, and insurance	167 3 0	7 0 0	46 2 2	245 4 11	188 8 8	66 1 0	28 15 1	16 5 10	119 4 4	59 15 6	50 0 0	– –	64 3 9	101 18 0
Clothing	– –	– –	– –	– –	– –	2 0 0	7 1 11	– –	– –	– –	– –	– –	– –	– –
Garden, farmhouse, &c.	116 14 11	– –	– –	36 13 5	– –	9 5 0	– –	20 13 2	110 8 5	12 6 3	– –	12 15 0	32 6 3	20 0 0
Other current expenses, not included in the above	105 19 3	79 1 0	81 10 5	12 3 9	26 7 1	47 14 6	– –	23 12 0	28 16 8	373 13 0	– –	24 2 0	96 0 0	50 10 0
Total current expenditure	5,320 5 1½	1,215 16 0	1,812 1 7	5,090 12 10	3,572 6 4½	1,697 6 4	837 12 5½	1,214 8 9	1,703 11 7	4,448 4 11	1,697 14 0	963 0 2	1,720 18 4	2,420 11 8
Averages	48 7 3¾	37 19 10½	43 2 10½	60 12 0½	38 0 0¾	40 8 2¾	69 16 0½	37 19 0¼	46 0 10¼	66 7 10	44 19 6¼	60 3 9	71 14 1	62 1 3¾
Expenditure for additional buildings	79 6 2	– –	– –	725 16 7	– –	– –	– –	20 0 0	386 7 6	88 9 0	—	—	—	—
Other expenses, not being current expenses	330 16 4	49 2 0	53 0 7	– –	55 5 0	64 0 0	– –	– –	51 11 9	39 10 0	– –	14 0 0	50 0 0	—
Total Expenditure	5,730 7 7½	1,264 18 0	1,865 2 2	5,816 8 5	3,627 11 4¾	1,761 6 4	837 12 5½	1,234 8 9	2,141 10 10	4,576 3 11	1,697 14 0	977 0 2	1,770 18 4	2,420 11 8

Table II.

INCOME FOR YEAR 1856.

—	Battersea.	Caernarvon.	Caermarthen.	Chelsea, St. Mark's.	Cheltenham.	Chester.	Chichester.	Durham.	Exeter.	Highbury (Metropolitan).	Oxford.	Winchester.	Worcester.	York and Ripon.
Average number of Students	110	32	42	84	94	42	12	32	37	67	38	16	24	39
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Endowment	28 0 0	— —	— —	— —	— —	— —	— —	25 6 0	— —	— —	— —	— —	— —	— —
Amount of annual subscriptions or donations, specially for the use of the Training School	644 10 6	122 14 0	146 6 0	351 8 6	404 17 0	— —	319 10 0	431 13 0	474 10 0	2,079 12 0	— —	416 13 6	358 1 0	773 6 5
Grants from Diocesan Boards of Education, or other public bodies; not including fees of Students	1,000 0 0	600 0 0	928 0 0	2,300 0 0	— —	303 7 10	— —	25 0 0	68 7 6	— —	— —	— —	10 0 0	248 8 4
Fees of Students, paid by themselves or their relatives	275 5 0	— —	290 4 0	210 0 0	278 15 6	428 2 6	103 18 0	208 13 0	296 2 6	371 15 0	625 0 0	51 5 0	60 10 0	—
Fees of Students, paid by private patrons	— —	— —	— —	235 0 0	— —	— —	— —	— —	— —	57 0 0	— —	— —	— —	529 0 0
Government Exhibitions for Queen's Scholars	2,144 15 0	124 10 0	230 0 0	84 11 8 1,351 5 0	1,207 0 0 1,591 0 0	497 0 0	166 15 0	400 0 0	361 15 0	791 5 0	107 0 0	307 5 0	414 0 0	567 10 0
Government grants in respect to Students	1,463 0 0	294 0 0	243 0 0	942 0 0	— —	389 0 0	176 0 0	311 0 0	432 0 0	635 0 0	472 0 0	219 0 0	381 10 0	87 10 0
By exhibitions, founded by Diocesan Boards, or other public bodies; not including sums paid out of the funds of the Training College	— —	— —	45 0 0	25 0 0	30 0 0	21 17 6	— —	— —	— —	110 0 0	115 0 0	— —	— —	— —
By Exhibitions founded by private patrons	— —	— —	25 0 0	— —	— —	12 10 0	— —	4 0 0	— —	— —	— —	10 0 0	18 15 0	— —
By collections made in churches for the general purposes of the School	— —	— —	4 10 1	— —	— —	— —	— —	— —	49 5 8	283 3 3	— —	— —	72 9 1	— —
By contributions to the building fund	— —	— —	— —	500 0 0	— —	— —	— —	— —	170 19 0	— —	— —	— —	— —	— —
By fees of the Model or Practising School	— —	— —	— —	— —	— —	95 18 6	— —	— —	5 10 7	390 11 0	26 1 6	— —	91 9 11	27 7 2
By income arising from other sources	— —	12 18 4	1 14 0	38 0 5	59 16 1	14 0 0	— —	— —	24 12 10	94 1 3	5 2 0	— —	71 1 0	182 9 9
Total Income	5,525 10 6	1,154 2 4	1,670 14 1	6,037 5 7	3,571 8 7	1,761 6 4	796 3 0	1,405 2 0	1,883 3 1	4,812 7 6	1,350 3 6	1,004 3 6	1,477 16 0	2,420 11 8

TABLE III.—CERTIFICATES OBTAINED.

	At End of First Year.															At End of Second or Third Year.													
	Battersea.	Caernarvon.	Caermarthen.	Chelsea, St. Mark's.	Cheltenham.	Chester.	Chichester.	Durham.	Exeter.	Highbury.	Oxford.	Winchester.	Worcester.	York and Ripon.	Totals.	Battersea.	Caernarvon.	Caermarthen.	Chelsea, St. Mark's.	Cheltenham.	Chester.	Chichester.	Durham.	Exeter.	Highbury.	Oxford.	Winchester.	Worcester.	York and Ripon.	Totals.
Candidates sent in - -	67	17	28	50	44	24	2	20	12	32	18	8	8	22	352	38	9	6	28	40	12	5	7	14	20	9	5	13	11	217
Number who had been pupil-teachers - -	60	3	15	38	33	12	2	13	7	25	5	7	6	17	243	35	5	4	22	38	10	4	4	9	11	5	4	10	8	169
Number who had not been pupil-teachers - -	7	14	13	12	11	12	0	7	5	7	13	1	2	5	109	3	4	2	6	2	2	1	3	5	9	4	1	3	3	48
Certificates of the 1st class	17	0	1	11	8	5	1	4	0	10	2	0	2	2	63	18	1	0	2	14	6	0	3	3	5	2	0	1	1	56
Certificates of the 2nd class	31	6	4	14	16	6	0	8	2	10	3	1	3	6	110	16	3	0	11	16	4	0	2	2	9	1	2	5	2	73
Certificates of the 3rd class	11	3	7	15	11	5	0	1	1	7	0	3	2	5	71	4	4	2	8	7	1	1	2	4	4	4	3	5	6	55
Schedule - - - - -	6	2	7	7	7	6	1	6	5	5	8	4	1	8	73	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Failures - - - - -	2	6	9	3	2	2	0	1	4	0	5	0	0	1	35	0	1	4	7	3	1	4	0	5	2	2	0	2	2	33

EXAMINATIONS.

TABULATED

BATTERSE

First Year { 67 Candidates. / 59 Certificates.

Second Year { 38 Candidates. / 38 Certificates.

	Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	No.		No.		No.		No.		No		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
	32	29	26	6	4	1	2	–	–	–	–	–
	24	26	39	12	4	–	–	–	–	–	–	–
	35	15	24	15	8	7	–	–	–	–	–	–
	29	22	30	8	4	2	4	–	–	–	–	–
	9	22	47	12	9	–	–	–	2	–	–	–
	41	–	20	–	1	–	6	–	–	–	–	–
	38	–	14	–	3	–	1	–	1	–	–	–
	16	–	40	–	9	6	5	–	–	–	–	–
	4	–	22	–	30	–	–	–	6	–	–	–
	–	22	–	11	–	4	5	–	–	–	–	–
	–	11	–	16	–	5	–	3	3	–	–	–
	–	22	–	8	–	–	–	–	–	–	–	–
	14	9	33	20	15	1	9	1	1	–	–	–
	3	7	34	19	22	9	7	6	2	2	2	1
	3	12	55	24	3	2	5	5	–	–	–	1
	–	–	–	–	–	–	–	–	1	–	–	–
	8	10	46	21	12	4	–	–	–	–	–	1
	67	38	–	–	–	–	–	–	1	–	–	–
	11	8	55	22	1	–	–	–	–	–	–	–
	–	19	–	14	–	8	1	–	1	–	–	–

s knowledge
and Church history
ar
hy
etic
(Students of 1st year only)
(Students of 1st year only)
ial mechanics (Students of 1st y
l science (Students of 2nd year
mathematics (Students of 2r
hmic arithmetic (Students
usic
g
d year only)
management

CAERMARTHEN (MALE) TRAINING COLLEGE.

First Year { 27 Candidates. / 12 Certificates.

Second Year { 6 Candidates. / 2 Certificates.

tory							3	–	15	1	6	5	2	–	1	–	–					
							1	–	6	1	7	5	2	–	9	–	–					
Fir							7	2	8	1	4	3	4	–	4	–	–					
							1	–	10	3	10	3	–	–	6	–	–					
							1	–	14	3	8	2	1	–	1	–	–					
1st year only)							6	–	13	–	8	–	–	–	1	–	–					
us knes of 1st year only)							11	–	7	–	4	–	2	–	–	–	–					
y and nics (Students of 1st year only)							1	–	12	–	8	–	1	–	2	–	–					
mar (Students of 2nd year only)							–	–	3	–	20	–	1	–	5	–	–					
aphy tics (Students of 2nd year only)							–	–	–	2	–	4	1	–	3	–	–					
y nmetic (Students of 2nd year only)							–	–	–	1	–	3	–	–	–	–	–					
netic							–	–	–	1	–	3	–	–	1	–	–					
(St							2	–	12	–	9	3	–	–	2	–	–					
ra (ment							–	–	6	2	4	4	3	–	1	–	–					
tria							–	–	11	–	4	4	3	–	14	–	–					
cal F							7	1	11	4	9	1	1	–	3	–	–					
r m							22	6	3	–	1	–	9	–	–	–	–					
ithort (Students of 2nd year only)							–	1	–	4	–	1	–	–	–	–	–					
mu							1	–	–	2	–	3	3	–	–	–	–					
ing							–	–	3	–	4	1	2	–	16	5	–					

CAERNARVON (MALE) TRAINING COLLEGE.

First Year { 17 Candidates. / 9 Certificates.

Second Year { 7 Candidates. / 6 Certificates.

owledge							3	–	7	7	8	–	3	–	1	–	–					
Church history							1	–	4	2	3	1	3	–	1	–	–					
							1	–	10	3	1	3	2	–	1	–	–					
							1	–	3	1	3	–	–	–	4	–	–					
						1	4	–	8	–	–	–	2	–	2	–	–					
nts of 1st year only)						–	10	–	3	–	–	8	–	–	7	–	–					
dents of 1st year only)						–	2	–	7	–	–	–	2	–	1	–	–					
chanics (Students of 1st year only)						–	–	–	5	–	8	–	–	–	–	–	–					
ce (Students of 2nd year only)						–	–	–	–	3	–	2	2	–	1	–	–					
matics (Students of 2nd year only)						–	–	1	–	2	–	5	4	–	–	–	–					
rithmetic (Students of 2nd year only)						–	–	–	8	1	2	4	4	2	6	2	–					
–						–	–	–	2	2	7	3	3	–	2	–	–					
ment						–	–	2	–	12	5	2	2	–	3	1	–					
–						–	2	–	1	6	2	5	8	–	–	–	–					
–						–	3	1	6	7	6	1	–	3	–	–	–					
–						–	17	6	–	–	1	4	1	–	–	–	–					
ort (Students of 2nd year only)						–	–	2	–	–	–	4	–	–	–	–	–					

Cheltenh[illegible] College.

First Year { 44 Candidates. / 36 Certificates. — Second Year { 40 Candidates. / 37 Certificates.

	Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	9	12	3	-	-	-	-	-	-	-
Liturgy and Church history	19	12	16	1	2	-	1	-	-	-
Grammar	12	[illegible]	4	5	-	1	-	-	-	-
History	18	5	5	5	2	1	-	-	-	-
Geography	15	12	28	2	-	-	1	-	-	-
Arithmetic	[illegible]	-	3	-	-	-	-	-	-	-
Euclid (Students of 1st year only)	-	-	3	-	1	-	-	-	-	-
Algebra (Students of 1st year only)	[illegible]	-	3	-	1	-	-	-	-	-
Industrial mechanics (Students of 1st year only)	-	-	14	-	1	-	1	-	-	-
Physical science (Students of 2nd year only)	15	-	-	3	-	-	-	-	-	-
Higher mathematics (Students of 2nd year only)	[illegible]	-	-	3	-	2	-	1	-	1
Logarithmic arithmetic (Students of 2nd year only)	14	-	17	3	-	1	-	-	-	-
Vocal music	22	19	4	14	4	4	2	3	-	-
Drawing	10	8	18	5	11	6	2	3	-	-
School management	30	13	-	5	3	-	-	3	-	-
Welsh	-	-	-	-	-	-	-	-	-	-
Latin	1	-	-	-	-	-	-	-	-	-
Reading	23	16	19	18	2	-	-	-	-	-
Spelling	43	39	1	1	-	-	-	-	-	-
Penmanship	6	14	32	14	6	12	-	-	-	-
Inspector's report (Students of 2nd year only)	-	17	-	22	-	-	-	-	-	-

Chelsea, St. Mark's (Male) Training College.

First Year { 50 Candidates. / 40 Certificates. — Second Year { 25 Candidates. / 18 Certificates.

Religious knowledge	5	1	22	9	18	13	4	2	-	-	1	-	-	-	-	-
Liturgy and Church history	-	-	19	6	22	14	8	3	1	1	-	1	-	-	-	-
Grammar	2	-	21	5	18	12	6	6	1	2	2	-	-	-	-	-
History	-	-	12	6	28	10	4	6	4	3	-	-	2	-	-	-
Geography	-	-	7	-	34	8	3	14	-	3	1	-	-	-	-	-
Arithmetic	5	-	15	-	24	-	6	-	-	-	-	-	-	-	-	-
Euclid (Students of 1st year only)	-	-	31	-	9	-	3	-	4	-	3	-	-	-	-	-
Algebra (Students of 1st year only)	2	-	9	-	10	-	8	-	2	-	2	-	17	-	-	-
Industrial mechanics (Students of 1st year only)	-	-	3	-	21	-	19	-	4	-	2	-	1	-	-	-
Physical science (Students of 2nd year only)	-	-	-	3	-	16	-	5	-	1	-	-	-	-	-	-
Higher mathematics (Students of 2nd year only)	-	-	-	3	-	5	-	10	-	1	-	-	-	-	-	-
Logarithmic arithmetic (Students of 2nd year only)	-	5	-	12	-	5	-	3	-	-	-	-	-	-	-	-
Vocal music	2	-	18	1	23	8	7	11	-	4	-	1	-	-	-	-
Drawing	-	-	-	3	18	7	12	11	11	4	8	-	1	-	-	-
School management	1	-	3	1	32	14	10	10	4	-	-	-	-	-	-	-
Latin	-	-	2	-	8	-	7	4	-	2	-	-	-	-	-	-
Reading	-	-	3	12	28	13	19	-	-	-	-	-	-	-	-	-
Spelling	-	-	47	25	-	-	-	-	-	-	-	-	-	-	-	-
Penmanship	-	-	-	2	-	11	-	12	-	-	-	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	1	-	8	-	10	-	6	-	-	-	-	-	-	-	-

Chester (Male) Training College.

First Year { 24 Candidates. / 16 Certificates. — Second Year { 11 Candidates. / 10 Certificates.

Religious knowledge	1	-	7	6	14	4	1	1	1	-	-	-	-	-	-	-
Liturgy and Church history	-	-	6	10	16	1	2	-	-	-	-	-	-	-	-	-
Grammar	-	-	12	8	5	1	5	2	1	-	1	-	1	-	1	-
History	-	-	5	6	11	5	4	-	3	-	-	-	-	-	1	-
Geography	-	-	2	7	11	4	7	-	-	-	4	-	-	-	-	-
Arithmetic	1	-	14	-	8	-	1	-	-	-	-	-	-	-	-	-
Euclid (Students of 1st year only)	1	-	10	-	8	-	3	-	1	-	1	-	-	-	-	-
Algebra (Students of 1st year only)	-	-	-	-	11	-	5	-	5	-	3	-	-	-	-	-
Industrial mechanics (Students of 1st year only)	-	-	1	-	10	-	11	-	2	-	-	-	-	-	-	-
Physical science (Students of 2nd year only)	-	2	-	5	-	4	-	-	-	-	-	-	-	-	-	-
Higher mathematics (Students of 2nd year only)	-	-	-	4	-	3	-	4	-	-	-	-	-	-	-	-
Logarithmic arithmetic (Students of 2nd year only)	-	4	-	4	-	3	-	-	-	-	-	-	-	-	-	-
Vocal music	-	-	-	-	10	2	4	5	2	2	3	2	-	-	-	-
Drawing	-	3	2	7	15	1	7	-	-	-	-	-	-	-	-	-
School management	-	-	1	1	19	6	3	4	1	-	-	-	-	-	-	-
Welsh	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Latin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reading	-	-	8	3	2	6	13	2	1	-	-	-	-	-	-	-
Spelling	-	-	20	11	4	-	-	-	-	-	-	-	-	-	-	-
Penmanship	-	-	-	2	-	7	-	2	-	-	-	-	-	-	-	-
Inspector's report (Students of 2nd year only)	-	-	-	3	-	7	-	1	-	-	-	-	-	-	-	-

Chichester (Male) Training College.

First Year { 2 Candidates. / 1 Certificate. } Second Year { 5 Candidates. / 1 Certificate. }

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	No.		No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2d Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
gious knowledge	–	–	1	4	1	1	–	–	–	–	–	–	–	–
rgy and Church history	–	–	–	1	2	3	–	–	–	–	–	1	–	–
nmar	–	–	–	1	–	2	2	2	–	–	–	–	–	–
ory	–	–	–	–	1	3	–	2	1	–	–	–	–	–
raphy	–	–	–	–	2	5	–	–	–	–	–	–	–	–
hmetic	–	–	–	–	–	–	–	–	–	–	–	–	–	–
id (Students of 1st year only)	–	–	2	–	1	–	–	–	–	–	–	–	–	–
bra (Students of 1st year only)	–	–	1	–	1	–	–	–	–	–	–	–	–	–
strial mechanics (Students of 1st year only)	–	–	–	–	1	–	1	–	–	–	–	–	–	–
sical science (Students of 2nd year only)	–	–	–	–	–	–	1	–	1	–	–	–	–	–
ier mathematics (Students of 2nd year only)	–	–	–	–	–	4	–	–	–	–	–	–	–	1
rithmic arithmetic (Students of 2nd year only)	–	–	–	1	–	3	–	1	–	–	–	–	–	–
l music	–	1	–	–	–	3	–	1	–	–	–	–	–	–
ving	–	–	–	1	–	–	2	1	–	–	–	1	–	–
ol management	–	–	–	–	–	3	–	–	1	1	1	1	–	–
ding	–	–	–	–	1	–	–	4	1	–	–	–	–	1
ing	–	–	–	–	2	2	–	1	–	2	–	–	–	–
nanship	–	–	2	5	–	–	–	–	–	–	–	–	–	–
ector's report (Students of 2nd year only)	–	–	–	–	–	1	–	1	–	3	–	–	–	1

Cullham (Male) Training College.

First Year { 18 Candidates. / 5 Certificates. } Second Year { 8 Candidates. / 6 Certificates. }

gious knowledge	1	–	4	5	4	3	6	–	2	–	1	–	–	–
rgy and Church history	–	–	3	3	6	5	7	–	1	–	–	–	1	–
nmar	–	–	2	3	1	2	13	3	2	–	–	–	–	–
ory	–	–	3	2	6	2	5	4	2	–	–	–	2	–
raphy	–	–	1	3	3	5	7	–	–	–	7	–	–	–
hmetic	–	–	2	–	12	–	4	–	–	–	–	–	–	–
id (Students of 1st year only)	1	–	5	–	6	–	–	–	–	–	3	–	3	–
bra (Students of 1st year only)	–	–	1	–	5	–	2	–	6	–	2	–	2	–
strial mechanics (Students of 1st year only)	–	–	2	–	3	–	10	–	1	–	1	–	1	–
ical science (Students of 2nd year only)	–	–	–	–	–	4	–	4	–	–	–	–	–	–
er mathematics (Students of 2nd year only)	–	–	–	1	–	2	–	3	–	2	–	–	–	–
rithmic arithmetic (Students of 2nd year only)	–	–	–	3	–	2	–	2	–	1	–	–	–	–
c	–	–	3	–	9	6	3	2	–	–	1	–	2	–
ving	–	–	1	4	13	4	4	–	–	–	–	–	–	–
ol management	–	–	1	–	8	3	7	4	1	1	1	–	–	–
	–	–	–	–	1	–	–	–	1	–	–	–	–	–
ing	–	–	–	–	–	16	3	2	5	–	–	–	–	–
ng	–	–	18	8	–	–	–	–	–	–	–	–	–	–
anship	–	–	–	–	13	6	5	2	–	–	–	–	–	–
ctor's report (Students of 2nd year only)	–	–	–	2	–	4	–	1	–	1	–	–	–	–

Durham Training College.

First Year { 20 Candidates. / 13 Certificates. } Second Year { 7 Candidates. / 7 Certificates. }

ous knowledge	5	–	8	5	5	2	2	–	–	–	–	–	–	–
h history	1	–	6	3	12	4	1	–	–	–	–	–	–	–
mar	1	–	8	4	6	3	4	–	1	–	–	–	–	–
aphy	–	1	3	1	11	5	5	–	–	–	1	–	–	–
y	–	4	2	1	12	2	5	–	1	–	–	–	–	–
metic	–	–	10	–	9	–	1	–	–	–	–	–	–	–
(Students of 1st year only)	–	–	6	–	10	–	3	–	1	–	–	–	–	–
ra (Students of 1st year only)	1	–	4	–	8	–	3	4	–	–	–	–	–	–
trial mechanics (Students of 1st year only)	–	–	4	–	2	–	9	–	–	–	–	–	3	–
al science (Students of 2nd year only)	–	–	–	2	–	4	–	1	–	–	–	–	–	–
r mathematics (Students of 2nd year only)	–	–	–	3	–	–	–	1	–	2	–	1	–	–
ithmic arithmetic (Students of 2nd year only)	–	–	–	3	–	3	–	1	–	–	–	–	–	–
music	–	–	8	–	4	5	4	2	2	–	2	–	–	–
ng	–	1	–	4	2	1	13	1	4	–	–	–	1	–
g	–	–	4	1	10	5	5	1	1	–	–	–	–	–
g	–	–	20	7	–	–	–	–	–	–	–	–	–	–
anship	–	–	–	1	18	4	2	2	–	–	–	–	–	–
tor's report (Students of 2nd year only)	–	–	–	2	–	4	–	1	–	–	–	–	–	–
management	–	–	1	3	16	4	3	–	–	–	–	–	–	–

Exeter (Male) Training College.

First Year { 12 Candidates. 3 Certificates. Second Year { 13 Candidates. 8 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted	
	No.		No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	–	–	1	9	5	3	4	1	2	–	–	–	–	–
Liturgy and Church history	–	–	2	4	8	8	2	–	–	–	–	1	–	–
Grammar	–	–	1	2	5	8	2	3	2	–	2	–	–	–
History	–	–	–	6	3	3	3	2	5	1	1	1	–	–
Geography	–	–	–	1	1	6	9	5	–	1	2	–	–	–
Arithmetic	–	–	3	–	1	–	6	–	–	–	–	–	–	–
Euclid (Students of 1st year only)	–	–	7	–	1	–	2	–	–	–	2	–	–	–
Algebra (Students of 1st year only)	–	–	–	–	6	–	1	–	1	–	4	–	–	–
Industrial mechanics (Students of 1st year only)	–	–	–	–	1	–	2	–	2	–	–	–	–	–
Physical science (Students of 2nd year only)	–	–	–	1	–	7	–	3	–	1	–	–	–	–
Higher mathematics (Students of 2nd year only)	–	–	–	2	–	4	–	4	–	2	–	1	–	–
Logarithmic arithmetic (Students of 2nd year only)	–	2	–	1	–	4	–	2	–	3	–	–	–	–
Vocal music	–	–	–	5	4	2	5	6	–	–	3	–	–	–
Drawing	–	1	–	4	10	7	2	1	–	–	–	–	–	–
School management	–	–	–	2	8	7	–	4	4	–	–	–	–	–
Reading	–	–	7	7	3	5	1	1	1	–	–	–	–	–
Spelling	–	–	10	13	2	–	–	–	–	–	–	–	–	–
Penmanship	–	–	–	–	–	5	–	8	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	–	–	7	–	2	–	4	–	–	–	–	–	–

Highbury (Male) Training College.

First Year { 32 Candidates. 27 Certificates. Second Year { 20 Candidates. 18 Certificates.

Religious knowledge	6	–	18	10	8	10	–	–	–	–	–	–	–	–
Liturgy and Church history	–	–	8	7	18	11	5	2	–	–	–	–	1	–
Grammar and English literature	–	–	13	8	15	8	4	4	–	–	–	–	–	–
History	–	3	6	11	20	4	5	2	1	–	–	–	–	–
Geography and popular astronomy	–	–	–	3	11	11	19	5	–	1	2	–	–	–
Arithmetic and book-keeping	7	–	18	–	7	–	–	–	–	–	–	–	–	–
Euclid (Students of 1st year only)	3	–	20	–	8	–	–	–	–	–	–	–	1	–
Algebra (Students of 1st year only)	1	–	3	–	11	–	17	–	–	–	–	–	–	–
Industrial mechanics (Students of 1st year only)	–	–	5	–	14	–	12	–	1	–	–	–	–	–
Physical science (Students of 2nd year only)	–	–	–	9	–	10	–	1	–	–	–	–	–	–
Higher mathematics (Students of 2nd year only)	–	1	–	5	–	12	–	1	–	1	–	–	–	–
Logarithmic arithmetic (Students of 2nd year only)	–	1	–	6	–	9	–	2	–	2	–	–	–	–
Vocal music	1	1	16	3	8	13	6	3	–	–	–	–	1	–
Drawing	–	1	5	8	16	8	8	3	3	–	–	–	–	–
School management	–	–	–	9	30	7	–	4	1	–	–	–	1	–
Reading	–	–	5	8	26	10	1	2	–	–	–	–	–	–
Spelling	–	–	32	20	–	–	–	–	–	–	–	–	–	–
Penmanship	–	–	1	2	30	11	–	7	–	–	–	–	1	–
Inspector's report (Students of 2nd year only)	–	1	–	9	–	8	–	2	–	–	–	–	–	–

Saltley (Male) Training College.

First Year { 8 Candidates. 7 Certificates. Second Year { 14 Candidates. 11 Certificates.

Religious knowledge	2	–	2	–	4	10	–	3	–	–	–	–	–	–
Liturgy and Church history	–	–	–	1	8	9	–	3	–	–	–	–	–	–
Grammar	–	–	6	4	–	5	1	3	–	1	1	1	–	–
History	–	–	3	4	3	8	2	1	–	–	–	–	–	–
Geography	–	–	1	2	3	9	4	2	–	–	–	–	–	–
Arithmetic	–	–	6	–	2	–	–	–	–	–	–	–	–	–
Euclid (Students of 1st year only)	–	–	6	–	2	–	–	–	–	–	–	–	–	–
Algebra (Students of 1st year only)	–	–	–	–	6	–	2	–	–	–	–	–	–	–
Industrial mechanics (Students of 1st year only)	–	–	–	–	2	–	6	–	–	–	–	–	–	–
Physical science (Students of 2nd year only)	–	–	–	3	–	8	–	2	–	–	–	–	–	–
Higher mathematics (Students of 2nd year only)	–	–	–	–	–	6	–	4	–	3	–	–	–	–
Logarithmic arithmetic (Students of 2nd year only)	–	2	–	3	–	3	–	4	–	1	–	–	–	–
Vocal music	–	–	–	–	2	7	6	4	–	1	–	1	–	–
Drawing	–	2	–	3	6	7	2	1	–	–	–	–	–	–
School management	–	–	–	1	7	11	–	2	–	–	–	–	–	–
Reading	–	–	–	3	4	8	1	–	–	–	–	–	–	–
Spelling	–	–	–	8	13	–	–	–	–	–	–	–	–	–
Penmanship	–	–	–	–	–	1	–	4	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	–	–	5	–	9	–	2	–	–	–	–	–	–

Winchester (Male) Training College.

First Year { 8 Candidates. / 4 Certificates.

Second Year { 5 Candidates. / 5 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	No.		No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
ious knowledge	–	–	4	–	3	5	1	–	–	–	–	–	–	–
gy and Church history	–	–	–	–	6	3	2	2	–	–	–	–	–	–
mar	–	–	4	1	2	3	2	1	–	–	–	–	–	–
ry	–	–	–	1	4	3	4	1	–	–	–	–	–	–
raphy	–	–	–	–	1	5	7	–	–	–	–	–	–	–
metic	–	–	3	–	5	–	–	–	–	–	–	–	–	–
d (Students of 1st year only)	–	–	5	–	1	–	1	–	1	–	–	–	–	–
ra (Students of 1st year only)	–	–	2	–	4	–	2	–	–	–	–	–	–	–
trial mechanics (Students of 1st year only)	–	–	2	–	2	–	4	–	–	–	–	–	–	–
cal science (Students of 2nd year only)	–	–	–	–	–	5	–	–	–	–	–	–	–	–
er mathematics (Students of 2nd year only)	–	–	–	2	–	2	–	1	–	–	–	–	–	–
ithmic arithmetic (Students of 2nd year only)	–	–	1	–	–	3	1	1	–	–	–	–	–	–
music	–	–	–	–	3	3	3	2	4	–	1	–	–	–
ing	–	–	–	–	7	4	4	1	2	–	1	–	–	–
l management	–	–	4	3	4	2	–	–	1	–	–	–	–	–
ng	–	–	7	5	–	–	–	–	4	–	–	–	–	–
ig	–	–	–	1	–	–	–	–	–	–	–	–	–	–
anship	–	–	–	–	–	5	–	–	–	–	–	–	–	–
tor's report (Students of 2nd year only)	–	–	–	–	–	–	–	–	–	–	–	–	–	–

York and Ripon Training College.

First Year { 22 Candidates. / 13 Certificates.

Second Year { 10 Candidates. / 8 Certificates.

ous knowledge	2	–	7	1	10	8	3	1	–	–	–	–	–	–
y and Church history	–	–	4	–	13	8	5	2	–	–	–	–	–	–
nar	–	–	4	3	13	6	4	1	1	–	–	–	–	–
y	–	–	6	3	11	4	2	3	3	–	–	–	–	–
aphy	–	–	1	1	7	4	10	4	–	1	4	–	–	–
netic	–	–	9	–	10	–	3	–	–	–	–	–	–	–
(Students of 1st year only)	–	–	11	–	6	1	2	–	3	–	–	–	–	–
a (Students of 1st year only)	–	–	–	–	8	–	4	–	4	–	–	–	6	–
rial mechanics (Students of 1st year only)	–	–	–	–	7	–	5	–	4	–	2	–	4	–
al science (Students of 2nd year only)	–	–	–	–	–	2	–	6	–	2	–	–	–	–
mathematics (Students of 2nd year only)	–	–	–	–	–	1	–	3	–	5	–	–	1	–
thmic arithmetic (Students of 2nd year only)	–	–	–	3	–	4	–	2	–	1	–	–	–	–
music	–	–	–	–	7	2	9	2	4	2	2	4	–	–
ig	–	–	1	2	12	5	5	3	2	–	2	–	–	–
management	–	–	1	1	17	5	2	2	2	2	–	–	–	–
–	–	–	–	–	3	–	2	–	1	–	–	–	–	–
g	–	–	9	1	8	3	5	6	–	–	–	–	–	–
g	–	–	21	10	–	–	–	–	–	–	–	–	–	–
nship	–	–	–	2	–	6	–	2	–	–	–	–	–	–
or's report (Students of 2nd year only)	–	1	–	1	–	5	–	2	–	–	–	–	–	1

REPORT *on the* CHURCH OF ENGLAND TRAINING COLLEGES *for* SCHOOLMISTRESSES, *by Her Majesty's Inspector of Schools, the* Rev. F. C. COOK, M.A.;—*for the Year* 1856.

MY LORDS, March 1857.

THE condition of the training colleges for female teachers has not undergone any material change since I presented my last report. These institutions are in a steady and progressive state of improvement. The demand for trained teachers is unabated, and so far from finding any difficulty in obtaining situations, nearly all managers agree in asserting that the supply still falls far short of the annual demand. The organization is becoming more complete and efficient. The results of the last examinations prove that the intellectual training is generally in a satisfactory state, and in some instances that it has reached quite as high a standard as might reasonably be expected or desired. Considering the short time that has elapsed since the first training colleges were established, the entire novelty of the whole system, which had no precedent in this or in any other country, the misgivings so long entertained even by the most ardent friends of education as to the possibility of training a large number of young women for duties requiring so much energy and strength both of mind and body, as well as intelligence and soundness of moral principle, it is assuredly a matter of astonishment, as well as of just congratulation, that success, so generally recognized and established by unquestionable facts, has requited the exertions and justified the anticipations of those by whom these institutions were founded and are now conducted.

The external circumstances of the training colleges, so far as regards the number of the students at present in residence or already trained in them, is shown by the following table, which corresponds very nearly with that which I submitted to your Lordships in last year's report:—

	Accommodation for	In Residence Lady-day 1856.		Left between Lady-day 1855 and Lady-day 1856.		Admitted between Lady-day 1855 and Lady-day 1856.		Total Number trained since first Establishment.		Date of Establishment.
		Queen's Scholars.	Other Students.	Queen's Scholars.	Other Students.	Queen's Scholars.	Other Students.	Queen's Scholars.	Other Students.	
Bishop's Stortford -	60	12	30	16	5	—	18	27	11	1852
Brighton - - -	40	3	27	3	9	—	15	3	83	1842
Bristol and Gloucester	75	4	24	5	6	2	19	5	11	1853
Cheltenham - -	59	45	14	28	14	18	7	48	230	1847
Derby - - -	40	11	28	13	7	3	17	25	30	1851
Home and Colonial -	191	36	100	27	81	28	66	106	2,642	1836
Norwich - - -	40	7	7	4	4	6	5	14	11	1853
Salisbury - - -	56	8	45	17	16	5	30	41	270	1847
Warrington - -	84	22	51	16	13	23	34	62	293	1844
Whitelands - -	110	94	11	40	11	55	3	120	311	1841
York and Ripon -	28	11	9	10	13	8	11	14	97	1846
Total -	783	253	346	179	176	148	222	465	3,989	

Comparing these results with those recorded last year, I find:—

1. An increase in the accommodation, 767 to 783. This is owing chiefly to the addition of dormitories at Whitelands and at the Home and Colonial institution. At present one new institution is nearly completed at Durham, which will receive 30; another is projected at Truro, which is intended for a like number. When these institutions are full, which will probably be the case in a few years, supposing that the students generally remain two years in training, the annual supply will exceed 400. Last year 355 were sent forth.

2. I observe with regret a decrease in the number of Queen's scholars from 290 to 253. The training schools at Bishop's Stortford and Brighton had no Queen's scholars; Derby, Cheltenham, and Bristol and Gloucester, had 16 less than in the preceding year. The other institutions had a small increase, and Whitelands admitted 55, being an increase of 19.

Subjects of report.

In this report I propose to record the observations made by myself and my colleagues, the Inspectors of the districts in which the several training colleges are situate, upon the following points:—1. Their organization, with especial reference to the number, duties, and character of the officers. 2. The moral and religious influences by which the feelings, principles, and habits of the students are moulded and developed. 3. The circumstances which affect their bodily health and strength. 4. Their opportunities of acquiring a thorough and practical knowledge of their professional duties. 5. The course of instruction and proficiency of the students. 6. The financial circumstances and prospects of the training schools.

Organization of training colleges.

1. In last year's report I entered at some length upon the most prominent considerations which affect the efficiency of

the organization of training colleges. I have since had many occasions to discuss those points, and to ascertain the opinions of local managers. The subject is of so much importance that I feel myself justified in repeating some observations and adding some facts which may serve to illustrate and sustain them. There is no point upon which I entertain a stronger conviction than that the position of the superintendent should be one that may make her authority paramount in all matters of internal discipline and administration. In large institutions it is desirable that a general control over the education, the mental and professional training, should be exercised by the clerical secretary, who is the natural and best medium of communication with the board of management and with all correspondents. In that case the best arrangement is undoubtedly that which has long been tried and found to be most successful at Whitelands, where the chaplain and superintendent carry on their several departments in perfect harmony, and where the duties and authority attached to each department are accurately adjusted. The same principle has been adopted at Bristol, and with some modifications in other large training colleges. When, however, the institution is not large enough to require independent officers occupying these two positions, I entertain not the least doubt that the whole weight of authority should be assigned to the superintendent. The question has often arisen, and, when a change occurs, is often likely to arise again, whether the chief governess or the superintendent should be regarded as the principal officer, whether they may act as co-ordinates, or whether they should equally be subordinated to an acting committee of management? I believe that most managers are now inclined to adopt the view which the observations of the last few years have fixed upon my own mind, that there is but one safe solution of the difficulty. The governess cannot attend to her special duties of acquiring and communicating knowledge and at the same time exercise an efficient and unceasing control over the personal conduct of the students; her duties occupy all the time not absolutely required for rest and recreation; they are scarcely compatible with the stress upon the moral feelings and the sense of responsibility inseparable from the charge of household discipline. It is possible that young women accustomed to look up to their governess as their principal mistress may be stimulated to mental exertion and obtain a comparatively great success at any competitive examination; but the paramount object of training is to mould the character into accordance with those principles which regulate the lives of good mothers of families, to give a thoroughly practical tone to their habits and thoughts, and that object can scarcely be attained excepting in

establishments where the person charged with the household management and moral discipline is recognized as the true head.

Establishment of teachers required for training.

With reference to the organization of the teaching power, my chief object this year has been to ascertain what number of officers are practically required to do the work efficiently and with ease. Liberality in the appointment and remuneration of teachers is the only wise policy. On the mere ground of economy it is indispensable that a sufficient number of teachers should be appointed. Most of the failures at the Christmas examination, and therefore most of the losses of annual grants, are caused by defects in written papers, attributable to the want of careful revision of written exercises during the period of training. Unless there are sufficient lecturers to teach each subject thoroughly, and sufficient governesses to see that the work is thoroughly got up, no amount of ability or exertions will secure satisfactory results. From various circumstances which came under my notice of late, I have become convinced that the proportion of governesses ought to be increased in some institutions. Where the number is not a good deal above what was formerly regarded as sufficient, very serious consequences have ensued. I have sometimes found the health of earnest and able teachers undermined, a general condition of nervous excitement pervading the institution, and a series of distressing struggles and failures occurring just when great success was anticipated; and on close inquiry I have ascertained that the whole time of the teachers was absorbed in their daily work, in giving and preparing lectures, and in revising the papers of the students. In more than one institution, last year, I brought the subject formally under the notice of the managers, and in every instance satisfied them that, in justice to their teachers and students, and with due regard to the financial circumstances as well as the general efficiency of their establishment, they ought to engage at least one additional teacher without any delay.

Governesses.

As a general rule, I am satisfied that it is expedient to increase the number of governesses, rather than to introduce more male lecturers. It may certainly, at present, be easier to find men who can teach grammar, arithmetic, and give able lectures; but the supply of well-educated young women from the training colleges is continually increasing, and I have not heard any lectures on method, on English history, or on grammar more thoroughly adapted to the requirements and capacities of students than those given by the governesses at Whitelands, the Home and Colonial School Society's, Salisbury, Derby, Warrington, Cheltenham, and Brighton. For my own part I feel that a very considerable superiority in attainment

on the part of a male professor would scarcely compensate for the diminution of womanly influence pervading the whole institution. A girl's habits and tone of mind are influenced to an extent which can scarcely be appreciated by the preceptor under whom she is placed at the dawn of womanhood. She is to be a teacher of girls. The formation of womanly habits is the first great object of all her training. Every lesson which she receives from a good governess gives a more feminine tendency to her mind. It is an encouragement to her to see how thoroughly the subjects she has to learn can be mastered by a woman's mind. It moves her to a rational emulation. She listens to a master with a feeling of admiration, derives undoubtedly great benefit in an intellectual point of view from such lectures, as I have often described in former reports; but he is not and cannot be, properly speaking, a model which she can safely imitate. What is becoming in the male professor might be almost unpleasing in a young woman. I have sometimes remarked that a masculine tone has been caught, or that an artificial manner has been produced in the attempt to imitate the lesson even of an able and intelligent preceptor. The following points appear to me to be most essential in the present circumstances:—

1. In every institution an accurate account should be kept of the duties of each governess; the number of hours occupied daily in giving lessons and correcting exercises, and in other ways conducting or superintending the education of students. The managers should not be satisfied unless it is clearly proved that she has ample time to do all those duties leisurely and thoroughly, and also to take needful rest and recreation, and also that she has sufficient opportunities of acquiring information and collecting materials for her daily lectures.

2. Since the position even of the chief governess, for reasons already adduced, is not and ought not to be superior to that of the superintendent, or independent of her authority, it is most important that everything should be done to make her thoroughly at ease, to free her from needless anxiety, and to treat her with due consideration. Her salary ought to be liberal, her apartments commodious and well-furnished, and her liberty as great as may be compatible with the orderly working of the institution. She should be saved as much as possible from interference on the part of the superintendent, and the limits of her authority over the students should be clearly understood and subject to no infringement. Unless these principles be carefully kept in view, there, is a great probability of open dissension or secret heartburnings between her and the superintendent, and results highly detrimental to the best interests of the institution are not unlikely to ensue.

3. I have long been of opinion that the governesses ought to form a distinct class. At present they are precisely on the same footing as other certificated teachers. They receive the same augmentation of salary on the same conditions with reference to their payment by the managers. I believe that it would be advisable to attach some peculiar advantages to the office. If the maximum of augmentation were raised to 30*l.*, and the minimum in proportion, I believe that it would act most beneficially. At present I do not find that first-class students always look upon the situation of a governess as the most advantageous which they can obtain. They may, of course, be actuated partly by the desire of greater freedom as schoolmistresses; but the chief cause of their disinclination is that they do not see that this position is, as it ought to be, one of marked and unquestionable superiority. The honorary distinction of a separate class, combined with some increase of augmentation, would, at least, lead to the recognition of this fact, and give managers greater power in the selection. I would not, as at present advised, attach any condition of special examination for admission to this class; but I would recommend that an application should be made by the managers after a probation of at least one year, and that the ability of the governess should be specially reported on by the Normal College and District Inspectors. Such a rule would compensate the female training colleges for their practical exclusion from the benefits of the Minute attaching considerable pecuniary advantages to professorships; a system which, as may appear from the foregoing observations, is not, in my opinion, either necessary or desirable in the generality of these institutions.

Chaplains.

My observations as to the expediency of increasing the number and influence of the governesses, in preference to introducing more male lecturers are, of course, not intended to apply to the chaplains. The relations between a clergyman and his people, male and female, are natural, permanent, and thoroughly understood. They will continue throughout the life of a schoolmistress. They will prepare her for the duties of her position, wherever she may be placed. I have, indeed, good reason to know that, in institutions where the funds have not enabled the managers to secure the services of a chaplain, the religious instruction has been admirably conducted by the superintendents and governesses; but it is not advisable to make such an arrangement, excepting in cases of necessity. Even where a fair allowance cannot be made to a chaplain, it generally happens that the work is undertaken almost or quite gratuitously. In fact, some institutions at present have the advantage of most able and watchful superintendence by clergymen, who are most inadequately paid, or

who receive but a nominal remuneration for their labours. It is, moreover, in my opinion, a good plan for the chaplain to undertake the duties of secretary and general superintendent, and, provided that he has leisure, and is practically conversant with educational matters, to hear and criticise the lessons of the students.

Religious and moral training.

2. The religious and moral influences of the present system upon the character and habits of the students must always constitute too important a subject for consideration to be passed over with a slight and cursory notice in any general report. I have, however, little to add to the very full remarks which I had occasion to make last year. I have reason to believe that the apprehensions once entertained by no small number of the best friends of education are nearly, if not altogether, removed. It has not been found that the tendency of the training colleges is to foster self-conceit. The students most remarkable for mental attainments are generally among those upon whose firmness of moral principle, and clear perception of right and wrong, most reliance is placed by the principals. It has, most undoubtedly, been the especial and paramount object of all those by whose exertions these institutions have been established and by whose liberality they are maintained, to train a race of intelligent and well-informed young women in habits that will make them trustworthy agents in the great work of raising the character and improving the moral and religious condition of the working classes. I do not believe that any one influential person connected with these institutions has allowed any other object to interfere with this. The intellectual, even the professional training, is invariably represented, and, I am quite convinced, is also invariably felt to be valuable only so far as it conduces to this result. These views of the founders and managers are entirely adopted by the persons who are especially responsible for the accomplishment of the work. The chaplain and the superintendent represent to the students and effectually impress the great principles of religious discipline and domestic order; an effect, as I have already had occasion to observe, enforced by the subordination of all other officers who are chiefly occupied with their instruction. I do not mean to say that more may not be done to promote this tendency. There is certainly much difference between training institutions as regards the habits of the students. In some instances there is a peculiarly quiet and unaffected tone pervading the establishment. The girls are remarkably devoid of affectation and pretension, their dress is simple and becoming, and there is reason to believe that they will instinctively refrain from those habits which, if not in themselves morally wrong, are

noticed as indications of bad taste and forwardness by school managers. But I can safely affirm that in no one training school are the gross faults of affectation, dress unsuited to their station, self-conceit, and presumption consciously tolerated. The superintendents are especially aware of the mischief and danger of such tendencies, and spare no pains to correct them.

Domestic training.

I am of opinion that more may be done generally to improve the domestic training. In some few institutions nothing is even attempted; in others little time and attention are given to the matter. In those where most is done, it is questionable whether all the students do acquire clear notions of housekeeping; whether they will all be able to manage their own domestic affairs with prudence and good sense; whether they will teach the principles of household economy with much practical effect in their schools, and train their pupil-teachers to be good managers. The value of the training which would secure such results cannot be overrated. While, however, it is a subject to which public attention is fully awakened, and upon which the strongest opinions are entertained by persons of high rank and commanding influence, I feel bound to express my belief that it has not yet found its right place in our system of female training. More time ought to be given to the work. The arrangements for learning every kind of domestic work ought to be as complete in every institution as they are now in a few only. There may be some difficulty in adjusting the time table, and in providing a sufficient variety of occupations, and bringing all details of housekeeping under the notice of the students, in superintending them when so employed, and combining rational explanations with practical instruction; but such difficulties ought to be met and overcome at any cost of time, trouble, or expense. I regret that the suggestions upon these points which I offered in last year's report, though generally approved by managers and superintendents, have not been adopted, excepting at the Home and Colonial institution. I am almost disposed to think that it may be necessary to introduce some modification into the system of examination, if after some further trial it is found that teachers trained in these institutions are generally deficient in the essential qualification of domestic skill.

Needlework

With regard to needlework, I have to report favourably upon the general progress. It was formerly a common matter of complaint that little attention seemed to be paid to this part of a teacher's work; but the system, which was adopted some years since on my recommendation, has given general satisfaction. The students are all aware that their work will be examined carefully by professional needlewomen, and that their places on the class list will be materially affected by

their success or failure. This year I introduced a plan suggested by Miss Burdett Coutts. In addition to specimens of every kind of plain work, each student cut out in paper a model of some portion of dress, such as she would have to prepare in school. These models were afterwards examined and marked. Several of them were excellent, but the differences were greater than in ordinary sewing. I am informed that this addition to the examination is much liked by the superintendents, and will probably have a good effect upon the students.

General character of present course of training.

I cannot dismiss the general subject to which these remarks on such truly feminine qualifications are appended, without stating once more my strong conviction that the religious and moral training is in all these institutions of a really practical and efficient character. What young women in this, or in any other country, have, as a class, had such advantages? Nearly all of them were selected at a very early age as intelligent and well-disposed children; from year to year during the period of their school life and apprenticeship they have received regular certificates of good conduct in and out of school; they have been educated by teachers possessing the full confidence of the most earnest promoters of religious improvement; they have not been withdrawn from those domestic influences for which no system of common education can ever compensate; but they have, for the most part, passed all the years of childhood and youth in the bosom of their own families, and, after such a period of trial and probation as very few indeed have passed through, at the critical time of their transition to womanhood they are placed in institutions where the development of their higher mental faculties is carefully blended with sound instruction in religious principles, and the inculcation of all habits that characterize a Christian woman.

Health of students.

3. The next subject which I have to discuss is very nearly connected with these considerations. It is a very grave question, secondary only in importance to that of the spiritual and moral condition of the students, whether their employments are such as may either promote, or at any rate not interfere with their physical development—whether they are likely to be healthy, strong in body, active and energetic in habits, physically as well as mentally qualified to discharge their onerous duties with success. There is certainly an impression, that both during their apprenticeship and the period of their training their minds are overworked, that they have not sufficient time and opportunities for exercise and recreation, and that their bodily health has suffered and now suffers in consequence. These questions have been present to my mind at the inspection of every training

school. I never forget that all other objects, all mental attainments, all professional ability, all, save and except the formation of a religious character, are subordinate to this. If there is not time to train and educate them without infringing upon the time required for exercise and rest, their education and training should be modified. Some subjects, whatever may be their intrinsic value, must be discarded. At whatever cost time *must be found for this.* This feeling, as might be expected, is also generally entertained by committees of management, by the superintendents and chaplains, and is never appealed to ineffectually by the medical attendants, whose presence at the annual conferences I always welcome, and would, if authorized by your Lordships, explicitly invite. Is the impression a just one? Is it sustained by facts? Is it a mere inference from the apparent difficulty and extent of the annual examination, or from a few exceptional cases of weakly organized and unhealthy individuals, whose failure has excited the sympathy and apprehensions of their friends and patrons? I will endeavour to answer these questions fairly. In the first place it must be remarked, that most of the external conditions of health are found in the training colleges. The rooms in which the students take their meals, learn their lessons, and sleep, are spacious, well ventilated, and sufficiently warmed. To nearly all the colleges a piece of ground is attached, in which they can take exercise and enjoy some recreation. Their diet is plain, abundant, and carefully regulated with reference to their age and habits. They rise early, and retire to rest at a fixed hour, after which they cannot have any light. The portion of time allotted for lectures, private study, meals, exercise in and out of doors, domestic work, &c., is accurately determined, and at regular periods brought under the consideration of the committees of management. It forms a prominent subject of discussion at the annual conferences with the Inspectors. If we reflect on the causes which so often impair the health of students, we cannot but be aware that late hours, irregular habits, and sedentary occupations, are far more injurious than the mental excitement which, to a certain extent, is inevitable, when the prospects of after life are so materially affected by success or failure. The whole of these causes, except the last, are entirely removed in the case of these young women. I cannot but think that, when the regulations so carefully made are duly observed, when the superintendent exercises a proper authority and prevents the governesses from imposing more work, or exacting more exercises than can be produced by the students within the time daily allotted for intellectual culture, the health of students upon the whole ought to

be at least equal to that of any class of young women in the country. This, indeed, I have ascertained, is really the case in the large metropolitan institutions, which of course are not in more advantageous circumstances than those in the country. The medical attendant at Whitelands expresses his astonishment at the small number of cases of bodily disease, and states that the per-centage of even slight complaints falls far below the average to which young women between nineteen and twenty-one are elsewhere liable. The students are really in the enjoyment of a high state of bodily health and strength. The impression, however, does exist that failures of health are not uncommon, and that they are attributable to the system. I believe that this is simply because a few cases occurring at intervals in various parts of the country excite a good deal of attention. When a young girl, who has won the affection and esteem of the leading persons in a parish, returns home with shattered health and finds an early grave, it is natural to attribute the calamity to the system under which the seeds of disease have been fully developed. But inquiries have convinced me that, in nearly every such case, the constitution had been seriously, even irretrievably, injured before the date of entrance. Parents and friends are sanguine, and medical attendants far from being sufficiently scrupulous in signing certificates of health. Of course, a young woman whose lungs are affected, or whose constitution is undermined, is not likely to go through the period of training, or afterwards to take charge of a school, without breaking down. The only remedy is a searching, and even a severe, inquiry on the part of the colleges, and a rigorous determination to refuse any doubtful cases, or to send away any young person whose strength is found to be unequal to the duties of her position.

Practical training.

4. Next in importance to these subjects is the practical training in the art of teaching. This has always formed so prominent a feature of my reports, that I should not feel it necessary to say much this year, had I not reason to apprehend that justice is scarcely done to the managers and professors. It seems to be admitted, that the theoretical instruction in the art of teaching has been much improved, and is now, generally speaking, very good. It certainly is the case. Considering that the whole subject of elementary instruction on scientific principles is entirely new, that the normal schools for mistresses had no precedents whatever for their guidance, and that no English works of any authority had been written on the subject, it is a matter of surprise that the lectures prepared by the teachers of method in all the training colleges should be so complete and systematic. My colleagues, who

always hear some of the lessons and examine the course of instruction, have concurred generally in this opinion. So far as this part of the work is concerned, I feel myself justified in asserting, that the system has already achieved a great success.

Organization of practising and model schools.

The practical teaching, however, depends mainly upon the organization of the work done in the model and practising schools. Each student ought, of course, to know how to arrange a school-room, to distribute the teaching power, to allot the right proportion of time to every subject of instruction, to be conversant with the best method of teaching every subject, and to have the art of governing and influencing children. All this she should know, not merely as a science, but, as an art. She should not only know how and why it is done; she should be able to do it. The question is—how far all this is practicable, and how far what is practicable is effected or attempted. I believe that it is practicable to acertain extent where there is a good practising school; to a still greater exent where there is also a good model school accessible to the students. Nearly all that I have here described can be done, provided that the lecture lessons are carefully prepared so as to explain the work done in the schools, and that the schools are so organized and conducted as to illustrate and exemplify the principles on which the lectures are based. Taking the two metropolitan institutions as examples, to which other training-colleges more or less closely approximate, this result is attained in the following manner:—Each student observes a course of lessons in every elementary subject given by competent teachers; every step is described previously, and then worked out; the student prepares full notes of these lessons, which are afterwards revised by the teacher of method; when she has been thus tested as to her knowledge, she gives the lessons herself under the superintendence of the same teacher. The management of each class and each division of the school is thus experimentally as well as theoretically taught. The papers on school management, which I have revised for some years, my personal observations made carefully at every tour of inspection, as well as the reports of most of my colleagues, and of school managers generally, convince me that the system is the right one, and that, although very much remains to be done in order to bring it into full and practical operation, it is effecting considerable improvement. I am of opinion that the plan which I submitted to your Lordships, in my last report, ought to be acted upon without further delay. I think that the Inspector of each district should visit the practising schools in his district once a quarter, not to examine the children, but, to observe exactly the methods there employed, and to ascertain the progress of the students in this most

practical and important of all points connected with their professional training. There are, unfortunately, some institutions so situate that a sufficient number of children can scarcely be collected for doing all that is desirable, but with skilful regulations much can be done in all. It is, however, important that the limit of what is really practicable should be clearly perceived. Desirable as it might be, it is certainly not practicable to put students in charge of practising schools. These schools must be managed for them, and not by them. They may be, and in some training colleges they are employed in turn as assistants to the schoolmistress for a week or fortnight. They cannot, however, be entrusted with the actual charge either of the discipline or instruction. Such an attempt would be ruinous to any school. A succession even of thoroughly competent and experienced teachers holding the reins for a few weeks would be incompatible with good order and systematic teaching. This being the case, it is a fact, which it is useless to deny, and which it would be wrong to disguise, that, during the period of training, students cannot be put in a position in which their real character, their power to manage large masses of children, to control, instruct, and influence them, may be effectively exercised and thoroughly tested. We have several data to go upon. We can ascertain whether a student knows what she has to teach, whether she knows how her work is to be done. The managers can form a tolerably accurate estimate of her strength of will, soundness of moral principle, energy, and tact. When they use their opportunities of observing her with care, I do not believe that they are often deceived in their judgment. Still it may be the case sometimes, that a young woman of genial temperament and winning manner, may acquire a character while under the influence of an able teacher of method, which she may be unable to retain when brought into contact with the stern realities of life. It is no small matter for a young woman of twenty-one years of age to be placed single-handed in charge of some hundred girls. Managers ought to be very careful to sustain her authority. Visitors of the school should be very cautious in expressing an opinion of her powers ; and, although no timely advice or admonition should be withheld, comfort and encouragement are equally needed and equally due to one so circumstanced, so hardly tried, and sometimes so severely judged.

Progress of practising schools under inspection.

I am glad to be able to report this year that the proportion of time passed in the practising and model schools is considerably increased in most institutions. The practising schools are generally improved. Considerable additions have been made at Derby, and entirely new sets of buildings have been erected

for Whitelands and for the Home and Colonial institution. In some institutions there is still a great deficiency noted in my separate reports.

Examination on school management.

In the meantime the practical ability of the students can only be tested in two ways by the Inspectors. The answers to the examination papers on school management may be sufficient to show how far the candidates know what they have to do, are conversant with the best methods of teaching, and understand the principles on which those methods depend. I cannot admit that such answers as were sent in by many students are merely theoretical. The questions touched on very practical matters, and could not be well answered by any one who had not had many opportunities of watching school work, or had not made a good use of such opportunities. It requires no great discernment to distinguish between the answers of one who has merely crammed up a series of lessons, and repeats parrot-like the words which she has heard, and the genuine opinions expressed by one who has been in the habit of bringing her theories to the test of practical application. A well informed young woman who knew nothing, or very little, of the actual working of a school, might produce a paper indicating natural ability, but could not impose upon an examiner of any experience. Besides there is no reason to suspect the candidates of an intention to impose on the examiners. I generally find that they state fairly enough what they know from their own observation, and what they have learned by oral lectures. Most of them have passed several years, many of them nearly all their lives, in such schools as they will have to conduct hereafter. What most pupil-teachers want is just what they do get in a good training school,—lectures explaining clearly the principles which should guide them,—examples of good teaching under a great variety of circumstances,—the advice and suggestions of experienced governesses, and last, not least, the advantage of constant intercourse with girls educated like themselves in good national schools, and bringing with them much valuable information on all details of school-keeping. The Inspectors can further judge of the personal ability of the students by the lessons which they give to children in our presence. In former reports I have frequently had occasion to speak fully upon this subject. It is, however, important to state, that every year's experience confirms me in the belief that reliance may be placed upon our reports. I have heard some hundreds of lessons, most of them with one of my colleagues. We usually take full notes, and do not record an opinion on any point or on the total result without an entire concurrence. It might have been expected that some difficulty would occur in coming

to a common decision, but it is a fact, to which I attach very great importance, that, after carefully adjusting our general standard, we have not in one single instance this year felt any hesitation in fixing the total mark. Still more satisfactory is the fact, that, we scarcely ever find that there is any material discrepancy between the results of our observation and the estimate of the student's ability formed by the principals and teachers of method. We frequently request these officers to make out a list of the students, classified according to their ability in teaching. We almost invariably find that the highest and lowest marks coincide, and upon a minute inquiry can generally account for exceptional cases in the middle divisions. I have made a similar statement in former reports. I repeat it, because it meets a very prevalent and erroneous impression, that the results of observations made under circumstances so trying to the nervous system of young women, must necessarily be very fallacious. Had I found a real difficulty in forming a judgment or in reconciling that judgment with the opinions of my colleagues, and with the estimate of those who have full opportunities of observing the character of the candidates, I should certainly have felt it my duty to recommend the discontinuance of this part of the examination. As the facts now stand, I regard it as one of the most important and satisfactory results of annual inspection. While, however, I do believe that such lessons as we generally hear give an ample opportunity of observing the manner and estimating the abilities of candidates, I am still far from asserting that they are the best exercises for them, or that they ought to form the most prominent part of their professional training. I believe that there is in most institutions some danger lest the practice of giving collective lessons should be carried to excess. Unfortunately there is no other exercise, so far as I can judge, which would enable the Inspector to report upon so many essential points in a candidate's personal qualifications. Great care is required not to allow that consideration to weigh too much with managers in the distribution of time and the course of lessons. Collective lessons, even of the best kind, should form but a subordinate part of the school system. For infant schools, they are in some points peculiarly adapted, but even in them they are apt to degenerate into mere pretence, unless the mistress is a thoroughly earnest and practical teacher. For some portions of a boys' school they are indispensable; the elements of some important subjects cannot be well taught on any other system. But I become every year more convinced that they should be introduced very sparingly in girls' schools. Geography, history, domestic economy, supply good subjects for occasional lessons of this

kind. Religious impressions and principles are inculcated with great force by a good teacher addressing a gallery. The real progress, however, of the girls, and still more the formation of those habits which are most essential to their future welfare, depend upon the orderly working of the school and upon the minute and unwearied attention bestowed upon individuals. I have examined many good schools in which the teachers never attempted collective lessons; indeed they are scarcely used at all in the best schools under my inspection; but I do not find that satisfactory progress in any elementary subject is usually made when much time is spent upon the gallery. The special advantages claimed by the advocates of the system, the awakening of slow intelligences, the excitement connected with sympathy of numbers, the lively impression made by animated and persuasive eloquence, are not easily attained. They require special personal qualifications, in addition to special training in the teacher; and it is a question which I should not care to answer, whether there is not some risk that, if attained at all, it may be at the cost of some detriment to the simplicity and unaffectedness of the teacher's character, and of some tendency to display and over-excitement in her apprentices and even her young pupils. These observations do not apply to lessons given to small numbers of girls nearly in the same stage of mental development—to such lessons, for instance, as are generally given at the Home and Colonial training college.—They do apply, however, with peculiar force to the use, or rather to the abuse, of what is usually known as the elliptic method, which has of late years been introduced in several institutions, and in some is carried out to an extent which threatens to be seriously detrimental to the interests of education. I have felt it my duty to submit the following remarks to the managers of one training college of the highest character:—

"With regard to the instruction of students in the art of teaching, and especially in giving collective lessons, we have the following remarks to be submitted to the consideration of the committee:—

"The students, generally speaking, displayed a very fair acquaintance with the subject matter of the lessons, which were also, for the most part, judiciously selected, not beyond the capacity of the children, and calculated to interest and instruct them. The illustrations by objects, drawings, &c., were fair. The manner of the students was remarkably self-possessed, modest, and unassuming. It is evident that they had been carefully trained.

"We were, however, much struck by what we cannot but regard as a prevalent and characteristic defect, pervading nearly all the lessons, and most seriously affecting the value of a considerable number of them,

"We consider that the system, generally known as the elliptic method, is carried out to an extent which threatens to be really detrimental to the interests of education. The committee must be too well acquainted with this method, which affects, more or less, every lesson given in this institution, to require any description of it. But they may not, perhaps, be aware how very

materially it impairs the accuracy of these lessons—the waste of time which it causes—and the appearance of affectation which it produces. Our objections to the method, in the form which it actually assumes in this place, are twofold: firstly, touching the system itself, secondly, the way in which it is actually worked out.

"We have both heard some hundreds of lessons, each half an hour long, in various parts of England, and under all kinds of circumstances. The impression which was long since made on our minds by the lessons, in which this system is a leading, or marked characteristic, has been strengthened and confirmed by repeated observations, in which also we find that all our colleagues concur. Even when the method is carried out with talent by an energetic and genial teacher, the results are unsatisfactory. The children *appear* to be acquiring knowledge—to be brought into a state of intellectual activity—to be exercising the faculties of judgment, invention, and memory—and, [to use the technical term,] to be trained as well as instructed. But it is, after all, but an appearance—there is seldom, if ever, any reality in the matter—the children are guided by a sort of instinct, and show a really wonderful tact in catching indications of what the teacher expects them to say; but in ninety-nine cases out of a hundred, the word supplied by the class does not proceed from their own minds, is not the product of their own faculties, and is no indication of a mental process which has any educational value. We should be quite content to abide by the judgment of any careful observer taking the very ablest of the students—if not of the teachers—to exemplify the effects of a lesson thoroughly carried out on this method.

"But our objections are even more strongly directed against the practical abuses of the system. Many lessons which would have been good, if delivered simply and naturally, are seriously damaged by the attempt to introduce ellipses. We believe, that in nearly every case when we gave marks below good this year, it was chiefly owing to this cause. Several of the lessons were entirely spoiled. Our marks for the lessons, and those which we gave for the general appearance of ability of the candidates, were scarcely to be reconciled. Mr. —— and I took copious notes of every lesson. In a great number of cases, we both of us had these notes:—*Teacher*, modest, earnest, apparently intelligent and well-informed. *Lesson* of little practical use—much time wasted in unsuccessful attempts to elicit answers which she has no right to expect—children and teacher equally deceived as to what is really effected by the lesson.

"In such cases we gave the teacher the benefit of our joint opinion of her personal qualifications, but with a strong feeling that we ought to bring the subject formally under the consideration of the managers of this institution. We should feel that we somewhat exceeded the limits of our official duty, were we not fully convinced that all members of this committee will agree with the conclusion to which we have arrived, if they will take the trouble to hear some dozen lessons, taking full notes of the ellipses left by the teacher, and supplied by the children. Our immediate object, however, in bringing the question before you is, that you may decide upon the course to be pursued before our next inspection. If you consider that the method is one that ought to be continued, we shall listen to the lessons with every wish to judge the students according to their real merits, making due allowance for what we cannot but regard as defects inseparable from the system. If you decide otherwise, we shall find it less difficult and more satisfactory to report on the efficiency of the students, as well as on the value of the lessons which they may give."

I should not have made so strong a representation had I not ascertained that all the Inspectors who have had most experience coincided in the opinions here expressed. Those who think most favourably of this method consider that it can only

be efficient when the teacher combines great adroitness and somewhat of dramatic talent with the utmost simplicity, good taste, and self-possession; and that whenever failures occur the results are most unpleasant and injurious. Such qualifications, surely, are rare; we have scarcely the right to expect them under the most favourable circumstances. Without saying, therefore, that the method ought entirely to be discontinued, I do say very strongly that it should be used with the utmost caution, and carefully restricted to those lessons and to those portions of lessons in which the ablest professors find that it can be employed with least danger and with most effect.

Instruction of students.

5. I have few remarks to make upon the course of instruction which have not been submitted to your Lordships in previous reports. It is certainly somewhat disheartening to hear the same objections constantly repeated, with little or no reference to answers, which, I believe, have been quite satisfactory to all persons who have taken the circumstances of the training colleges into consideration. That the examinations are not too difficult, and that they are fairly adjusted, upon the whole, to the attainments of the students, is most satisfactorily proved by the general success of the candidates of the second year, by the small proportion of failures, and the large proportion of those who are placed high on the class lists. That the course of instruction does not include any superfluous subjects, nor omit any that are really desirable, may be fairly assumed. It is certain that no one committee of local managers has expressed a wish to introduce any new subject or to discard any one at present forming part of the course, although I never fail to bring the question before them in a formal manner at the annual conferences. It is, however, important to keep the following fact in mind, when any question is raised as to the tendency of the examinations to overtask the energies and excite the nervous system of candidates. The students can obtain marks for every subject, and by a fair general amount of attainment they can secure a satisfactory position in the class list. They can also omit any, indeed all the subjects about the necessity of which the slightest doubt exists, without incurring danger of failure, provided that they have a real and thorough knowledge of those subjects which every school manager holds to be indispensable for an efficient teacher. The only subjects in which failure involves the loss of a certificate are religious knowledge, arithmetic, school-management, practical skill in teaching, spelling, and correct English.

I proceed to consider the general results of the last Christmas examination.

163 candidates had completed the second year of their training.
Of these 52 were in the 1st class.
69 „ 2nd „
39 „ 3rd „
Only 3 failed altogether, and
Only 1 of these was in the training schools of the Church of England.

This result is most satisfactory, and as I shall presently show, it is to be attributed to the careful and successful instruction of the students in those subjects that are most important to the teachers of elementary schools.

Again:—

447 candidates had completed their first year of training.
Of these 31 were in the 1st class.
77 „ 2nd „
128 „ 3rd „
137 „ schedule.
74 failed.

The disparity between the two divisions was greater than in any former year.

The following summary shows the general results of the examination in each subject:—

EXPLANATION of MARKS.

E. Excellent, when all the students obtained the marks Fair, Good, or Excellent.
G. Good, when more than 80 per cent.
F. „ 50 to 80 „
M. „ 40 to 50 „
V.M. „ 20 to 40 „
Imp. „ under 20 „

CANDIDATES at the END of FIRST YEAR.

	Holy Scripture.	Catechism, &c.	Arithmetic.	Sewing.	Grammar.	History.	Geography.	Notes of Lesson.	Domestic Economy.	School Management.	Music.	Drawing.	Reading.	Spelling.	Penmanship.
Bishop's Stortford	M.	M.	F.	M.	F.	F.	F.	F.	V.M.	M.	F.	I.	E.	E.	F.
Brighton - -	M.	G.	F.	G.	G.	M.	F.	F.	Imp.	V.M.	V.Imp.	I.	E.	E.	F.
Bristol - - -	V.M.	F.	M.	M.	F.	V.Imp.	V.M.	M.	V.M.	M.	F.	O.	F.	E.	F.
Cheltenham - -	M.	F.	F.	V.Imp.	G.	F.	F.	V.F.	G.	M.	Imp.	I.	E.	G.	F.
Derby - - -	M.	F.	F.	G.	F.	V.M.	V.M.	F.	M.	M.	F.	I.	F.	E.	F.
Home and Colonial	F.	F.	G.	F.	G.	F.	F.	G.	F.	M.	F.	I.	G.	G.	F.
Norwich - -	G.	G.	F.	G.	G.	G.	G.	E.	G.	F.	V.M.	V.M.	E.	E.	F.
Salisbury - -	V.M.	F.	F.	M.	F.	F.	F.	V.M.	V.M.	Imp.	F.	V.Imp.	G.	G.	M.
Warrington - -	M.	F.	F.	M.	G.	G.	F.	M.	F.	M.	F.	O.	G.	G.	F.
Whitelands - -	G.	G.	G.	G.	G.	F.	F.	G.	G.	G.	F.	I.	G.	E.	F.
York and Ripon -	M.	G.	F.	G.	G.	F.	G.	F.	G.	M.	V.M.	V.Imp.	E.	E.	F.

CANDIDATES at the END of SECOND YEAR.

	Scripture.	Liturgy.	Arithmetic.	Sewing.	Grammar.	History.	Geography.	Essay.	Domestic Economy.	School Management.	Music.	Drawing.	Reading.	Spelling.	Penmanship.	Inspector's Report.
Bishop's Stortford	E.	F.	G.	F.	E.	E.	M.	G.	F.	G.	F.	V.I.	E.	E.	G.	E.
Brighton	E.	E.	E.	E.	F.	E.	F.	E.	E.	E.	O.	V.M.	E.	F.	E.	E.
Bristol	E.	E.	E.	F.	E.	E.	F.	E.	E.	E.	E.	F.	E.	E.	E.	E.
Cheltenham	E.	F.	G.	F.	E.	E.	G.	E.	G.	G.	F.	V.M.	G.	E	G.	G.
Derby	E.	G.	G.	V.F.	E.	G.	G.	G.	F.	E.	E.	F.	G.	E.	E.	G.
Home and Colonial	G.	F.	E.	F.	E.	E.	G.	G.	E.	G.	M.	F.	G.	E.	E.	E.
Norwich	E.	V.I.	E.	E.	E.	E.	E.	E.	E.	E.	E.	O.	E.	E.	E.	E.
Salisbury	G.	G.	E.	G.	E.	E.	G.	G.	G.	G.	E.	Imp.	E.	E.	E.	G.
Warrington	E.	G.	E.	Imp.	E.	G.	E.	G.	E.	G.	F.	Imp.	E.	E.	G.	E.
Whitelands	E.	G.	G.	F.	E.	G.	G.	G.	G.	G.	F.	F.	G.	E.	G.	G.
York and Ripon	E.	F.	F.	E.	E.	E.	E.	E.	E.	F.	V.M.	V.M.	E.	E.	E.	E.

Subject.	Marked Excellent, Good, or Fair.	With lower Marks.
Holy Scripture	97·83	2·17
Liturgy and Church History	77·64	21·74
Arithmetic	93·48	6·52
Grammar	100·	—
Geography	86·96	13·04
History	93·48	6·52
School Management	93·48	6·52
Essay	95·65	4·35
Domestic Economy	90·58	9·42
Needlework	63·77	36·23
Drawing	36·96	60·30
Music	63·77	36·23
Reading	97·83	21·7
Spelling	100·	—
Penmanship	95·65	4·35

From these tables it appears that nearly all the students of the *second year* passed a satisfactory examination in all elementary subjects. The only points in which a comparative weakness is noticeable are the Liturgy, in which I should have expected all to succeed; geography, and the essay, both of which imply considerable cultivation in successful candidates; industrial skill, in which the work to be done was somewhat more dif-

ficult than in previous years; in music and drawing, which, though most useful to a teacher, require much time and some special aptitude. On the other hand, nearly one-half of the *first-year* students produced very unsatisfactory papers on Holy Scripture, domestic economy, and English history. More than one-half sent in weak and ill-written papers on school-management. It seems, however, evident, that with due care and diligence, a very considerable proportion of those who were placed on the schedule, and even of those who failed, may obtain a fair place in the class list next Christmas. I draw this inference from the fact that scarcely any failed in spelling, and nearly all read fairly; that a large proportion passed well in Liturgy and English grammar, and that several of those who failed acquitted themselves fairly in arithmetic, industrial skill, notes of a lesson, and in geography.

The point which strikes me most forcibly in considering all the preceding questions in reference to the training of students is the undoubted superiority of those who have remained two years in these institutions. This superiority is indicated by the results of the examination; but is even more evident where other points of far higher importance than increased proficiency in knowledge are taken into consideration. The moral influences of the training college are but gradually brought to bear upon the character of the students. Superintendents are unanimous in asserting that a discernible improvement generally takes place towards the end of the first year, but that the real change, depending upon clear perception of principles, the formation of steady and practical habits, and the general remoulding of character, is for the most part effected in the course of the second year. After the first annual examination the mind seems to be relieved of a great pressure,—the student learns to look upon mental culture more distinctly as a preparation for future duties,—she gives her attention more willingly and more entirely to the practical work of the schools, and, in a word, makes the onward step which marks the transition from youth to womanhood. I believe it quite possible to accomplish one or other of the special works of a training college in a single year's training. With able officers the students may complete their own education, they may acquire clear notions of their special duties, or they may be practically trained as teachers in the model and practising schools. I do not believe that it is possible to accomplish all. One or other object must be sacrificed. The students must either give up lessons or school-work. Unfortunately it is their immediate interest to give up that which is by far the more important object; nor can any regulations, however carefully enforced, effectually counteract

a tendency so injurious to the cause of education. Success at the first examination necessarily depends mainly upon the proficiency of the candidates in subjects which can be tested by written papers. They know this. They know that they have not to give lessons before the Inspectors (Minutes of 1854–5, pp. 62–64); that we have not and cannot have any means of ascertaining what progress they are really making as teachers. They know also that failure in head knowledge will be fatal, and that they will suffer in income and position during many years should it occur. At the same time there are great temptations to shorten the period of training. The demand for teachers is very urgent. Young women are generally impatient to escape from restraint and to become independent. They are often actuated by other more excusable and even laudable feelings. They may have parents, brothers, and sisters to help; and they may have a real longing to become active agents in the work of education. The consequence is that many have left at the end of the first year to whom a lengthened residence would have been an incalculable benefit. I am very decidedly of opinion that all fair means should be taken to discourage this tendency. In the case of persons who enter training schools after having had some experience as teachers, one year's residence is sufficient. In the case of other students, every inducement should be held out to the managers and to themselves for a prolonged residence. In the course of the present year I propose to bring the subject formally under the consideration of all the committees of management, and to present a special report to your Lordships after completing the next tour of inspection.

Financial statement.

6. I proceed to consider the financial condition of these institutions.

FINANCIA

ANNU

Training College.	Endowment.	Amount of Annual Subscriptions or Donations specially for use of Training College.	Grants from Diocesan Boards of Education, or other Public Bodies (not including Fees of Students).	Fees of Students (paid by themselves or their Relatives).	Fees of Students (paid by Private Patrons).	Government Exhibitions for Queen's Scholars.	Government Grants in respect to Studen examine 1856.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Bishop's Stortford -	- -	538 0 0	200 0 0	424 15 0	90 0 0	191 5 0	454 0
Brighton - -	- -	225 17 10	- - -	385 19 6	90 0 0	78 0 0	100 0
Bristol, Gloucester, and Oxford.	5 0 0	567 10 0	- - -	489 8 0	- - -	83 10 0	111 6
Cheltenham - -	- -	240 0 0	- - -	253 16 0	- - -	765 0 0	619 6
Derby - -	- -	- - -	276 13 10	398 12 0	- - -	216 1 8	232 0
Home and Colonial -	- -	2,021 14 8	- - -	2,752 18 6	174 13 11	713 3 4	896 0
Norwich - -	- -	417 19 0	60 19 0	223 5 6	- - -	119 0 0	106 0
Salisbury - -	- -	- - -	428 18 6	725 7 8	- - -	136 0 0	378 13
Warrington - -	- -	- - -	410 1 10	694 14 0	- - -	527 0 0	409 6
Whitelands - -	- -	125 5 6	1,150 0 0	407 12 7	- - -	1,436 10 0	992 13
York and Ripon -	- -	- - -	156 13 1	205 0 0	18 0 0	187 0 0	166 13

ANNUA

Training College.	Tuition.	Cost of supporting Model or Practising Schools.	Board of Masters.	Board of Students and Servants.	Washing of Students.	Wages of Servants.	Fuel and Lights.	Other House-keeping Expenses.	Medica Attend ance for Studen
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Bishop'sStort-ford.	397 6 0	60 0 0	- -	737 2 2½	- -	97 18 11½	119 15 8½	49 7 1	25 13 1
Brighton -	315 0 0	98 1 0½	- -	380 0 4½	41 17 0	18 7 6	61 8 9	31 10 7	4 9
Bristol, Glou-cester, and Oxford.	385 0 0	113 5 5	- -	431 15 7½	64 1 3	67 16 9	86 18 5½	- -	4 14
Cheltenham -	445 0 0	50 0 0	- -	625 12 4	91 17 6	34 18 2	42 16 2	133 17 9	10 0
Derby - -	310 0 0	55 2 0	- -	541 19 11	56 1 9	39 18 0	56 11 5	73 8 9	-
Home and Colonial.	1,087 7 6	395 5 0	- -	2,633 6 3	162 7 0	121 0 0	198 0 8	432 4 10	95 1 1
Norwich -	385 0 0	- -	- -	344 1 5½	- -	42 4 0	48 3 0	12 3 4	-
Salisbury -	347 17 4	37 19 8	- -	706 18 8	29 8 6½	54 0 0	71 12 3	101 8 8	2 8
Warrington -	430 0 0	30 0 0	- -	1,250 0 0	59 11 6	61 5 4	122 17 3½	- -	13 15 1
Whitelands -	1,244 2 0	- -	- -	1,103 5 0	58 10 5	120 2 11	181 0 8	525 5 11	56 3
York and Ripon.	184 10 0	42 9 11	- -	394 6 2	17 12 0	30 0 0	28 18 2	9 12 0	7 11

TEMENT.

ME.

xhi-ons ed by san s, or er lic (not ding paid of ds ing ge).	By Exhibitions founded by Private Patrons.	By Collections made in Churches for general Purposes of College.	By Contributions to Building Fund.	By Fees of Model or Practising School.	By Income arising from other Sources.	Total.	Training College.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
- - -	- - -	- - -	- - -	32 3 4	- - -	1,930 3 4	Bishop's Stortford.
- - -	- - -	- - -	- - -	75 18 2	1 18 0	- - -	Brighton.
- - -	- - -	48 12 7½	- - -	23 16 10	4 19 0	1,329 3 1½	Bristol, Gloucester, and Oxford.
0 0 - - -	- - -	- - -	- - -	- - -	- - -	1,908 2 8	Cheltenham.
0 0 - - -	- - -	- - -	145 5 5	63 1 2	13 2 6	1,384 16 7	Derby.
- - -	- - -	- - -	*7,743 7 0	185 17 4	383 6 3	14,871 1 0	Home and Colonial.
- - -	- - -	5 3 11	- - -	- - -	- - -	931 8 5	Norwich.
0 0 24 0 0	- - -	- - -	- - -	21 10 6	32 15 0	- - -	Salisbury.
0 0 - - -	- - -	- - -	- - -	- - -	14 0 0	2,081 7 6	Warrington.
0 0 - - -	- - -	- - -	1,775 7 10	275 6 2	- - -	6,207 15 5	Whitelands.
- - -	- - -	- - -	- - -	23 15 0	89 4 9	843 6 2	York and Ripon.

s includes a grant of 6,000*l.* from the Parliamentary Fund towards the erection of new buildings.

NDITURE.

, g, , s, .	Rent, Rates, Taxes, and Insurance.	Clothing.	Garden, Farm House, &c.	Other current Expenses (not included in above).	Expenditure for additional Buildings, or Enlargement of existing Buildings.	Other Expenses (not being current Expenses).	Total.	Average Cost per Head.	Training College.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
63 12 3	- - -	- - -	6 13 8	- - -	- - -	189 18 3½	1,799 9 3½	36 11 7½	Bishop's Stortford.
29 17 4	- - -	- - -	- - -	43 0 0	1 0 0	- - -	1,036 13 5½	33 8 9½	Brighton.
59 13 9	- - -	- - -	11 18 11	18 9 10	- - -	123 1 6	1,303 8 7½	44 8 1¾	Bristol, Gloucester, and Oxford.
250 14 4	- - -	- - -	- - -	12 4 8	- - -	- - -	1,958 0 5¾	33 3 8¾	Cheltenham.
52 1 2	- - -	- - -	- - -	14 19 0	145 5 5	- - -	1,249 5 11	31 4 7¾	Derby.
473 19 10	- - -	- - -	- - -	48 12 9	7,743 7 0	834 19 9	†6,274 19 0	35 17 1½	Home and Colonial.
46 5 2½	- - -	- - -	4 0 0	30 5 11	- - -	- - -	931 8 5	46 11 0½	Norwich.
76 7 6	- - -	- - -	29 10 11	24 18 2	- - -	- - -	1,505 5 4	25 1 8¾	Salisbury.
58 12 2	- - -	- - -	- - -	- - -	- - -	- - -	2,026 2 3	23 11 2¾	Warrington.
446 17 5	- - -	- - -	- - -	- - -	2,027 16 5	230 10 9	3,904 14 9	37 3 11½	Whitelands.
43 7 7	- - -	- - -	6 9 10	48 14 9	- - -	- - -	843 6 2	35 2 7¼	York and Ripon.

† Not including the extra expenses in the last column.

Upon comparing this statement with that which I presented last year, I observe the following results:—

		£	s.	d.
1855.	Total current expenditure for 649 students -	22,544	0	6½
1856.	Ditto, for 716 „ -	22,812	13	4¼

This shows a diminution in the average cost of the students:—

	£	s.	d.
In 1855 - - -	34	14	8¾
„ 1856 - - -	31	17	2½

The average cost in each training school for both years:—

	1855.				1856.			
	No. of Students.	Cost.			No. of Students.	Cost.		
		£	s.	d.		£	s.	d.
Bishop's Stortford - -	45	42	3	3½	44	36	11	7¼
Brighton - - -	27	35	10	0	31	33	8	9¾
Bristol - - -	19	59	5	1	31	44	8	1¾
Cheltenham - - -	77	28	15	3½	59	33	3	8¾
Derby - - - -	39	29	16	0½	40	31	4	7¾
Home and Colonial - -	178	36	7	6¾	175	35	17	1½
Norwich - - -	16	54	13	4	20	46	11	0¼
Salisbury - - -	56	24	8	11¼	60	25	1	8¾
Warrington - - -	68	26	15	9¼	86	23	11	2½
Whitelands - - -	95	39	11	6¼	115	37	3	11¼
York and Ripon - -	25	34	18	3	24	35	2	7¼

The following table shows the cost of housekeeping (including board, wages of servants, washing, fuel, lights, medical attendance, and other current expenses) per head during three successive years.

	1854.			1855.			1856.		
	£	s.	d.	£	s.	d.	£	s.	d.
Bishop's Stortford - - - -	23	2	6	23	5	3	24	10	4
Brighton - - - - -	20	15	10	20	10	10	17	11	9
Bristol - - - - -	34	19	5½	25	14	5	23	8	1
Cheltenham - - - - -	-	-	-	12	8	6	15	18	4
Derby - - - - - -	17	14	4½	19	1	8	19	14	10
Home and Colonial - - -	22	17	5¼	21	17	6	26	15	4
Norwich - - - - -	21	1	8	25	1	1		—	
Salisbury - - - - -	16	10	2	16	17	3	18	4	5
Warrington - - - - -	15	1	4	17	11	5	20	13	0
Whitelands - - - - -	18	6	1	20	9	8	19	9	4
York and Ripon - - - -	20	19	11	19	18	2	24	7	7

From this it appears that the diminished cost per head was owing chiefly to the increase of numbers. This was evidently the case at Brighton, Bristol, Norwich, Warrington, and Whitelands. On the other hand, the expense was increased,

at Cheltenham where the number of students was reduced, owing to changes in the domestic arrangements. It is an important question whether these returns represent truly, not only the actual, but, the probable expenditure in future. I do not think they do so. In those institutions where the average cost of students falls short of 35*l.*, a sufficient sum is not allowed for tuition. In some of them more teachers are required in order to do the work thoroughly and without undue pressure upon their mental and physical powers; in others the chaplain receives little more than a nominal remuneration. Those institutions are most fortunate in securing the services of gentlemen who look for no other reward than the opportunity of doing good; but such an arrangement cannot be depended upon for a permanency. When the institutions are fully organized and adequate salaries paid to all the officers, I apprehend that the average cost for large institutions must be reckoned at 37*l.*, and for small ones at 40*l.* per head. The sources of income and the proportionate amount of the several items of expenditure do not vary materially from the returns which I made last year.

PRINCIPAL SOURCES of INCOME.

	1855.			1856.		
	£	s.	d.	£	s.	d.
Subscriptions, grants from Boards, &c. -	6,820	13	5½	6,346	13	0
Fees paid by Students or by private Patrons	6,790	13	5	7,289	2	10
Paid by Government for Queen's scholars -	4,330	18	4	4,452	13	0
Grants for examinations at Christmas -	3,859	3	6	4,066	0	0

PRINCIPAL ITEMS of EXPENDITURE.

	1855.			1856.		
	£	s.	d.	£	s.	d.
Tuition - - - - - - -	5,730	9	10	5,531	2	10
House-keeping - - - - -	12,671	8	7½	12,496	6	8

This statement seems to augur well for the stability of the institutions. It is evident that there is no undue pressure upon the voluntary principle, so far as subscribers and local boards are concerned. Their contributions do not considerably exceed one-fourth of the total income required. This is not too large a proportion, considering that the management of the training colleges and the appointment of the officers is entirely in their hands. Subscriptions to the amount required to keep all in a high state of efficiency may be safely calculated upon, especially when we take into consideration the fact that the resources of most dioceses were tried somewhat severely in raising the large sums expended in the building and establishment. It appears to me remarkable that so few collections for training colleges are made in churches. I regret

this, not so much because it cuts off a fair source of income, but chiefly because the best opportunities are lost of bringing the subject before the minds of the laity, of explaining the practical objects and effects of the system, and of showing how materially the spiritual and moral as well as intellectual improvement of the people depends upon its success. It is very satisfactory to observe how large a proportion of the expense is defrayed by the students' fees. Some diminution may be expected in consequence of the extension of the exhibitions for Queen's scholars to candidates who have not been pupil-teachers. That extension is, however, restricted within fixed limits, and I am of opinion that the stimulus which that boon, so much called for, will give to the whole system, and the effect which will be produced upon the public mind, will bring a large number of candidates into the field, many of whom, though unsuccessful in their examination, will enter the training colleges at their own expense, and supply, after a regular course of training, a valuable class of teachers. I have known some instances in which candidates were sent up to the examination with the full intention on the part of their friends to give them, with or without Government assistance, the advantages of complete training. Of course the grants made by your Lordships, both for exhibitions and for the successful candidates at the Christmas examination, will increase regularly. Should they, however, reach the possible maximum in some future years, they will not amount to a formidable sum. Fair demands will still be made upon local resources, while the increase will be but a fair measure and proof of the increasing success of a system which is rapidly supplying one of the greatest wants of the age, and producing the most beneficial effects upon the principles and habits of the people.

I have the honor to be, &c.

F. C. Cook.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix A.

REMARKS ON EACH TRAINING COLLEGE.

In nearly all these institutions I found the same officers, the same course of instruction and training, and the same organization as last year. The following remarks will therefore be very brief, and directed chiefly to points which have been brought under my notice in the last tour of inspection.

Bishop's Stortford.—The instruction and professional training of the students have been conducted with great ability and success. It is remarkable that no Queen's scholars were admitted last year. The institution is one that offers every advantage that might be expected to induce the parents and friends of Queen's scholars to send them, and it may be hoped that in future a fair proportion will enter yearly. It is still more remarkable that notwithstanding the imperfect training the students had received previously, the result of the Christmas examination was very satisfactory. There were no failures in the second-year students; not many in the first. The papers on most important subjects were good. This result must be attributed to the energy and ability of the chaplain and of the young governesses who were trained in this institution, and are accurate and diligent teachers. The practising schools are well organized, although, from their situation, the numbers in attendance are less than might be desired.

Brighton.—The institution is increasing in numbers. No Queen's scholars were admitted last year.

The work of the students has been conducted by an excellent and very able superintendent, Miss Romney, and two governesses, one of whom—a most conscientious and well-informed teacher—died very lately. It is true that a considerable number of the candidates failed at the last examination, but this is to be attributed entirely to the deficiencies of their previous education. The expenses incurred in completing and taking possession of the new building have caused some financial embarrassment to the managers; but it may be hoped that an institution so much needed, and conducted with so much success, will not permanently suffer for want of adequate support.

Bristol and Gloucester.—The number of students is increasing. The instruction and training are efficient and systematic. The proportion of failures in the case of first-year students last Christmas was large, but sufficiently accounted for by their low qualifications on admission. The institution has been liberally supported, and with a fair supply of Queen's scholars, there is every reason to hope that the financial difficulties will be surmounted, and that its general condition will be entirely satisfactory. No pains have been spared by the very intelligent and able officers who superintend this establishment.

Cheltenham.—No change in the staff of teachers since last year. The instruction is remarkably efficient, and great pains are taken to give the students a thoroughly professional training. It is to be regretted that the domestic training is not more effective. The managers have not yet adopted the suggestions which Mr. Bellairs and I have repeatedly urged upon their attention with reference to the ground for exercise and recreation. The interior of the building has been rearranged, and the domestic accommodations are now satisfactory and sufficient for the number in residence. The institution is quite full, with a very large proportion of Queen's scholars.

Derby.—No change had been made since the previous visit of inspection. We had every reason to be satisfied with the progress of the students and the general efficiency of the instruction and training. A careful inquiry into the amount of daily work devolving upon the teachers led me and Mr. Blandford to the conclusion that an additional governess was absolutely needed. The committee of management fully concurred in this opinion, and have since appointed one; they have also enforced the regulations relating to exercise and recreation. It is an important fact that a most careful inquiry proves that three governesses are required for forty students, when the superintendent is fully occupied with domestic matters and the chaplain is non-resident.

Home and Colonial School Society's.—The full reports which I have made for several years upon this establishment make it unnecessary for me to describe its organization or to expatiate on the system of instruction and professional training conducted with equal energy and ability by a large staff of thoroughly efficient teachers. I have, however, to record the fact, that in consequence of suggestions made by myself and Mr. Tufnell last year, touching the insufficiency of domestic accommodation, the committee of management have completely reorganized this department. At a considerable expense with the aid of a large grant from their Lordships, they have remodelled all the dormitories, provided fully for the ventilation and warmth of every apartment, and erected an entirely new set of buildings, on which there are good dormitories for students, and a set of excellent school-rooms. At present the institution, which has always enjoyed and well-deserved a high reputation for educational efficiency, may be represented as in most essential points a desirable place for the training of young women. While it is equal to any in the training of teachers for girls' schools, it stands alone in the completeness and efficiency of its provision for training infant schoolmistresses, and presents very peculiar advantages to teachers who may be prepared to take charge of mixed schools for boys and girls. No institution has so large a number of children of all ages, so great a variety of well-organized and efficient schools, in which the students may observe educational processes and put the lessons they receive into practice, while in none are the principles of education more carefully studied, and combined more skilfully with practical exemplifications. The new buildings have supplied the only external desideratum, and there is reason to hope that the attention which the managers have every desire to bestow upon domestic training will give a thoroughly practical tendency to the students' minds. With their usual readiness to try any experiment which seems likely to conduce to the improvement of teachers, the managers have arranged a portion of their premises for the employment of their large class of pupil-teachers in culinary and other domestic matters. I am informed that the trial has been successful, and it may be hoped that other institutions will not be unwilling to follow this example. The observations which Mr. Tufnell and I felt it our duty to make last year touching the scanty supply of infant school teachers have not been without effect. I doubt not that the new Minute, of 24 April 1857, will induce a considerable number of young persons, well qualified morally and physically, to apply for admission to the infant school class, and with due application to those branches of instruction, which are admitted to be indispensable for any teacher, there can be little fear than many of them will pass the examination which will entitle them to conduct schools on the receipt of annual grants, while a fair proportion may be expected to be placed in the first class, being thus qualified to take charge of pupil-teachers. This Minute, in fact, extends every advantage of the existing system to infant school teachers. I see no reason why the future supply should not increase at the same rate as that for other schools. Some time will probably elapse before the facts are generally known, and for years it may be that the Home and Colonial will be the only one providing a complete and efficient course of instruction and training. But the great demand for such teachers, stimulated as it must be by the capitation grants, will soon make itself felt, and many young women will probably avail themselves of such an opening.

Norwich.—This institution is still contending with great financial difficulties, chiefly owing to the small numbers of students. The instruction is very good in all points and the students have every opportunity of learning their professional work.

Salisbury.—No charge since last year. The institution is well organized, and conducted with great care, and the tone is excellent. The results of the last examination was unsatisfactory, owing, as it would seem, to the imperfect education which most of the lately admitted students had previously received. The great want of the institution is that of sufficiently large schools of girls and infants within an easy distance.

Warrington.—The number of students has increased rapidly since the enlargement of the institution, which is now quite full. We found seventy-three in residence.

No change has taken place in the organization or number of officers. I am of

opinion that the teaching power may be advantageously increased and some additions should be made to the apparatus.

Whitelands.—No change in the officers or general organization since last year. The very remarkable success of the students at the last Christmas examination calls for special notice. No failures occurred in either year. The proportion of students in the first class exceeds the highest standard that had previously been reached. Of 61 students of the first year 13, and of 42 of the second year 18 were so distinguished. This result reflects high credit upon the teachers and the candidates. It proves that the instruction was efficient and judicious, and that the minds of the students were heartily devoted to their work. I have shown in a former part of this report that the success of the students was most conspicuous in those subjects which are most essential to the teacher of girls. I have also the satisfaction of knowing that this result has been attained without any undue pressure upon the mental or physical powers of the candidates. Nothing is more striking than the calm business-like way in which these young girls set about writing their answers at the examination. It is by no means a work which they dread. They have all passed such trials too frequently to be thrown into a state of nervous excitement. They know too well how carefully the examination and their previous training have been adjusted to each other to entertain any unreasonable apprehensions of failure. The superintendent, who is specially responsible for their health, informs me that they look forward to the examination without anxiety, and show no symptoms of exhaustion or over-excitement at its close. I also state, upon her authority, a fact which cannot be misapprehended, and which supplies a complete answer to the question as to the effect of the studies upon the students' health. The medical attendant of Whitelands asserts not only that the health of these young women is quite equal or better to that which he has found for several years, but that it is superior to that of any number of young women of the same age in any part of London. I have no doubt that the most minute inquiry will establish this fact. With such a dietary as that adopted at Whitelands, with regular hours for exercise, rest, and recreation, with well ventilated and commodious apartments, the amount of mental exertion called forth by their daily studies forms a pleasurable, and certainly far from unhealthy, change. At any rate the fact is, that they are healthier, stronger, more energetic, and cheerful when they leave this institution than when they enter it, and so far as can be judged from the accounts given by the managers of schools, are for the most part fully capable of discharging their somewhat onerous duties as schoolmistresses with success. I have further to observe that a complete set of school-buildings has been erected since my last report. They are excellent rooms, admirably arranged, and sufficiently large to receive boys, girls, and infants, for all the purposes of practising and model schools. The schools are conducted by mistresses trained in the institution and holding first-class certificates, and superintended by the professor of method, who is chiefly responsible for their efficiency.

York and Ripon.—No change since last year. The progress of the students is generally satisfactory, and a considerable improvement is to be remarked in their power of teaching. The practising school is not large, nor convenient in form and arrangements, but it is conducted with great care by an efficient teacher.

Appendix B.

RESULTS OF EXAMINATION HELD AT CHRISTMAS 1856.

Bishop's Stortford (Female) Training College.

First Year { 18 Candidates. / 9 Certificates. — Second Year { 16 Candidates. / 16 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	No.		No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	–	1	–	12	3	3	6	–	3	–	1	–	–	–
Liturgy and Church history	–	–	5	2	3	9	7	4	1	1	2	–	–	–
Arithmetic	–	–	3	8	6	5	6	2	3	1	–	–	–	–
Industrial skill	2	–	4	5	1	4	10	6	1	1	–	–	–	–
English grammar	–	–	3	16	6	–	8	–	1	–	–	–	–	–
English history	–	–	6	9	6	7	1	–	4	–	1	–	–	–
Geography	–	–	3	–	8	7	4	9	3	–	–	–	–	–
Notes of a lesson (Students of 1st year only)	–	–	1	–	10	–	2	–	4	–	–	1	–	–
Essay (Students of 2nd year only)	–	1	–	9	–	5	–	–	–	–	–	1	–	–
Domestic economy	–	–	–	4	5	8	9	3	2	1	2	–	–	–
School management	–	–	–	6	7	8	4	2	6	–	1	–	–	–
Music	–	–	4	1	5	9	7	5	1	1	1	–	–	–
Drawing	–	–	–	–	1	1	7	3	4	3	6	8	–	1
Reading	–	9	12	7	6	–	–	–	–	–	–	–	–	–
Spelling	–	–	13	16	5	–	–	–	–	–	–	–	–	–
Penmanship	–	–	4	6	7	7	3	3	3	–	1	–	–	–
Inspector's report (Students 2nd year only)	–	3	–	8	–	5	–	–	–	–	–	–	–	–

Brighton (Female) Training College.

First Year { 16 Candidates. / 4 Certificates. — Second Year { 3 Candidates. / 3 Certificates.

Religious knowledge	–	–	1	2	6	1	5	–	3	–	1	–	–	–
Liturgy and Church history	–	–	3	1	5	2	7	–	–	–	1	–	–	–
Arithmetic	1	–	6	1	3	2	4	–	1	–	1	–	–	–
Grammar	–	–	4	2	10	–	2	–	–	–	–	–	–	–
Geography	–	–	1	1	7	1	7	1	1	–	–	–	–	–
School management	–	–	–	3	4	–	10	–	2	–	–	–	–	–
Notes of a lesson (Students of 1st year only)	–	–	2	–	6	–	7	–	1	–	–	–	–	–
Essay	–	–	–	2	–	1	–	–	–	–	–	–	–	–
Domestic economy	–	–	–	1	3	2	10	–	2	–	1	–	–	–
Industrial skill	–	–	9	3	6	–	1	–	–	–	–	–	–	–
Drawing	–	–	–	–	2	1	6	1	5	1	3	–	–	–
Music	–	–	1	–	2	–	6	3	7	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	–	–	2	–	1	–	–	–	–	–	–	–	–
Reading	–	–	9	3	7	–	–	–	–	–	–	–	–	–
Spelling	–	–	16	2	–	–	–	–	–	–	–	–	–	1
Penmanship	–	–	1	2	10	1	5	–	–	–	–	–	–	–
History	–	–	3	2	4	1	2	–	6	–	1	–	–	–

Cheltenham (Female) Training College.

First Year { 30 Candidates. / 12 Certificates. — Second Year { 28 Candidates. / 28 Certificates.

Religious knowledge	–	5	3	17	11	6	15	–	1	–	–	–	–	–
Liturgy and Church history	–	1	10	7	8	12	9	8	2	–	–	–	1	–
Arithmetic	–	6	11	18	9	1	6	2	2	1	2	–	–	–
Industrial skill	–	–	–	2	1	12	15	10	12	4	–	–	2	–
English grammar	–	–	9	10	18	18	8	–	–	–	–	–	–	–
English history	1	12	10	13	11	3	5	–	1	–	2	–	–	–
Geography	–	1	5	12	12	13	7	2	4	–	–	–	2	–
Domestic economy	–	3	6	11	18	11	6	3	–	–	–	–	–	–
School management	1	4	2	17	9	6	13	1	5	–	–	–	–	–
Music	–	–	–	6	3	13	12	7	11	2	3	–	1	–
Drawing	–	–	–	–	3	9	5	12	9	3	13	4	–	–
Reading	–	3	31	16	–	8	–	–	–	–	–	–	–	1
Spelling	–	–	28	28	1	–	1	–	–	–	–	–	–	–
Penmanship	1	2	8	18	12	7	7	1	1	–	–	–	1	–
Notes of a lesson (Students of 1st year only)	–	–	11	–	10	–	7	–	1	–	–	–	1	–
Essay (Students of 2nd year only)	–	2	–	16	–	10	–	–	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	1	–	14	–	10	–	2	–	–	–	–	–	1

Derby (Female) Training College.

First Year { 21 Candidates. / 5 Certificates. — Second Year { 8 Candidates. / 8 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	No.		No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	–	–	4	6	6	2	6	–	4	–	1	–	–	–
Liturgy and Church history	1	–	10	2	5	5	4	1	–	–	–	–	1	–
Arithmetic	–	1	2	2	9	4	6	1	4	–	–	–	–	–
Industrial skill	2	2	10	2	8	2	–	2	1	–	–	–	–	–
English grammar	–	–	4	7	12	1	5	–	–	–	–	–	–	–
English history	1	–	–	7	6	–	3	1	10	–	1	–	–	–
Geography	–	–	1	1	4	6	10	1	5	–	1	–	–	–
Domestic economy	–	1	1	2	9	3	8	2	8	–	–	–	–	–
School management	–	1	2	6	6	1	10	–	3	–	–	–	–	–
Music	–	–	3	4	10	4	6	–	2	–	–	–	–	–
Drawing	–	–	–	–	3	4	7	1	6	2	5	1	–	–
Reading	–	–	1	6	12	1	8	–	–	–	–	–	–	1
Spelling	–	–	21	8	–	–	–	–	–	–	–	–	–	–
Penmanship	1	1	4	7	6	–	5	–	5	–	–	–	–	–
Notes of a lesson (Students of 1st year only)	–	–	5	–	7	–	5	–	3	–	–	–	–	–
Essay (Students of 2nd year only)	–	–	–	6	–	1	–	1	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	3	–	4	–	–	–	–	–	–	–	–	–	1

Bristol (Female) Training College.

First Year { 21 Candidates. / 6 Certificates. — Second Year { 2 Candidates. / 2 Certificates.

Religious knowledge	–	1	2	1	5	–	10	–	3	–	1	–	–	–
Liturgy and Church history	–	–	7	2	7	–	6	–	1	–	–	–	–	–
Arithmetic	1	–	4	2	4	–	7	–	3	–	2	–	–	–
Industrial skill	1	–	2	–	4	1	10	1	4	–	–	–	–	–
English grammar	–	–	1	2	12	–	7	–	1	–	–	–	–	–
English history	–	1	1	–	3	1	9	–	5	–	3	–	–	–
Geography	–	–	–	–	1	7	–	9	1	3	–	2	–	–
Domestic economy	–	–	–	–	1	7	1	7	–	5	–	2	–	–
School management	–	–	–	–	2	9	–	8	–	3	–	1	–	–
Music	1	–	1	1	9	1	7	–	2	–	1	–	–	–
Drawing	–	–	–	–	1	–	–	7	–	5	1	9	–	–
Reading	–	–	6	1	8	1	7	–	–	–	–	–	–	–
Spelling	–	–	14	2	7	–	–	–	–	–	–	–	–	–
Penmanship	–	–	6	1	6	1	5	–	2	–	2	–	–	–
Notes of a lesson (Students of 1st year only)	–	–	2	–	6	–	9	–	4	–	–	–	–	–
Essay (Students of 2nd year only)	–	–	–	2	–	–	–	–	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	–	–	2	–	–	–	–	–	–	–	–	–	–

Home and Colonial School Society's (Female) Training College.

First Year { 63 Candidates. / 37 Certificates. — Second Year { 17 Candidates. / 16 Certificates.

Religious knowledge	2	–	9	10	30	5	15	2	4	–	1	–	2	–
Liturgy and Church history	1	–	15	3	31	9	14	3	1	1	–	–	1	1
Arithmetic	3	1	28	12	22	4	5	–	4	–	–	–	1	–
Industrial skill	2	–	19	4	23	6	17	7	1	–	–	–	1	–
English grammar	1	–	23	18	32	4	6	–	–	–	–	–	1	–
English history	5	1	18	10	21	6	17	–	7	–	2	–	1	–
Geography	–	–	15	8	30	2	15	1	2	–	–	–	1	–
Notes of a lesson (Students of 1st year only)	–	–	17	–	32	–	12	–	–	–	–	–	2	–
Essay (Students of 2nd year only)	–	1	–	7	–	8	–	–	–	1	–	–	–	–
Domestic economy	4	–	12	6	29	11	16	–	1	–	–	–	1	–
School management	–	1	3	9	22	5	27	1	10	1	–	–	1	–
Vocal music	–	–	7	1	26	7	17	9	7	–	3	–	3	–
Drawing	–	–	–	1	3	9	30	6	21	1	4	–	5	–
Reading	3	6	46	8	13	3	–	–	–	–	–	–	1	–
Spelling	–	–	59	16	3	1	–	–	–	–	–	–	1	–
Penmanship	–	1	23	10	19	6	15	–	5	–	–	–	1	–
Inspector's report (Students of 2nd year only)	–	3	–	9	–	5	–	–	–	–	–	–	–	–

Norwich (Female) Training College.

First Year { 10 Candidates. / 6 Certificates. } Second Year { 1 Candidate. / 1 Certificate. }

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	No.		No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	–	–	3	1	5	–	2	–	–	–	–	–	–	–
Liturgy and Church history	–	–	5	–	4	–	1	1	–	–	–	–	–	–
Arithmetic	–	–	5	–	2	1	2	–	1	–	–	–	–	–
Industrial skill	–	–	7	–	2	1	1	–	–	–	–	–	–	–
English grammar	–	–	5	1	3	–	2	–	–	–	–	–	–	–
English history	–	–	5	1	3	–	2	–	–	–	–	–	–	–
Geography	–	–	3	–	6	1	1	–	–	–	–	–	–	–
Notes of a lesson (Students of 1st year only)	–	–	8	–	2	–	–	–	–	–	–	–	–	–
Essay (Students of 2nd year only)	–	–	–	1	–	–	–	–	–	–	–	–	–	–
Domestic economy	1	–	2	–	6	1	1	–	–	–	–	–	–	–
School management	–	–	2	1	4	–	3	–	1	–	–	–	–	–
Music	–	–	1	–	1	1	4	–	4	–	–	–	–	–
Drawing	–	–	–	–	2	–	5	1	2	–	1	–	–	–
Reading	–	–	4	–	6	1	–	–	–	–	–	–	–	–
Spelling	–	–	9	1	1	–	–	–	–	–	–	–	–	–
Penmanship	–	–	2	1	5	–	3	–	–	–	–	–	–	–
Inspector's report (Students of 2nd year only)	–	–	–	1	–	–	–	–	–	–	–	–	–	–

Salisbury (Female) Training College.

First Year { 42 Candidates. / 10 Certificates. } Second Year { 7 Candidates. / 7 Certificates. }

Religious knowledge	–	–	1	1	12	5	18	1	10	–	1	–	–	–
Liturgy and Church history	–	–	1	–	8	6	12	1	1	–	–	–	–	–
Arithmetic	1	–	6	3	16	4	14	–	4	–	1	–	–	–
Industrial skill	3	–	8	4	5	2	23	1	2	–	–	–	–	–
English grammar	–	–	2	1	25	6	14	–	1	–	–	–	–	–
English history	–	–	4	5	17	2	13	–	7	–	1	–	–	–
Geography	–	–	5	1	18	5	13	1	5	–	1	–	–	–
Notes of a lesson (Students of 1st year only)	–	–	2	–	9	–	22	–	9	–	–	–	–	–
Essay (Students of 2nd year only)	–	–	–	–	–	6	–	1	–	–	–	–	–	–
Domestic economy	–	–	3	1	13	5	24	1	2	–	–	–	–	–
School management	–	–	–	–	4	6	27	1	10	–	–	–	–	–
Music	–	–	2	1	22	6	11	–	6	–	1	–	–	–
Drawing	–	–	–	–	1	1	5	5	11	–	22	–	–	–
Reading	–	–	27	5	13	2	2	–	–	–	–	–	–	–
Spelling	–	–	37	6	4	1	1	–	–	–	–	–	–	–
Penmanship	–	–	7	4	11	3	18	–	5	–	1	–	–	–
Inspector's report (Students of 2nd year only)	–	–	–	1	–	5	–	1	–	–	–	–	–	–

Warrington (Female) Training College.

First Year { 50 Candidates. / 25 Certificates. } Second Year { 11 Candidates. / 11 Certificates. }

Religious knowledge	–	–	5	7	15	4	25	–	5	–	–	–	–	–
Liturgy and Church history	–	–	14	3	23	6	12	2	1	–	–	–	–	–
Arithmetic	2	1	10	9	23	1	13	–	2	–	–	–	–	–
Industrial skill	–	–	5	–	17	2	22	9	3	–	–	–	–	3
English grammar	–	–	16	10	30	1	3	–	1	–	–	–	–	–
English history	3	–	19	5	20	5	8	1	–	–	–	–	–	–
Geography	–	–	11	6	26	5	12	–	1	–	–	–	–	–
Notes of a lesson (Students of 1st year only)	–	–	8	–	15	–	19	–	8	–	–	–	–	–
Essay (Students of 2nd year only)	–	–	–	5	–	5	–	1	–	–	–	–	–	–
Domestic economy	1	–	7	6	21	5	21	–	–	–	–	–	–	–
School management	–	–	1	5	15	5	22	1	12	–	–	–	–	–
Music	1	–	10	5	22	3	12	3	5	–	–	–	–	–
Drawing	–	–	–	–	–	2	7	3	36	6	7	–	–	–
Reading	–	1	11	9	37	1	1	–	–	–	–	–	–	1
Spelling	–	–	42	11	5	–	3	–	–	–	–	–	–	–
Penmanship	1	–	16	7	14	3	8	1	6	–	5	–	–	–
Inspector's report (Students of 2nd year only)	–	–	–	8	–	3	–	–	–	–	–	–	–	–

Whitelands (Female) Training College.

First Year { 61 Candidates. / 51 Certificates. } Second Year { 42 Candidates. / 42 Certificates. }

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not Attempted.	
	No.		No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
eligious knowledge	4	2	15	24	33	16	9	–	–	–	–	–	–	–
iturgy and Church history	1	–	31	18	21	17	8	5	–	2	–	–	–	–
rithmetic	7	8	32	24	14	9	8	1	–	–	–	–	–	–
ndustrial skill	3	2	27	16	25	15	6	7	–	2	–	–	–	–
nglish grammar	–	1	22	29	33	12	6	–	–	–	–	–	–	–
nglish history	10	2	17	27	19	6	8	7	6	–	1	–	–	–
eography	–	–	17	15	31	25	12	2	1	–	–	–	–	–
omestic economy	3	5	20	14	24	20	14	3	–	–	–	–	–	–
chool management	2	4	14	28	37	9	8	1	–	–	–	–	–	–
lusic	1	–	7	6	27	18	19	16	6	2	1	–	–	–
rawing	–	–	–	3	7	18	26	10	24	9	4	2	–	–
eading	1	7	44	25	15	9	1	1	–	–	–	–	–	–
pelling	–	–	60	42	1	–	–	–	–	–	–	–	–	–
enmanship	4	2	19	26	22	13	8	1	1	–	–	–	7	–
otes of a lesson (Students of 1st year only)	–	–	18	–	31	–	12	–	–	–	–	–	–	–
ssay (Students of 2nd year only)	–	2	–	28	–	10	–	2	–	–	–	–	–	–
spector's report (Students of 2nd year only)	–	4	–	21	–	15	–	2	–	–	–	–	–	–

York and Ripon (Female) Training College.

First Year { 15 Candidates. / 5 Certificates. } Second Year { 3 Candidates. / 3 Certificates. }

eligious knowledge	–	–	2	1	4	2	5	–	4	–	–	–	–	–
iturgy and Church history	–	–	10	1	3	1	2	1	–	–	–	–	–	–
rithmetic	–	–	5	2	3	–	3	1	3	–	1	–	–	–
ndustrial skill	–	–	5	3	7	–	1	–	2	–	–	–	–	–
nglish grammar	–	–	1	1	13	2	1	–	–	–	–	–	–	–
nglish history	–	–	2	1	7	2	4	–	2	–	–	–	–	–
eography	–	–	5	–	8	3	2	–	–	–	–	–	–	–
otes of a lesson (Students of 1st year only)	–	–	2	–	7	–	6	–	–	–	–	–	–	–
ssay (Students of 2nd year only)	–	–	–	1	–	2	–	–	–	–	–	–	–	–
omestic economy	–	–	1	3	13	–	1	–	–	–	–	–	–	–
chool management	–	–	–	–	6	2	8	1	1	–	–	–	–	–
lusic	–	–	–	–	2	1	1	1	10	1	2	–	–	–
rawing	–	–	–	–	1	1	1	2	4	–	9	–	–	–
eading	–	–	15	2	–	1	–	–	–	–	–	–	–	–
pelling	–	–	6	2	9	1	–	–	–	–	–	–	–	–
enmanship	–	1	3	2	6	–	3	–	3	–	–	–	–	–
spector's report (Students of 2nd year only)	–	–	–	3	–	–	–	–	–	–	–	–	–	–

REPORT *on the* TRAINING INSTITUTION *of the* BRITISH AND FOREIGN SCHOOL SOCIETY, *in the Borough Road, Southwark, by Her Majesty's Inspector of Schools*, J. D. MORELL, Esq., A.M. ;—*for the Year* 1856.

MY LORDS,

I HAVE the honor to lay before your Lordships my report of this institution, which I inspected during the week commencing on the 6th of October 1856.

Buildings, &c.

I. In reference to the buildings and physical arrangements generally, as they now exist, it is necessary, in order to estimate them aright, to take the *history* of the institution into account, and notice the gradual series of developments through which it has passed up to its present actual position. It was here that Joseph Lancaster began his philanthropic scheme for the amelioration of the lower classes through the instrumentality of primary education. The germ of the whole establishment accordingly was involved in his original monitorial school, which, however incapable of reaching our present idea of what a perfect school ought to be, yet was a great and noble attempt to do by small means a vast work, for which no other system of agencies was then in existence. To spread this work throughout the country, young men were admitted, for a few weeks generally, to learn the monitorial system as there practised, and then were sent out to organize or conduct similar establishments in the different towns or populous villages of Great Britain. Upon this simple foundation the present establishment has grown up. As wants have arisen, attempts have been made to supply them. Thus, the buildings and collateral arrangements have, in fact, increased with the institution, until they have been made to occupy every available square inch of area which the trustees of the property possess in that locality. Under these circumstances it would be wholly out of place to compare these erections with those more modern ones which have been planned on purpose to meet the present idea of a complete normal establishment. *Within a given limit* the arrangements have proved excellent. The large original school-rooms have been retained, so as to form two complete practising schools; and a variety of class rooms have been added, according as available space around the institution admitted. In the normal department lecture-rooms, of what *seemed at first* ample dimensions, were built, and domestic arrangements to correspond were added, as they now exist.

Origin of institution.

Present increased demand of normal school accommodation.

The extension and the stimulus, however, which the recent development of the pupil-teacher system has given to normal school education have begun to cause so great a demand in regard both to the number of the students and to their educational requirements, that the exertions of the society already begin to be crippled in this point for want of larger accommodation. The deficiency of room in the domestic arrangements is partly suppled on the male side of the establishment by renting a house in Manor Place, Walworth, where a considerable number of the students are accommodated with sleeping apartments, the whole of the day being spent at the Borough Road. In other points, however, the above-mentioned deficiencies are not so easily supplied.

Additions required to meet those demands.

To make the establishment complete, and to bring it up to a maximum point of efficacy, the following additions appear to me, if not *necessary*, at least in the highest degree *desirable*.

Class-rooms.

1. Additional class-rooms for the use of the normal department. One large room is particularly needed for those general lectures on teaching and other important topics in which both departments are from time to time united. The present "theatre" is quite inadequate to this end. It affords no sufficient accommodation even for 150 students, and when quite filled, soon becomes hot, close, and inconvenient. In a large normal establishment a hall or lecture room, of ample dimensions, where all the members can be properly convened from time to time, visitors, if necessary, admitted, and general examinations carried on, is of great importance. The only means of meeting this want at the Borough Road at present is by employing one of the large model school rooms, which accordingly has to be partially dismantled and specially fitted up each time it is needed. In the female department, the want of class rooms for the lectures is still more perceptible. Although there are above 70 students on the premises, there is not a single lecture room on that side of the establishment in which 40 can assemble for an hour with even *tolerable* comfort. So greatly, indeed, has this department outgrown the accommodation, that a very serious obstacle is offered to the effective working of the classes by the absolute want of space and teaching conveniences.

Laboratory.

2. A second deficiency, much felt at present, is the want of a chemical and philosophical laboratory. Very little good can be done in these departments without good apparatus and experiments. Such experiments are more especially necessary for those who are undergoing simply a short course of practical instruction; for, in their case, the bare theories that are enunciated in the lecture room will *soon* pass away from the memory, while the concrete and practical knowledge picked up from a judicious course of experimental science will always remain of

essential service to a teacher in the sphere of life he has afterwards to occupy. A room set apart for a laboratory, and a judicious outlay for philosophical apparatus, I cannot therefore but regard as *a clear desideratum.*

Infant school.

3. To go from the normal to the practising schools, various deficiencies occur in the present arrangements here also. The most obvious is the entire want of any infant school department. This want it is attempted to obviate by a course of lectures on the "Infant System." But it is hardly necessary to observe how imperfect any explanations respecting infant teaching must be where there is no infant school to show the plans recommended in actual operation. A model village school would also be a great help in initiating the students into the details of their future duties. It is clear that the present practising schools cannot offer *any resemblance whatever* to an ordinary village or town school, such as will be placed in the hands of the students when they go forth to the actual duties of life. Hence, the propriety of having attached to every normal establishment a school *by itself*, composed of about the same number of scholars as are usually found in a moderately sized town school, and containing children of all ages. In this way a perfect example can be given of the *kind* of work which each student will have actually to do as soon as he becomes a practical teacher.

Model village school.

Causes of deficiency.

The deficiences I have thus designated arise mainly from the cause before assigned, namely, the gradual growth of the establishment, and the impossibility of grafting every thing that modern improvements may suggest upon what was originally a single monitorial school. Those who are daily employed in the arduous duties of the normal school instruction themselves, feel the wants I have pointed out far more strongly than I have stated them; but they are always met by the impossibility of having them supplied upon an area, where every foot of ground is already put to its utmost use. The only remedy I can suggest is, to throw the entire present establishment into the male department, and then seek another site altogether for a separate female training school. With the aid now rendered to such undertakings by the Committee of Council, it does not appear to me that any very insuperable difficulty would stand in the way of its speedy accomplishment.

Finances.

II. With regard to the finances of the establishment, they are mixed up with a large aggregate expenditure connected with the general interests of education, as aimed at by the British and Foreign School Society. In addition to the model and normal schools, the Society provides travelling agents to inspect the schools conducted on their system throughout the country, and to aid in the furtherance of unsectarian education abroad, particularly in the colonies of our empire.

Taking the training department alone, the average cost per head for board and lodging, on the female side, is somewhat under 15*l.* This is considerably lower than the averages of any of the other female training schools, as given by my colleague, the Rev. F. C. Cook, in his last report. He considers from 17*l.* to 18*l.* the lowest average that can be reasonably expected, even in the cheapest districts. Cost per head on female side.

On the male side the average is proportionally high, amounting to more than 28*l.* per student. The close connexion of the two institutions will furnish the probable explanation of this result; many incidental expenses being thrown upon the male establishment which would in other circumstances tend to raise the average expenditure of the female department. Cost per head on male side.

The entire financial statement stands as follows:—

From February 1, 1855, *to January* 31, 1856.

RECEIPTS.	£ s. d.	£ s. d.
Her Majesty Queen Victoria, Annual Subscription	100 0 0	
His Grace the Duke of Bedford ditto	100 0 0	
Annual Subscriptions	1,165 19 6	
		1,365 19 6
Donations	242 17 0	
Instalments on Special Subscriptions, £5,000 Fund	628 14 0	
		871 11 0
		773 19 9
Auxiliary Societies		
Borough Road Schools—Children's Pence, Boys	309 18 4	
Ditto ditto Girls	123 11 5	
		433 9 9
		29 12 9
Rents received		
Legacies:—Vaizey, J., Esq.	10 10 0	
Morgan, J. M., Esq.	100 0 0	
		110 10 0
Payments in part of Expenses in Board and Lodging—		
By Teachers in Male Department	383 13 0	
Ditto Female ditto	416 6 6	
		799 19 6
Dividends on £5,044 2s. 6d., 3 per cent. Consols, invested for special purposes, to Midsummer, 1855	151 6 4	
Dividends on £666 19s., 3 per cent. Consols, for the Education of Children of Insolvent Debtors in the Queen's Bench	20 0 2	
Dividends on £5,000, 3 per cent. Consols, Estate of the late James Grant, Esq., invested for special purposes	150 0 0	
		321 6 6
		1,226 0 8
		800 9 3
Rowlett, W., Esq., Estate of		
Bristol Normal School—Proceeds of Sale of Property		
		103 11 8
Corby School Trust, from the Executors of the late William Rowlett, Esq.		
Committee of Council on Education	750 0 0	
Ditto on Account of Certificated Teachers and Queen's Scholars	1,950 2 8	
		2,700 2 8
		9,536 13 0
Depository—Amount credited as per Account, including Materials for Grants, Normal College, and Model Schools		5,371 5 4
		£14,907 18 4

PAYMENTS.	£ s. d.	£ s. d.
BOROUGH ROAD MODEL SCHOOLS.		
Boys.—School Materials, Rewards, Salaries, &c.	336 17 11	
Girls.—School Materials, Rewards, Salaries, &c.	113 14 10	
		450 12 9
TRAINING DEPARTMENT:		
Board and Lodging of Teachers, Males	2,067 14 2	
Board and Lodging of Teachers, Females	1,064 11 2	
Books, &c.	155 19 6	
Coals, Gas, and Water	219 9 2	
Furniture	82 0 5	
Principal, and Assistant Tutors	1,225 17 0	
Medical Attendance and Incidentals	84 6 10	
		4,899 18 3
TRAVELLING AGENTS:		
Expenses attendant on Formation of Auxiliaries, and Examination of Schools in London and the Country		1,163 5 11
CORBY SCHOOL TRUST:		
Balance of Account with J. D. Gotch, Esq., Treasurer, School Materials, &c.		168 10 6
GRANTS:		
Money and School Materials on behalf of Schools at home and abroad	463 5 2	
Debts converted into Grants, being largely for the Promotion of Education in the Colonies	318 10 4	
		781 15 6
GENERAL EXPENSES:		
Secretary	300 0 0	
Accountant	122 10 0	
Printing and Paper for Report, Educational Record, &c.	372 5 6	
Stationery, Books, &c.	51 10 1	
Postages, Parcels, and Messengers	97 5 4	
Expenses of General Meeting, Examinations, and Examinations of the Students, including a portion of 1854	90 16 11	
Collector's Poundage	48 17 6	
Repairs, Alterations, &c.	449 13 0	
Advertisements	6 13 0	
Rents	157 3 0	
Insurance	31 3 6	
Rates and Taxes	346 6 1	
Incidental Expenses	67 12 7	
Travelling Expenses	15 1 6	
Legal Expenses	69 13 0	
		2,226 11 0
Excess of Income over Expenditure, carried to Capital Account		39 0 11
		9,729 14 10
DEPOSITORY:		
Amount paid for School Materials and Expenses		5,178 3 6
		£14,907 18 4

I come next to the more special report of the normal schools, and shall find it more convenient to make the observations I have to offer on the male and female departments separately. Special Report.

In the male department, the staff of officers has undergone important changes since last year. Male department.

Dr. Cornwell, who so long and so honourably filled the office of principal, has resigned his duties, and withdrawn himself into a well-earned retirement; his place is now occupied by

Mr. J. G. Fitch, M.A., a gentleman who to sound scholastic attainments, both classical and mathematical, unites in a singular degree the patience, the industry, the power of clear statement, as well as the clear appreciation of educational methods and influences, which are so important to one filling the responsible post which he now occupies. Officers.

The post of Vice-Principal, formerly held by Mr. Fitch, is now occupied by Mr. J. C. Curtis, B.A., formerly a practical teacher of very great eminence and success. Though he has only been occupied here a comparatively short period, I have been much struck with the mastery he has already obtained over the subjects on which he lectures, and the thoroughness with which he aims to develop them to the classes.

The third officer, or tutor, is Mr. A. F. Smith, B.A., whose principal occupation is with the mathematical department, for which he shows eminent qualifications.

Beside the foregoing, there is a resident superintendent, Mr. Robert Saunders, upon whom the practical, moral, and religious supervision of the entire establishment rests; and I wish especially to embrace this opportunity of bearing my testimony to the excellent spirit of Mr. Saunders' superintendence. The kindliness and affability of his intercourse, indeed, with all who are placed under his care, would seem almost to relax the necessary bands of strict discipline, were not the actual results a clear proof to the contrary. I believe that it would be difficult to find another instance of such unexceptionable order and discipline maintained amongst a large number of young and active minds, with so little *show* either of strictness or reserve in the reigning authority.

To the foregoing regular officers of the establishment, we have to add the drawing master, Mr. J. Dicksie; the music master, Mr. Manby; and the drill-sergeant, Major Mace. The subjects which form the entire plan of study are distributed amongst the above-mentioned officers of the establishment in the following manner:—

The Principal takes the departments of English language and literature, the principles of arithmetic and geometry. He also superintends the collective lessons, given three times a week by the students in the school, and gives a series of lectures on school management. The Vice-Principal has charge of the Distribution of subjects.

subjects of history, geography, chemistry, and experimental science generally; he also gives one lesson per week to each class on the miscellaneous subjects comprised in the school reading-books. The tutor's duties comprise algebra, mensuration, trigonometry, and mechanics, besides book-keeping and practical arithmetic. In addition to the moral supervision of the household, the resident superintendent has charge of the Scripture class and the writing class, and gives one lecture per week on natural history. There are no lectureships attached to the college under the Minute of 20 August 1853; but the Principal has passed the examination in English literature, and would have held the lectureship, but for his recent appointment as Dr. Cornwell's successor. The Vice-Principal and the tutor propose to become candidates for lectureships shortly. In order to give some definite idea of the subjects which are included in the curriculum, both for the first and the second year students, of the time occupied by each, of the text-books employed, and the amount of matter which it is expected to get through in the course of the year, I subjoin the following Table, in which all these points are given in detail.

Subject.	Hours per Week. 1st Year.	Hours per Week. 2nd Year.	Teacher.	Text Books.	Remarks.
English Language.	3	2¾	Principal -	Allen and Cornwell's Grammar; The Young Composer; Morell's Analysis; Spalding's English Literature.	*First Year Class.*—In addition to the study of text books, a course of lectures on English language is given, founded for the most part on the school grammar, and intended to aid in teaching it intelligently. Exercises in paraphrasing, composition, logical and grammatical analysis, are also given from Warren's Blackstone. *Second Year Class.*—Exercises on paraphrase and analysis, founded on passages from Milton's Paradise Lost. A systematic course of lessons on the history and structure of the language, and on the history of English literature. In this class also essays on points connected with the science of teaching, and occasionally on general literary subjects, are prepared every fortnight by the students.
History	2	2½	Vice-Principal	Warren's Blackstone; Chapters on Manners, Customs, &c., in Pictorial History of England; Gleig's School History.	*First Year.*—In addition to the knowledge furnished in "Gleig," extended reference is made to such periods as are peculiarly important in our annals; these being thoroughly investigated. A regular series of lectures is also given on the constitutional history of the country. *Second Year.*—The entire course embraces the history of the manners, customs, and condition of the people, and the history of English law. The information under the former head is as far as possible systematized, while in the lectures on Blackstone more correct and satisfactory information is given as to those portions which recent historic investigations have proved to be incorrect, and the history of the English law is brought down to the present time.

Subject.	Hours per Week. 1st Year.	Hours per Week. 2nd Year.	Teacher.	Text Book.	Remarks.
Arithmetic	3	1	Principal and Tutor.	Cornwell and Fitch's "Science of Arithmetic."	*First Year.*—The exercises are worked as far as evolution, and a series of demonstrative lectures on the theory of numbers founded on the text-book, and intended to aid in elementary teaching, is given by the Principal. *Second Year.*—The course of progression and logarithms in the text-book, and numerous exercises on both subjects, and on the computation of annuities from various other works.
Algebra	2	2	Tutor	Colenso's, Bell's, and Wood's Treatises.	*First Year.*—This class generally works in one of the text-books as far as quadratic equations. *Second Year.*—All the subjects beyond quadratics in Lund's edition of Wood. In both classes many exercises are given not found in the text-books, in order to test the pupil's progress.
Mensuration and Trigonometry.	1	2	Tutor	Tate's Mensuration; Chambers's Practical Mathematics; Hind's Trigonometry.	*First Year.*—The rules of mensuration and land surveying generally: reasons being explained as far as the mathematical knowledge of the class will permit. *Second Year.*—Plane trigonometry, mensuration of heights and distances, land surveying; levelling.
Book-keeping	1	1	Vice-Principal	- - -	The method of keeping books by single and double entry is explained orally, and the meaning of mercantile terms pointed out. The students keep sets of books on each plan, and make out drafts, bills of exchange, &c.
Geography	2½	2	Vice-Principal and Tutor.	Cornwell's Geography; Hughes's Physical Geography.	*First Year.*—The several countries of the world are studied in detail; the physical features being first mastered, and the political facts as far as possible deduced from them. By a regular course of map-drawing, the size, form, and physical features of the countries, and the position of their towns, are still further fixed on the mind. *Second Year.*—In this class the course is more detailed, and extends to questions of commerce, population, social condition, &c., as well as to the physical geography of Hughes's outlines.
Chemistry	-	1½	Vice-Principal	Wilson's Chemistry	This subject is taken up by the second year class only. The course comprises inorganic and a slight sketch of organic chemistry, and is illustrated by numerous experiments. The bearings of the science on practical life receive much attention, especially in relation to manufactures and agriculture.
Common Things	1	1	Vice-Principal	- - -	A series of lessons, founded for the most part on the school reading books, including physiology, the laws of health, the chemistry of food, &c., and intended to furnish material for good collective lessons in elementary schools.
Mechanics	2		Tutor	Lardner's Handbook, vol. 1.	*First Year Class only.*—The elementary principles of mechanics as contained in the text book, and in addition, numerous examples in practical mechanics are solved. The principles involved in various forms of mechanism are also explained and illustrated by reference to the construction of several simple machines.

Subject.	Hours per Week. 1st Year.	Hours per Week. 2nd Year.	Teacher.	Text Books.	Remarks.
Physical Science generally.	-	2	Vice-Principal	Lardner's Treatises, Brewster's Optics, Treatises of the Society for the Diffusion of Useful Knowledge.	The construction and use of the various instruments used in hydrostatics, hydraulics, optics, electricity, &c., are explained, and the elements of those sciences themselves are studied as thoroughly as time will allow. An experimental course is also connected with these studies. In chemistry, besides the ordinary experiments described in the text book, a complete course of qualitative analysis is taken up. The students are shown how to make simple apparatus, and occasionally to perform the manipulations themselves.
Astronomy and Mathematical Geography.	1½	1	Tutor -	Herschell's Astronomy, Mathematical Geography. L. U. K.	*First Year.*—A series of lessons on popular astronomy is given; in which, besides the explanation of the more obvious astronomical phenomena, some account is given of the methods by which results are obtained. *Second Year.*—Elementary problems in practical astronomy, besides the information comprised in the text books.
Natural History.	1	-	Resident Superintendent.	- - -	A series of weekly lectures, comprising a systematic classification of animals according to the system of Cuvier, and an outline of English Botany, besides special lectures on particular plants and animals, adapted to furnish matter for elementary collective lessons.
Scripture -	1	1	Resident Superintendent.	Pinnock's Analysis of Sacred History; Angus's Bible Handbook; Kitto's Palestine.	In addition to the systematic study of the text books, the resident superintendent gives a series of Bible lectures on Sunday morning, in which various Scripture illustrations, oriental manners and customs, &c., are taken up. Special care is also taken to furnish information respecting the evidences of Christianity.
Writing -	1		Resident Superintendent	——	——
Elocution -	2	2	Principal and Vice-Principal.	The ordinary School Reading Books; Allen's Select Poetry; Milton; Shakespeare.	In addition to numerous exercises intended to correct provincialisms, false aspirates, &c., special care is taken to ensure the reading of the Scriptures and of the books used in schools, with just emphasis and intelligence. Some acquaintance with English literature is sought to be conveyed in connexion with the reading of poetry in particular, and information is given respecting the authors, the time at which they lived, and the character of their works.
Euclid - -	1½	1½	Principal -	Potts and Bell's Euclid, Colenso's Exercises.	*First Year.*—The first four books. In addition to this, the Principal gives a series of comments on the propositions, and some insight into the laws of reasoning, which are illustrated by the several propositions. A brief view of the elements of logic is generally given at the conclusion of the course, when the four books have been well studied. *Second Year.*—Fifth and Sixth Books and all Colenso's Exercises on Books I. to IV.
Lineal Drawing.	2½	2½	Drawing master.	Burchett's Geometrical Drawing.	Lineal Drawing. Drawing from models. Geometrical, perspective, and inventive Drawing.

Subject.	Hours per Week. 1st Year.	Hours per Week. 2nd Year.	Teacher.	Text Books.	Remarks.
Music -	1¼	1¼	Music Master.	Hullah's Manual and Hamilton's Catechism of Harmony.	The grammar of music is studied, and some knowledge of harmony also acquired.
Practical Teaching.	6	6	- - -	- - -	Every student is engaged in teaching in the Model School twice in the weeek, under the supervision of the master. Three collective lessons are also given in each week, in the presence of the Principal, and the students, and are subsequently criticised at length by the Principal.
School Management.	1	1	Principal -	- - -	The series of lectures on this subject comprises hints as to the modes of teaching each of the subjects of ordinary elementary instruction, and on numerous points affecting school discipline and general professional success. Some acquaintance with the life and systems of eminent teachers is also imparted in this course.

The foregoing scheme, it should be remarked, provides occupation for the students from 7 o'clock A.M. till 8.30 P.M. on every day except Saturday and Sunday, allowing the usual intervals for meals, and two hours for out-door recreation. On Saturday the classes separate at 1 P.M. No student leaves the premises after the evening classes. Each of the principal teachers,—the principal, the vice-principal, and the tutor,—according to the above plan, which is strictly adhered to, is employed 32½ hours per week in actual teaching. The resident superintendent devotes 10½ hours per week to the instruction of his classes. Monthly written examinations are held, by which each of the principal subjects of instruction is tested in turn, and at the end of each quarter there is a complete examination on all the subjects, which is generally conducted by means of *printed* questions. Such, then, is the outline of the whole plan of study, and the methods taken to test the progress of the students during the course.

Scheme of study.

This scheme of study has been formed so as to meet the requirements of the Government examination, as laid down in Canon Moseley's syllabus. Scarcely any extraneous subjects have been taken up; no attempt has been made to push the mathematical lectures beyond the defined subjects, nor any effort to introduce the *classical* element beyond that passing reference to Latin and Greek roots, which is necessary for a due appreciation of the structure of the English language.

Founded on the Government syllabus.

As the whole course has been conducted so closely in accordance with the syllabus issued by the Education Department, I have been anxious to discover how far that syllabus has approved

itself practically to the judgment and experience of the teachers. I am happy to find that, on the whole, the plan appears to have proved practically available, and to comprehend, for the most part, just those subjects which would have been selected as topics of instruction, independently of any Government prospectus whatever. Nor do I find that any very undue time or attention has, in consequence of the demands of the Christmas examination, been allotted to any one particular subject. The subjects themselves are, undoubtedly, very multifarious, as they appear in the Table; but it must be remembered that most of them had been somewhat closely attended to (by the Queen's scholars at least) previous to their entering the institution, and that, in going through the year's course, they have been, in fact, only *carrying out* the methods and topics of study upon which they had already entered as pupil-teachers.

Unsatisfactory points.

The points which experience seemed to point out as least satisfactory, in working closely up to the Government Examination Schedule, are—(1.) The use of Warren's Blackstone as a text book for constitutional history. A close examination of the details of this work, it appears, has brought to light many inaccuracies both in *law* and in *history*, which are a serious drawback to its usefulness as a text book for examination;—(2.) The want of a more definite text book on mechanics, in which the subject is treated according to the *principles* of the science, instead of being cut up into a multiplicity of formal rules for calculating mechanical forces, that must be retained by the sheer force of memory.

Student

I come next to the students themselves, their numbers and classification. The following is the statement put forward in the Annual Report of the Society last April:—

Number of students attending the classes during the year ending April 1st - - - - - (These of course include the two years sets.)	141
Entered during the same period - - -	76
On the list, April 1st, 1855 - - - -	65
Submitted for examination for certificates of merit -	47
Obtained certificates - - - - -	41
Queen's scholars admitted - - - -	38
Appointed to schools - - - - -	59
Withdrawn from various causes - - -	7
Died - - - - - - -	2
On the list, April 1st, 1856 - - - -	72

On the week of inspection I found the numbers actually attending as follows:—

Second year students - - - - -	10
First year students - - - - -	59
Total - -	69

This shows a considerable advance upon the state of things this time last year, when there were in the house only seven students of the second year's standing, 42 preparing for the first

years examination, and 25 forming a *general class*, who did not contemplate passing the Government examination at all. The *general class* has now happily entirely disappeared, and the number who are now preparing to enter upon a second year's course after Christmas is much greater than before.

Division into classes.

In place of the general class, the whole of the first year's students are now divided into three sections according to their relative proficiency. The time-table of the institution accordingly is planned for *four* distinct classes (the second year students, and the three sections of those belonging to the first year), who for the most part receive their lessons separately. This plan necessitates long hours and much additional labour for the teachers; each one of them is engaged, as I before stated, 32½ hours weekly in actual teaching, beside the time taken to superintend the private studies of the pupils. Nothing, I am well convinced but the sincerest desire for the progress of the students, and an honourable pride for the success of the institution, could have induced them to frame a plan of study so laborious to themselves, and so minute in its attention almost to the individual mental wants of those committed to their care. More complete supervision is, no doubt, secured by this great subdivision than could possibly be secured otherwise; but I would suggest, for the sake of the officers themselves, whether there are not some of the topics in which the sections could be partially combined, so as to leave them a little more time and relaxation from their now too arduous duties.

Female department.

I turn now from the male to the female department. The general female superintendent of the whole is Mrs. MacRae, the only person now left upon the establishment who was there at the time of Joseph Lancaster himself, and has witnessed the whole series of its transformations. In addition to the general superintendence, she also gives conversational lectures on the practical duties of teachers. The school management department, the geography, reading, writing, and needlework are under the care of Miss Sheppard. The history, domestic economy, book-keeping, natural history, and infant system, are under the care of Miss Scott. The departments of English grammar and arithmetic are allotted to Mrs. Bennett. The Scripture lessons are divided amongst some of the different teachers, and a general superintendence is exercised by Mr. Saunders. Another important feature in the plan is the arrangement by which all the female students receive three lessons weekly from the Principal (Mr. Fitch), one in the art of teaching, one in arithmetic, and one in grammar. The whole course through which they are conducted during the year, and the average amount of matter which it is expected that each student will be able to accomplish, will be seen from the following Table:—

Subject.	Hours per Week. 1st Year.	Hours per Week. 2nd Year.	Teacher.	Text Book.	Remarks.
Geography -	3½	3½	Miss Sheppard	Cornwell's Geography; Hughes' Physical Geography.	*First Year.*—It is expected that the class will have a good general acquaintance with the characteristic features, climate, soil, and chief productions of the great divisions of the earth. A more detailed account of the British Islands and Colonies, as well as a tolerably full knowledge of the chief countries having commercial dealings with Great Britain. There is a lesson given weekly in Physical Geography, notes of which are taken and reproduced as written exercises, a map or diagram illustrating the lesson being added. *Second Year.*—The students of this year add to the course stated above information respecting the nature of the causes influencing climate, variety of production, industrial pursuits of the people, &c. The information on such points obtained from two sources: books placed at their disposal, and notes of lectures they receive weekly. They are also required to prepare outlines of lessons on all the subjects stated, carefully illustrated with maps or other suitable diagrams. The course in Descriptive Geography is almost confined to the countries of Europe taken separately; and a recapitulation of the geography of the British Islands and Colonies.
History - -	3	3	Miss Scott -	Milner's History -	The course in this subject embraces the chief events of each reign from Egbert to the present time, in chronological order. The most important eras of civil and religious liberty. The military and naval affairs of each period, with an outline of the arts and improvements of each century; also the lives of the eminent men of each period.
Domestic Economy.	3	3	Miss Scott -	Tegetmeire and Household matters	Some account of the substances used as food by man, with the modes of their preparation, and the estimate of expenditure for each method. The duties of servants: manner of performing household duties, and the general treatment of common disorders.
School Management.	3	6	MissSheppard	Dunn's Principles of Teaching.	This subject embraces the remark made upon the practical teaching under supervision; the critical lessons given by students, with the criticisms by part of class and teacher; the mode of imparting information in various subjects taught in elementary schools; the method of government and discipline; various plans for the improvement of schools, as children's attendance, parents' co-operation, habits of children. *Second Year.*—The students of this year are allowed to read on various points connected with the subject at appointed times, for the purpose of writing abstract and essays on questions connected with school management. Both classes receive the benefit of Mrs. MacRae's valuable experience on organization, relative duties of teachers to managers and committees, given in a kind of conversational lecture once a week.
Practice in Teaching.	7½	3	- -	Hand-book to Model School.	

Subject.	Hours per Week. 1st Year.	Hours per Week. 2nd Year.	Teacher.	Text Book.	Remarks.
Lecture -	1	1	Mr. Fitch -	- - -	In addition, a lecture is attended by the whole of the female students, given by the Principal of the male department.
Infant system	1½	1½	Miss Scott -	- - -	This system is taught by lectures and series of criticisms. Lessons to inculcate the principles and objects of infant training; the methods by which these principles can be carried out, with notes of lessons on subjects suitable to young children, and a knowledge of infant school furniture and apparatus.
English language,	4½	4½	Mrs. Bennett	Cornwell's Grammar and Composer, Latham, Morell.	*First Year.*—It is required of this class to paraphrase, analyze, and parse selections from the best authors; to make a general acquaintance with the principal poets who have lived at various periods, and to know the etymologies in Cornwell's grammar. *Second Year.*—The course for this class is an extension of that named above, the passages selected being more difficult (chiefly from Milton).
Lecture -	1	1	Mr. Fitch -	- - -	They also receive a lecture every other week from Mr. Fitch.
Arithmetic -	½	4½	Mrs. Bennett	Cornwell and Fitch's Arithmetic.	A series of lessons is given to all the sections on the principles of arithmetic, and the students are required to give systematic exercises on these, and in practice, proportion, and fractions.
Lecture -	1	1	Mr. Fitch -	- - -	In this subject they also receive a lecture weekly, for eight months of the year.
Reading -	1½	1½	Miss Sheppard	Lesson Books, Select Poetry, Dunn's Principles, Lord's Modern History.	This subject receives much attention, and care is taken that all exercises tending to correct provincialisms, to improve the tone of voice, to give expression and general styles are adopted, so that accuracy and ease may be the marked results.
Writing -	1½	1½	Miss Sheppard	Darnell - -	A bold, free hand is the object aimed at, to obtain which frequent exercises are given on unruled paper, and the use of chalk and black-board is encouraged.
Needlework	1½	1½	Miss Sheppard	-	In this department great stress is laid upon *neatness* and *finish*, rather than quantity, though despatch is strongly urged. The object of the class is, that garments should be cut out economically and fitted properly.
Book-keeping	½	½	Miss Scott -	- - -	The system of single and double entry, with specimens of each book used.
Natural History.	1	1	Miss Scott -	Chambers	Animal kingdom, with the structure and characteristics of the animals belonging to each sub-kingdom, dwelling more especially on the habits and organization of those belonging to the orders mammalia.
Dictation -	(1 Div.) 1	0	Miss Scott -	- - -	In this, Lower Division of 1st year students.
Lessons on common things.	1	0	- - -	- - -	The Lower Division of first year class subjects chosen from lesson books.

Subject.	Hours per Week. 1st Year.	Hours per Week. 2nd Year.	Teacher.	Text Book.	Remarks.
Drawing -	2½	2½	Miss Channon	- - - -	Model and linear, with lectures given in perspective.
Singing -	3	3	Miss Tomlinson.	Hullah's Manual; Crampton's School Songs, Bible Chants.	The students are instructed thoroughly in the principles of music, as contained in Hullah's Manual; the second year students learning also the first principles of harmony. They all learn enough of the same to enable them to pursue it as a study after they leave, and are expected to be able to sing from sight, and teach their girls school songs in part.
Scripture -	1½	1½	Miss Scott -	M'Leod's Palestine,	Both classes have the same course; Scripture reading and interrogation, Bible geography and history.
			Miss Sheppard	M'Leod's Palestine, Kitto's Palestine, Bible Handbook.	The second year students, in addition, write notes on various subjects connected with Bible history, biography, manners and customs of the Jews.

Numbers.

The number of female students who have been in the institution during the present session is 90; the number actually present on the week of inspection was 73. Of these, 10 were second year students, 48 were preparing for the first year's examination, and 15 only were what are termed *general students.* This also shows some improvement on the state of things last year; the number of second year students is doubled, a somewhat greater number are also preparing for the first year's certificate. The preponderance of first year students is still, however, so great, that no very distinctive second year's course has yet been adopted, although the subjects taught completely cover the ground required for the Government examinations.

Concluding remarks.

In closing my report I must express the strong feeling of satisfaction which I could not but entertain in witnessing the energy, the activity, the unwearied effort for the progress and improvement of the students, which characterized the whole institution. No pains appear to be spared either in the male or female department to make the year's course as conducive as possible to the benefit of those for whom it has been constructed. In addition to the courses of lectures (all combined with constant written exercises and daily examinations) through which the students pass, they are all occupied a certain number of hours weekly in practical teaching, so as to make their stores of knowledge as available as possible for their future destination in life, and render them well appointed instruments for the elevation of the rising community of our country. As I had immediately previously to my inspection of the institution visited some of the normal schools of France, I could not but

be struck with the immense advantage we derive from the present pupil-teacher system. There the course of study is generally longer, but far less complete and extended than ours; the first year has to be occupied with the most elementary subjects, owing to the want of previous preparation in the students, and the government examinations at the close of the course is not pitched as high by *one half* as it is in this country.

An admirable foundation is, in fact, being laid by our present training institutions for a thorough system of national education, and if such a system be eventually realized, not the least of the credit will be due to such institutions as this, under whose care the system of training has been fostered, and who have responded by their efforts as well as their good intentions to every plan of improvement which has emanated from the government of the country.

I have the honor to be, &c.

J. D. Morell.

To the Right Honorable
The Lords of the Committee of Council on Education.

REPORT *on the* WESLEYAN TRAINING COLLEGE, *in the Horseferry Road, Westminster, by Her Majesty's Inspector of Schools,* MATTHEW ARNOLD, Esq., M.A.;—*for the Year* 1856.

MY LORDS, London, January 1857.

I HAVE the honor to present to your Lordships my Report for the year 1856 upon this institution, which I visited in the week commencing on the 24th of November last.

Former reports.

Mr. Bowstead's Report for last year, that of Mr. Morell for 1854, and my own for 1853, contain information respecting the first establishment and the general arrangements of the institution which it is unnecessary here to repeat. The modifications in the original plan of study in the training department, which the introduction of a second year's course of training rendered necessary, had not, indeed, actually been carried into effect when Mr. Morell visited the institution in 1854; but they had been already considered and determined upon, and his report contains the modified plan of study as then proposed, and which has since been successfully carried into operation. The staff of officers in the training department of this institution has undergone, since the date of Mr. Bowstead's Report, little change. Mr. Langler, lately the admirable master of the infant school which forms one of the practising schools here, and, after that, selected to give special training in infant-school methods to the female students, obtained at Easter last a lectureship in geography under the Minute of 20 August 1853, and is thus the second lecturer under that Minute employed in this training college. Mr. Kinton obtained a lectureship in English literature at Easter 1854, with the distinction of being the only successful candidate in that branch. I was present at lectures delivered by both Mr. Kinton and Mr. Langler, and heard them with great interest; the former is a genuine student, the latter a lecturer of more than ordinary attractiveness. Mr. Conrad Cox, the mathematical teacher here, will probably present himself as a candidate for a lecturership in mathematics in the present year. And should a plan, which has been proposed, of establishing lectureships in method, in addition to the now existing lectureships in special branches of instruction, be carried out, this institution possesses in Mr. Sugden, the head master, a candidate peculiarly well qualified for such a situation. Mr. Sugden has, in fact, long been a lecturer on method, on the science which teaches the best modes of imparting acquired information, on the theory and practice of teaching, to the students of this institution; it has been with him a subject

Officers of training department.

Lectureships on method.

of predilection; and in the absence of recognized English text-books of signal merit on this difficult subject, it is above all things necessary that the teacher who deals with it should be a man with a natural aptitude and predilection for it, as he has himself, if not to invent, at least to combine from a multitude of scattered sources the principles of his science, which he cannot at present find anywhere ready combined and ready prepared for his use. He must, in fact, on this subject be not a learner only, but an inventor also, before he can efficiently teach it.

Study of physical science.

In compliance with a growing demand for additional facilities in the study of physical science, a laboratory has been formed and fitted up in a convenient room in the college, where Mr. Sugden lectures on experimental science to the students.

Appointment of a mistress of female students.

The authorities of the institution have engaged the services of Miss Sarah Goodfellow, lately employed in a school at Leeds, as mistress of the female students. It was thought desirable that these students should have the benefit of the undivided care and superintendence of a person of their own sex. At the same time no change has been made in that excellent system by which, in this training school, the female as well as the male students receive their intellectual instruction from teachers of the male sex; the duties of the mistress are to teach needlework, and to give to the female students the benefit of her general supervision, companionship, and sympathy.

There has been no other change in the officers of the training department.

Success of students in examination of Christmas 1855.

With regard to the success of their labours in the instruction of the students, the records of the last examination of which the results are yet known, of that of Christmas 1855, supply the best test. By the returns published, it appears that of fifty-one male candidates (thirty-four of the first year, seventeen of the second year) forty-eight were successful; of thirty female candidates (twenty-three of the first year, seven of the second year) twenty-six were successful. There were, however, in fact, only fifty male candidates, as one of the candidates of the second year was taken seriously ill at the beginning of the examination, and withdrawn. The per-centage, therefore, of successful candidates in the male training department at Christmas 1855, was really ninety-six. This per-centage was not exceeded in any training institution in the country. In the female department, the per-centage of successful candidates was 86·66. These honourable results of the examination of 1855 may well gratify the authorities of the Westminster institution, and inspire them with the best hopes for the future.

compared with their success in former examinations.

Let these results be compared with the results of former examinations. To take, first, the male training department. In this department the successful candidates formed, in 1852, 60 per cent. of the whole; in 1853, the successful candidates formed 48·4 per cent. of the whole; in 1854, they formed 82 per cent. The per-centage of successful candidates in 1855 was, as has been already stated, 96, exceeding that of any previous year by 14. In this department, then, in which the improvement in 1854 had been very great indeed, the improvement in 1855 was still considerable.

Female students.

Let us now turn to the female training department. Here, in 1852, the per-centage of successful candidates was 45·45, in 1853 it was 33·3, in 1854 it was 47·2, in 1855 it has risen, as has been shown, to 86·66, nearly doubling any former per-centage. This is an advance which does, indeed, deserve notice, and it goes far to show that effective training may remedy in great measure the disadvantages under which the female students were supposed as a whole, when compared with the male students, to labour; namely, that far fewer of the former than of the latter had enjoyed the advantage of having been pupil-teachers before they entered the institution as students; and also that female students, not having been pupil-teachers, are generally found, on their entrance into the institution, even less well-prepared than male students in the same case. With respect to the latter of these two grounds of disadvantage, I say nothing; with respect to the former, it is true that of the female students a much smaller proportion have been pupil-teachers than of the male students. The reason of this is mainly to be found in the system of mixed schools adopted by the Wesleyans. They have very few girls' schools, and a great source of supply of female pupil-teachers is thus cut off. Those who are found in the institution are contributed chiefly by infant schools; for, in mixed schools, the number of boys employed as pupil-teachers greatly exceeds that of girls.

Result of recent examination.

With the result of the last examination, that of Christmas 1856, I am not yet, at the moment at which I write, fully acquainted; the returns will, I hope, reach me in time for insertion at the end of this report. I fear, however, that they show that the high standard of 1855, which has been fully maintained by the male candidates from this training school at the recent examination, has not been equally well maintained by the female candidates.

Mixed-school system in relation to qualification of female students.

I have remarked above that a much smaller number of the female than of the male students have been pupil-teachers, and that, consequently, it is not to be expected that the former, as a body, should show so well in an examination as the latter. This inferiority in the number of female pupil-teachers supplied to the Wesleyan institution as students arises, I have said,

out of the Wesleyan system of mixed schools. With that system I am well content; I should be sorry to see it disturbed. I note, therefore, with pleasure, any fact which indicates, as the result of the examination of 1855 indicates, that well-prepared female candidates can be obtained in the Wesleyan training school for examination and for future employment in schools, even under the condition of their present mixed-school system; that the disproportion between the success of the male and that of the female students need not *necessarily* be considerable; that it has, on one special occasion, been conspicuously reduced. The result which has been obtained before may be obtained again; and *a return to the per-centage of* 1855 must be resolutely aimed at, for their female students, by the authorities of this institution.

Religious instruction.

The religious instruction in this institution, although not under my official inspection, forms so important an element in the system of training that I append a specimen of the examination papers in religious knowledge which are set regularly every year by the authorities of this institution to their own students, in lieu of those set by the Committee of Council for candidates in Church training colleges only. (*See Appendix* A.) These papers were set at the end of 1855. The answers to the questions are read and estimated by examiners appointed for that purpose, and a class-list of those who distinguish themselves by the goodness of their answers is drawn up and inserted in the Annual Report of the Wesleyan Education Committee. The examiners mention with special praise the answers of many of the female students.

Fortnightly examinations.

Having mentioned this instance of action independent of the examination appointed by the Committee of Council, I will mention an instance of action designed specially to stimulate and prepare students for that examination. Once every fortnight each student is required to work a printed examination paper on a subject forming part of the year's course. The whole course is gone through in this way. The papers are marked and valued, and a list of the students, arranged according to the merit of their answers to the paper last set, is posted up every week in the hall. This practice has now existed for two years. Of these fortnightly papers also I append a specimen. (*See Appendix* B.)

Students' fees.

The fee charged to students in this training college has been raised. Formerly it was a fee of 15*l.*; it is now 23*l.* for male students, and 17*l.* for female. With this increased fee, however, the institution provides every student with medical attendance and washing, as well as with board, lodging, and tuition as formerly. The training department of the institu-

Numbers in institution.

tion, designed for 100 students, sixty male and forty female, is now always full at the commencement of each year; although, before the year is ended, illness, or the supply of temporary teachers to schools, has generally reduced the number a little below its full complement. At the beginning of 1856 there were in training here 101 students, fifty-nine male and forty-two female. Forty-five of these were remaining from 1855; four had returned to the institution for a second year's study; one had entered under that Minute of your Lordships which offers scholarships to certificated teachers who have had one year's training only; twenty-seven (nineteen male students, eight female) had obtained Queen's scholarships at the Christmas examination of 1855; and twenty-four (eleven male students, thirteen female) had been newly admitted as ordinary students. The authorities of the institution honestly present for examination at the end of each year not a selected number of students only, but the entire number of those qualified to be candidates. On my inspection in November last, I found ninety-two students about to be presented at the approaching examination; of these, fifty-six were male students (twenty-seven of the second year, twenty-nine of the first); thirty-six were female students (fifteen of the second year, twenty-one of the first.) Of the fifty-six male students in preparation, forty-three had been pupil-teachers; of the thirty-six female students, owing to the causes mentioned above, I found that not more than one-half had been pupil-teachers.

Practising schools.

Of the practising schools attached to the institution, an account will be given in my Tabulated Reports, printed separately. Of them, therefore, I will only say, that they improve in efficiency, and that the number of scholars in attendance continues to increase. The senior practising school, under the care of Mr. Bell, which was long short of scholars, has now obtained its intended complement of numbers, and a definitively settled form and organization. The model school and the junior practising schools are in very good order. The girls' industrial school is at present somewhat suffering from the unsettlement produced by a change of teacher. Mrs. Rogers has resigned the charge of this school, which has been committed to the care of Miss Brown, previously employed in the infant school. The infant school has been placed under the charge of Mr. Bailey, one of those teachers in whom Mr. Stow's example and training have borne excellent fruits. I was interested by finding that Fröbel's plan of the Kinder-Garten, a charming mode of occupying and instructing little children, had been introduced into this model of an infant school. In the teachers of the

senior and junior practising schools, and of the model school, there has been no change.

The following balance-sheet will show the financial condition of the institution for the year ending March 1856:— Financial condition of the institution.

Account for the Year ending 31 December 1855.

Dr.	£	s.	d.		Cr.	£	s.	d.
To Students' Entrance-Fees	519	3	8		Normal College.			
Children's Pence	403	8	4	By Salaries		1,148	15	0
Books sold to Students	87	8	2	Wages		286	11	4
Books sold to Children	30	0	6	Maintenance		1,411	2	8
Government Exhibitions to Queen's Scholars	1,140	0	0	Books and Apparatus		194	19	8
Government Grants for Students obtaining Certificates, Christmas Examination 1855	1,104	0	0	Medical Attendance		48	1	6
Teachers from the Country, staying, *pro tempore*, at the Institution	83	1	0		Practising Schools.			
Received for School Assistants	28	15	0	By Salaries		604	5	0
Teacher for Van Diemen's Land	35	0	0	Books and School Materials		66	2	5
Balance carried to General Account	1,341	1	8	Labour, Cleaning Schools, &c.		95	16	3
					General Expenses.			
				By Coals, Gas, and Water		332	8	1
				Repairs and Furniture; Insurance, Rates, and Taxes		489	11	2
				Incidental Expenses, including Playgrounds		94	5	3
	£4,771	18	4			£4,771	18	4

Audited and found correct, March 4, 1856.

(Signed) { JAMES HOBY, THOMAS KNIGHT.

The debt on the institution (originally 2,145*l.* 7*s.* 4*d.*) had been reduced at the date when this balance-sheet was published to 903*l.* 1*s.* 2*d.* It was published in March last, and the debt is now, at the date of my present report, almost entirely extinguished. Even with this debt upon them, however, the Wesleyan Education Committee had made, during the year ending on the 1st of March 1855, twenty-five grants, amounting in the whole to 530*l.*, to different schools in connexion with them. At that date they had in operation 417 schools, with a total number of 45,168 scholars in attendance in them. During the year then ending there had been an increase of nearly 4,000 in the number of scholars in attendance at their day schools; seventeen new schools, with accommodation for nearly 3,000 children had been opened; three schools which had been closed were re-opened; seven schools considerably enlarged. The sphere of their activity has not been confined to large towns and populous localities; but they have been peculiarly useful by establishing village schools in remote parts of the country, where they were much needed. Operations of Wesleyan Education Committee.

In 1855 was instituted a meeting, to be held annually in London in the month of May, on behalf of Wesleyan education; and I am glad to see that in the resolutions of this meeting great stress is laid on the establishment of *day-schools*. This is, indeed, in strict conformity with the desire manifested of the plan of education sanctioned by the Wesleyan Conference in 1841, that "all possible care and effort should be used in each district to promote the formation and Disproportion between extent of Wesleyan operations in day-schools and that in Sunday-schools. Efforts to reduce this.

success of *week-day* and *infant* schools;" but still the number of 45,000 scholars in attendance in Wesleyan *day-schools* bears far too small a proportion to the number of 400,000 scholars in attendance in Wesleyan *Sunday-schools*. But the Wesleyan Education Committee have shown that they are alive to the urgent need of reducing this grave disproportion; a disproportion, be it remarked, which does not exist in the school operations of their missions. I cordially unite with them in the hope that the extinction of their debt, and a growing sense, among the members of their connexion, of the necessity of promoting the *day-school* no less zealously than the *Sunday-school*, may enable them to extend their operations in the establishment of schools. So long as the present denominational system of schools shall continue in force, there is no school system to which I wish success more sincerely than to theirs. They have made and are making the greatest efforts for the promotion of a system of infant-school education; they desire that the time may come when every scholar received into the older school should have previously received a training in the infant school. With those efforts, and with that desire, I heartily sympathise. They have, in my opinion, most sensible views as to the management of infants; what I have sometimes heard made a matter of reproach against their infant schools, that they are *play-schools*, is really, in my opinion, the highest praise; it means that "they do not seek to develope prematurely and forcibly the faculties of the mind not developed in the young child, but employ their attention mainly in the direction of faculties which nature teaches the child vigorously to put forth, perception, observation, and curiosity."* Their infant-school system, accordingly, is in my opinion a healthier and a more successful one than that of any other educational body. But, besides this, their school system has, in my judgment, as at present conducted, another signal merit, of especial value under present circumstances, where the work of elementary education is carried on, not by the regulation of a central authority, but by a process of co-operation and mutual effort between the Committee of Council and the different educational bodies. Those at the head of the Wesleyan school system appear to me, I am bound to say, to conduct its operations in a spirit singularly free, so far as their dealings with the Committee of Council are concerned, from all jealousy and hostile mistrust; in a spirit which may truly be called *peaceable and easily entreated;* in a spirit which proves, I hope, the conscious-

Wesleyan infant schools.

Dispositions manifested by those at head of Wesleyan education,

* From an "Address to the Students of the Wesleyan Training Institution at the commencement of the Session of 1856," by the Rev. John Scott, the principal.

ness in them that they have been fairly dealt with by the Committee of Council, and which certainly renders it a matter of pleasure, rather than of difficulty, to deal with them. I find, also, this spirit eminently present in the great body of Wesleyan teachers with whom I have to deal; I believe that it is a spirit fostered in them by their training, nay, by the principles and tendencies of Wesleyanism itself. Their training is studiously addressed to "form in them habits of right feeling and of good conduct, as well as of correct thinking;" to develope in them a spirit of peaceableness and affectionateness; "the spirit of teaching for the good of others as well as for their own livelihood."* They are exhorted to labour, "not only that they may have their schools in a creditable state at the visit of the inspector, but that their scholars, when they come to be men and women, may remember their school-days with pleasure, may think of their teacher with affection and mention him with honour, when blue-books are shelved and forgotten."† This is the spirit which, I truly believe, those who conduct the Wesleyan training institution do their best to develope and to promote; it is with sincere pleasure, therefore, that I report to your Lordships the improved efficiency of its secular instruction, and the continued growth of its prosperity. and by Wesleyan teachers.

I have the honor to be, &c.

To the Right Honorable
The Lords of the Committee of Council on Education.

MATTHEW ARNOLD.

APPENDIX A.

WESLEYAN TRAINING COLLLEGE, WESTMINSTER.

CHRISTMAS EXAMINATION, 1855.—RELIGIOUS KNOWLEDGE.

I.

(*Three hours allowed for this Paper.*)

1.—DIVINE REVELATION.

1. Show the necessity of a revelation of truth, and the publication of a moral law from God to man.
2. State by whom the Holy Scriptures were given, and give your reasons for regarding the authority by which they were given as Divine.
3. Prove from the Bible that the ten commandments are still in force.
4. Describe the extent to which the moral law of God is obligatory on man.
5. Specify some truth that is first perfectly disclosed in the New Testament.
6. Is a perfect fulfilment of the law of God possible? By whom? And who are benefited thereby.

2.—DOCTRINE OF HOLY SCRIPTURE.

1. What do the Scriptures teach concerning the being and attributes of God? *Answer this and the following questions as nearly as you can in the words of Scripture.*
2. What do the Scriptures teach of the person of our Lord Jesus Christ, and his mission to the world?
3. What must a sinner do to be forgiven and saved?
4. What evidence can a sinner have that he is forgiven?
5. What is the change that such a person has undergone? And what does God then require of him?
6. What will be the state of such a person after death? And what the state of an impenitent sinner?

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* From the "Address" quoted above. † From the same.

II.

(Three hours allowed for this Paper.)

3.—Biblical History and Geography.

1. Give some proof of the unity of the human race, and name the first grand divisions of mankind, as recorded in the Old Testament.
2. Endeavour to show the identity, and also to mark the successive changes of the Sabbatic Institution, in the Primitive, the Mosaic, the Jewish, and the Christian times.
3. Name the chief religious sects, and the political parties in Palestine in the time of our Lord and his Apostles.
4. Mention the chief points of contrast in the state of Jerusalem during the time of our Lord's ministry and at the present day.

4.—School Teaching.

1. What are the moral qualifications indispensable in a teacher?
2. State what means you would employ to restore order to a school that had been neglected.
3. How would you proceed to conciliate and to preserve the confidence of the parents?
4. How would you awaken and keep up a right religious feeling in the children?
5. Can you say what would be the best means for so husbanding your energies as to give the utmost attention to the school, cultivate your own mind, keep it in a right state, and preserve your health?

Appendix B.

CHRISTMAS EXAMINATION; 1855.—SCHOOL MANAGEMENT.

One Question only to be answered in each Section.

Male Students, First Year.

Section I.

Write the words "School Management" in text hand, and the words "Habits of Industry are best for youth" in small-hand, such as you would use in setting copies.

Section II.

1. State the principal divisions of school method as referring:
   (*a*) To the number of children taught at once.
   (*b*) To the mode of presenting the subjects of instruction to the children.
2. In drawing up a time table for a school, what are the matters chiefly requiring to be considered? Construct a time-table for a school of 80 children, having only one pupil-teacher.
3. Compare the relative importance of the various subjects belonging to elementary education, giving reasons for your opinion in each case.

Section III.

1. In planning the organization of a school, what would be the matters chiefly needing consideration?
2. Draw a plan of a school fitted up for 120 children to be taught with the aid of pupil-teachers, giving the dimensions of each of the main portions of it.

Section IV.

1. How would you proceed, if called upon to open a new school, without any assistance?
2. Draw up a time-table, showing in detail the times you would allot to the subject of reading and spelling, and the agency by which you would have every such lesson given in a school of 100 children, with two pupil-teachers.

Section V.

1. What are the principal methods you would employ in the teaching of spelling?
2. Supposing a school to be divided into three sections, give an outline (with reasons for each step) of the mode in which you would conduct a reading and spelling lesson in (*a*) the lowest division, (*b*) (the middle division), (*c*) the highest division.

Section VI.

1. Draw out a time-table, showing the details of the arrangements you would adopt in teaching arithmetic in a school of 120 children, with three pupil-teachers.
2. Give details of the principal arrangements you would adopt in order to secure neatness and orderliness in the school and playground. Show the bearing of these on the moral training of the children.

Male Students, Second Year.

Section I.

The same as for the First Year.

Section II.

1. What are the principal faculties of the human intellect according to the metaphysicians of the Scottish school? Point out the chief characteristic of each faculty.
2. Write the notes of a lesson on any secular subject, specially illustrating the manner in which the processes of abstraction and generalization and the laws of association may be made available in the instruction of children.

SECTION III.

1. Give a general view of the moral constitution of the human mind. How may knowledge of this kind be applied to the purposes of the educator?
2. What ought to be the aim of the educator in regard to those parts of our moral nature which have been called "springs of action?" Support your answer by such arguments as occur to you.

SECTION IV.

Write a brief essay, showing the importance of "habit" in education.

SECTION V.

1. Describe the nature of the three kinds of register-books in use in the model school of this institution, viz.,—(*a*) the entrance book, (*b*) the class register, (*c*) the annual summary. What points is each intended to snow?
2. Draw out a fictitious table representing the probable attendance in a class of twenty children, and the mode in which the various particulars are recorded in the class-register. Make up the table so as to show, not only the daily record, but also the summaries for the week, ready to be transferred to the quarterly summaries.

SECTION VI.

Give a summary of one of the lessons in McCulloch's "Course of Reading," on
1. Water.
2. Evaporation.
3. The process of nutrition.

N.B.—The 5th Section must not be wholly omitted by any student.

APPENDIX C.

WESLEYAN TRAINING COLLEGE.

MALES.

First Year { 30 Candidates. 25 Certificates. Second Year { 27 Candidates. 25 Certificates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.		Not attempted.	
	No.		No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Grammar	–	–	15	8	11	15	3	1	–	2	1	–	–	1
History	–	2	–	11	22	11	6	2	2	–	–	–	–	1
Geography	–	–	1	3	12	18	12	5	–	–	5	–	–	1
Arithmetic	–	–	20	–	7	–	3	–	–	–	–	–	–	–
Euclid, First Year Students	2	–	16	–	9	–	–	–	1	–	2	–	–	–
Algebra, First Year Students	–	–	–	–	16	–	2	–	2	–	1	–	9	–
Industrial Mechanics, First Year Students.	–	–	1	–	10	–	14	–	3	–	2	–	–	–
Physical Science, Second Year Students.	–	–	–	3	–	14	–	9	–	–	1	–	–	1
Higher Mathematics, Second Year Students.	–	1	–	1	–	4	–	9	–	–	–	–	–	12
LogarithmicArithmetic,Second Students.	–	1	–	9	–	11	–	5	–	1	–	–	–	–
Vocal Music	–	–	1	1	19	14	5	11	1	–	2	–	2	1
Drawing	–	2	2	16	16	16	7	2	3	–	1	–	1	1
School Management	–	–	12	10	11	16	15	–	2	–	–	–	–	1
Latin	–	1	1	–	3	5	5	5	–	–	–	–	–	–
Reading	1	1	11	10	17	15	1	–	–	–	–	–	–	1
Spelling	–	–	28	26	2	–	–	–	–	–	–	–	–	1
Penmanship	5	1	12	14	9	8	4	3	–	–	–	–	–	1
Inspector's Report, Second Year Students.	–	1	–	18	–	7	–	–	–	–	–	–	–	1

FEMALES.

First Year { 21 Candidates. 8 Certificates. Second Year { 15 Candidates. 13 Certificates.

Arithmetic	-	-	-	-	-	6	6	7	6	6	3	2	-	-	-	-	-
Grammar	-	-	-	-	-	4	7	12	8	5	-	-	-	-	-	-	-
Geography	-	-	-	-	-	-	2	8	9	12	4	1	-	-	-	-	-
History	-	-	-	-	-	6	2	8	8	6	5	1	-	-	-	-	-
School Management	-	-	-	-	-	1	4	13	9	6	2	-	-	1	-	-	-
Notes of a Lesson, Students of First Year only.				-	-	-	-	4	-	11	-	6	-	-	-	-	-
Essay, Students of Second Year only.				-	1	-	3	-	5	-	6	-	-	-	-	-	-
Domestic Economy	-	-	-	-	-	1	5	10	6	9	4	-	-	1	-	-	-
Industrial Skill	-	-	-	1	-	10	10	8	4	2	1	-	-	-	-	-	-
Drawing	-	-	-	-	-	-	-	-	1	10	5	5	6	6	3	-	-
Music	-	-	-	-	-	-	-	4	6	6	3	9	3	2	2	-	1
Reading	-	-	-	-	-	1	4	18	10	2	1	-	-	-	-	-	-
Spelling	-	-	-	-	-	13	12	4	2	4	1	-	-	-	-	-	-
Penmanship	-	-	-	-	-	-	1	3	6	16	8	-	-	2	-	-	-
Inspector's Report, Students Second Year only.				-	1	-	10	-	4	-	-	-	-	-	-	-	-

REPORT, *by Her Majesty's Inspector of Schools*, T. W. M. MARSHALL, Esq., *on the* ROMAN CATHOLIC TRAINING COLLEGE *of St. Mary's, at Hammersmith;—for the Year* 1856.

MY LORDS, January 1857.

In reporting last year upon the state of this Institution, and the work in progress of accomplishment in it, I noticed the important extension which it was designed to give to the then existing buildings. A plan of the proposed new construction, supplied by the architect, was appended to my report. I am glad to be able to state that the work then contemplated has been successfully completed, and that suitable accommodation is thereby provided for fifty students. Completion of new buildings.

It is due to the architect, Charles Hansom, Esq., of Clifton, to say, that the beauty of the design, and the skilfulness of the general arrangements, are highly appreciated by all who have visited the new building. The dormitories are of ample dimensions, lofty, well lighted and ventilated, and of convenient access. The lecture rooms, one for the first and one for the second year students, are spacious halls, unexceptionable as to size and character, and judiciously arranged for the use to which they are to be applied. They are immediately connected by a handsome corridor with smaller but excellent class rooms for the study of music, drawing, and physical science. The chapel supplies adequate accommodation for all the inmates of the house, and is certainly, as it ought to be, the most beautiful feature of the institution. The refectory, lavatory, recreation room, and offices are all that can be desired. Without entering into superfluous details, it may suffice to say, that the buildings are of admirable form and design, skilfully adapted to their special object, and every way worthy to be the scene of the important labours which will henceforth be carried on in them, and of which they are the necessary and appropriate accessories. I am unwilling to terminate this brief allusion to the character of the buildings, without adding, that if the architect has fully maintained his high reputation by this new and successful work, no little praise is also due to the respectable builder employed by him—Mr. Henry Williams, of 50, Broadmead, Bristol—who has performed the duty entrusted to him with an amount of conscientious care and practical skill which seems to call for special notice. Persons more competent than myself to estimate merit of this kind have been good enough to direct my attention to it, and especially to the finished character of the details, and the beauty and solidity of the general work. Their character.

Proportion of new students to increased accommodation.

With the aid of your Lordships, and the munificent co-operation of the *Roman Catholic Poor School Committee*,—who may justly point to this admirable building as a sufficient monument of their zeal and liberality, and of the solid services which they have rendered to the cause of public education,—another training school has now been erected, another home provided for a class of students in the success of whose future labours the country at large is deeply interested. It is very satisfactory to me to add, that the number of students now in residence has developed in proportion to the increased accommodation provided for them. Although, for reasons which are not likely to operate hereafter, more than half the pupil-teachers in my own district who completed their apprenticeship in 1856 failed to present themselves as candidates at the Christmas examination, yet the number of students is already *forty*, of whom *twenty-six* are Queen's scholars. Of the whole body who were examined for scholarships *ten* failed to satisfy the conditions; and I am so far from wishing to conceal this mortifying fact, that I propose to offer some remarks upon it.

Unsuccessful candidates.

I may venture to say, in the first place, that I heartily concur in the justice of the decision which rejected them as unworthy to be Queen's Scholars. I reviewed some of the papers worked by the unsuccessful candidates, and wish to record my opinion that they reflect infinite discredit, not upon the rejected students, but upon the teachers by whom they were (nominally) trained during the course of their apprenticeship. Three of them came from the same school, the managers of which, I should hope, will demand a strict account from the master. Even in the arithmetic papers they were far surpassed by the female candidates from my own district, most of whom worked all the difficult arithmetical processes by algebra, of which only a small proportion of the males showed any adequate knowledge. It is certainly a significant fact, that while all the female candidates in my district were successful, and sixty per cent. of their number obtained the first class, the only failures were amongst the males. This circumstance, though probably opposed to the experience of most of my colleagues, does not occasion me the least surprise. It only confirms an opinion which I have long entertained, and which is founded upon ample experience and observation, that the female teachers of schools under my inspection are, as a class, and admitting rare exceptions, immeasurably superior to the males, not only in purity and elevation of motive and patient laborious charity, but even in intellectual vigour and scientific attainments. This fact has always been apparent to me, and I was never less disposed to doubt it than at the present moment.

On the other hand, the recent examinations at the training school to which this report refers attest the meritorious industry and assiduity of certain schoolmasters, whom I beg permission to name. Edinburgh has sent candidates who are at the head of the list both of males and females; and no wonder, since they had the advantage of being trained by such conscientious and capable teachers as Mr. Donlevy, of St. Andrew's, and Mrs. Durie, of St. Mary's, schools, in that city. With respect to the former, whose merits I had formerly opportunities of appreciating, I observe with pleasure that my colleague, Mr. Stokes, reports that he is "perfectly satisfied with the results of his exemplary labours." Mr. Merchant, of the Trenchard Street School, Bristol, a very diligent and active schoolmaster, has the credit of supplying the second successful candidate; and Mr. Capel, of St. Mary's, Hammersmith, in whom are united all the most valuable qualifications of a successful teacher, and especially sober enthusiasm and patient charity, has trained the third. The masters of St. John's, Wigan, and St. Peter's, Aberdeen, appear to belong to the same worthy class; and the intelligent teacher of St. Joseph's, Bilston, has sent two good and promising students. The success of the *female* candidates from my district is easily accounted for, by the fact that, with a solitary exception, they were trained by ladies who are members of religious communities, and especially by those invaluable orders, the Sisters of Mercy, and the Sisters of the Holy Child.

Successful candidates.

I think it right to observe, both because it affords a remarkable testimony to the excellence of the instruction at the Hammersmith Training School, and suggests some consolation even with respect to the recent failures in the examination for Queen's Scholarships; that all who have been considerately admitted by the principal into that institution in former years, notwithstanding their want of success as candidates, obtained the certificate of merit at the end of the first year. Nothing could more clearly indicate the skill and patience of the officers of this training school than that in twelve months they had so successfully supplied the defects of previous imperfect training, and enabled even an unpromising class of students to convert a discreditable failure into an honorable triumph.

Final success of rejected candidates.

I cannot, however, but strongly feel, that in this, as in all other training schools, there is, and must continue to be, an almost incurable evil, which deserves careful consideration, and may be rudely defined as *an unavoidable waste of teaching power*. I beg permission to explain the meaning of this phrase, and to suggest a remedy for the evil to which it points. For some time past, by direction of the Committee of Council, an exact record has been published annually of the proportionate averages of marks, "good," "fair," &c., obtained by

Waste of teaching power.

the students in the various training colleges. The tables which convey this information are probably designed to indicate the degree of success exhibited in the different subjects of instruction at these several institutions. Such statistical tables have, no doubt, a certain definite value, and will naturally be consulted by persons interested in the progress of public education, and especially by the officers of the various normal schools. But I venture to submit, that they must not be taken for more than they are worth; and that if the conclusions which they seem to suggest be too rigorously adopted, they will certainly tend to diffuse erroneous impressions. There may be, in a particular college, a formidable per-centage of "moderate" or even "indifferent" papers, without the slightest fault on the part of those who are charged with the office of teachers in it. What I have called *waste of power* must be taken into account. And this waste is occasioned, I presume, by the imperfections, not of the lecturers, but of a certain proportion of the students to whom their lessons are addressed.

Illustrations of this waste.

It may not be inexpedient to notice one or two illustrations of this lamentable but unavoidable waste of power, and this may be done, I conceive, without incurring the reproach of indiscretion, or the still more serious charge of breach of confidence. If there is one subject of elementary instruction in which uniform success might be more fairly anticipated than in another, and which might be assumed to be taught with almost universal accuracy and precision in male training schools, that subject is arithmetic. Now it is a significant and conclusive evidence of that waste of teaching power to which I have alluded, that out of 450 arithmetic papers worked at one of the annual examinations only two were marked "excellent." Again, in a training college which has quite a special reputation for the unusual care devoted to the study of geography, and the great ability with which that subject is handled, although the students, on the whole, appeared to surpass in this branch of knowledge those of most other colleges, yet the number to whose work the distinction of "good" was attributed was only 26 per cent. To apply these remarks to the training school with which I am especially concerned in this report. It seems simply an act of justice to the excellent teachers who compose its staff to observe, that for some time to come, and until a higher class of students, trained with more care and success during their apprenticeship as pupil-teachers, shall form the body of its residents, the results of the annual examinations will not represent adequately either the skill or the diligence of the professors. Up to the present moment, indeed, those results, in spite of the novelty of the institution and the defective preparation of some of the students, have been perfectly satisfactory,

rather above the average, and far beyond what might have been reasonably anticipated. But though they afford much more ground for congratulation than for discouragement, they are not accepted by the authorities as equivalent fruits of the intelligent labour by which they were produced, nor as sufficiently approximating to that high standard of excellence which they hope and purpose to attain.

Its remedy.

May we believe, then, that there is any remedy for this waste of power, resulting inevitably from the incapacity, or defect of mental culture, of a certain proportion of students in the training schools? The remedy appears to me to be obvious, or my allusion to the subject would be superfluous and unpractical. But it cannot be applied without the earnest co-operation of school managers.

If pupil teachers continue to be apprenticed to feeble and incompetent, or to careless and negligent, masters; if the training and instruction which they receive is loose and superficial; if they arrive at the termination of their apprenticeship with no more discipline of the intellectual powers, or of the moral habits, than they possessed at its commencement; the authorities of the normal colleges will still have to deal with rude and coarse materials, and waste in comparatively fruitless toil the eminent qualifications, zeal, charity, and skill, which they bring to the discharge of their difficult duties. In the name of these valuable and laborious public servants one may surely venture, without presumption, to appeal to the whole body of school managers, and to solicit that energetic and thoughtful co-operation which their personal interest in the success of our training schools may reasonably inspire, and without which the special work attempted in them must lose a portion of its value, and continue to be maimed and imperfect. If our training colleges are frequented by two distinct classes of students, of whom the one is vastly more competent than the other to profit by the advantages which they offer to all who seek them, this is simply because the teachers under whom they had worked out their apprenticeship belonged also to two distinct classes, and their merits or defects are exactly reflected in their pupils. I repeat that the remedy for this unnecessary evil lies exclusively with school managers, who have already done so much to promote the success of the general work, and who, it may be fairly assumed, have both the power and the inclination to secure its timely and effectual application.

Staff of training college.

The staff of the training college, of which I have now to offer a more particular account, is still composed of the same officers as in former years. I have lately had an opportunity of attending at the various lectures, and examining the progress of

the students in the different subjects of instruction. Unfortunately the engagements of my colleague, Mr. Stokes, did not permit him to give me his valuable assistance, but we hope on future occasions to be able to make arrangements for the joint inspection of all the training schools.

Course of study.

The course of study is substantially unchanged. The first remark which it occurs to me to make with respect to it, refers to the fact of six of the students having elected, in the middle of the year, to study Latin instead of algebra.

Latin students.

Although I ascertained, by actual examination, that they had made fair progress in the elements of this language, and cannot doubt that it is a study which has contributed to their intellectual discipline, and will do so more effectually in its future stages; yet it seems to me a grave question for the principals of training schools, whether the study of Latin, necessarily superficial and incomplete, should be accepted as an exclusive substitute for that of mathematics. If it could be pursued thoroughly and effectively, so as to secure, in any sufficient measure, a knowledge of the analytical structure of so important a language, and to constitute a really vigorous training of the mind, the suppression of all mathematical reading might perhaps be regarded as a tolerable evil. But it can hardly be contended that a moderate acquaintance with the principal Latin inflections, and the power to translate, more or less accurately, a few meagre sentences, is an intellectual gain at all equivalent to the complete knowledge of algebra or geometry. The teachers in the training school appear to concur with the opinion which I took the liberty of expressing to them with reference to this point. The subject of physical science forms part of the course of reading of the second-year students; and I was not surprised to hear from Mr. Capel, to whom that interesting branch of teaching is committed, and who is very competent to do justice to it, that the Latin students find a serious difficulty in prosecuting it with advantage owing to their ignorance of mechanics and conic sections. But the attention of the principal is directed to this important question, which may be safely left to his prudence and judgment.

I ought, however, to observe, that two second-year students, who had studied Latin during the whole period of their residence, have made very creditable progress, and translated with considerable fluency and intelligence passages from Cicero and Virgil.

Physical science.

Having referred to the study of physical science in this institution, I may remark, that I had the pleasure to hear a lecture by Mr. Capel on *Heat and its chemical relations*, in which his capacity as a lecturer was fully displayed. The generation of

heat by chemical affinity was illustrated by actual experiments; and though the apparatus, which appears to be gradually increasing, cannot be regarded as complete, yet it is valuable as the nucleus of a larger and better collection, and is used with good effect. A grant towards supplying what is still defective would be well bestowed in this case.

Geography. Geography, especially in the second-year course, seems to be taught with much vigour and considerable power of illustration. The facts which belong to this branch of instruction appear to be treated, as far as possible, in their relation to principles. In a lecture which I heard great pains were taken to indicate the leading characteristics, and to account for the various history of peoples, in connection with the peculiar physical condition of the countries inhabited by them. Examples were required, and readily furnished by the students, of the greater comparative results obtained from rude soils by energetic races, than from rich and fertile ones under a languid and unskilful system of culture. The first-year students also displayed, in their examination upon this subject, increased power in forming and expressing general views, and in proceeding clearly and methodically from one conclusion to another. I must add that in this, as in all the subjects entrusted to him, Mr. Capel is extremely careful not only to impart accurate and solid knowledge, but to indicate the methods by which it may be most advantageously conveyed to the minds of children. He not only communicates his own information, but shows, always with clearness, and often with much felicity of manner and expression, by what steps and with what precautions it may be presented to feebler apprehensions. His illustrations too, which are apt and copious, are almost always of a religious character, and such as tend to exalt, naturally and judiciously, the wisdom and power of God. The books of reference which are chiefly employed in teaching the large and important subject of geography are, Humboldt's *Cosmos*, Guyot, Murray's Encyclopædia, M'Culloch's Commercial Dictionary, Lyell's Principles of Geology, Herschell's and Hymers' Astronomy, &c.

Grammar. Grammar and English literature receive in this institution the special attention which they may justly claim in the system of education which it is designed to promote. The teachers appear to consider, and perhaps I may venture to say that all my own observations lead me to the same opinion, that the main object to be aimed at in teaching grammar in an elementary school, beyond that of using it as an instrument for cultivating the understanding, is to create in children the power of rapidly and accurately analysing the logical construction of propositions, to acquire familiarity with their various grammatical forms, and thus to apprehend readily the meaning of

language, whether written or spoken. It is this faculty, and this alone, which can qualify them to understand what they hear or read, which prevents attendance at sermons and catechetical instructions from degenerating into a wearisome and profitless task, and converts what is otherwise only a crowd of unintelligible words into living and salutary truths. The principal text books used are, Bromby's Grammar, Latham's English Language, and Morell's Analysis, a work which I am in the habit of recommending in all schools; and the whole system of teaching is wisely founded upon the admirable method developed in the great French work, the *Analyse Logique*, the habitual use of which in French schools of all degrees is, I conceive, the true explanation of that remarkable knowledge of their own language, which not only the higher but so many of the labouring classes in France display, and which English residents in that country can hardly fail to notice. The popular vocabulary in our own villages, and even in our towns, is limited to a few score words, which are used over and over again with persevering stolidity, and commonly as the vehicle of thoughts which are quite worthy of the rude form in which they are clothed. In France, however, and especially in certain districts, as the *Touraine*, one hears the most elegant phrases in the mouths of servants and artisans, and even sometimes of peasants, of which the peculiar construction sufficiently attests that language is regarded in their schools as the most important of all studies. I have myself often heard expressions from persons of the class alluded to which were almost elaborate in their structure, but which were chiefly remarkable as indicating the familiar perception of ideas of an abstract order.* Nothing is more full of promise for the future of popular education in our own country than the care and skill which are now so commonly displayed in teaching grammar. I cannot doubt that the race of teachers who are being, or will hereafter be, formed in this training school, will be found capable of handling this subject with power and judgment, and so as to secure the important practical results which ought to accompany the rational study of it.

History. The next subject which seems to require special notice is history. As far as I possessed opportunities of judging, there has been no lack of careful and minute instruction in this branch of study, in which the students have hitherto displayed creditable proficiency. But I was not able to satisfy myself, perhaps from want of time, that there was either such a classi-

* On the second day of the revolution of February 1848, I overheard two labourers, in a town in the south of France, discussing the character of M. de Lamartine, upon whom all eyes were at that moment fixed. "J'avoue," said one of them, "que je n'aime pas trop cet homme-là : *il n'a pas d'idées fixes.*"

fication and distribution of its distinctive epochs, or such a methodical connection of causes and results, as should be aimed at in teaching it. I have no doubt that the students are acquiring a solid knowledge both of general and constitutional history; but the means adopted to form in them the power of communicating this knowledge to others were less apparent. I must repeat, however, that my opportunities of forming an opinion on that point were insufficient, and that I have reason to distrust my impression with respect to it.

The text books used are, besides elementary histories, Warren's Extracts, and Creasy on the Constitution. The books of reference are, Lingard, Pictorial History of England, Bowyer's Constitutional Law, Stephen's Commentaries on the Laws of England, Hallam, &c.

Mathematics.

The number of students who have hitherto applied themselves to the exclusive study of mathematics is so small that it is not necessary, at present, to enter into details on this subject. It will suffice to say, that two of the teachers of this branch are highly qualified, and display a full acquaintance with the best and most elegant methods.

Music and Drawing.

Music and drawing have been taught with great success, especially the latter, in which almost every student at the last examination gained a prize. I need not refer to the well-known qualifications of the professor, who, as I am informed, has expressed great satisfaction with the progress of his class in this college.

Discipline and general management.

In speaking of the general tone and character of the institution, and the results which it promises to attain eventually, I should not do justice to my own convictions, nor satisfy the reasonable expectations of its promoters and friends, if I were not again to refer to the inappreciable benefits which accrue to it from the singularly wise and prudent direction of the principal. Perhaps there are no better nor more qualified witnesses on this point than the students themselves, some of whom have used language, in speaking of it, which it was extremely gratifying to hear, and which was equally honorable to their superior and to themselves. The discreet severity of the discipline, infractions of which are very properly punished by prompt dismissal, approves itself to the judgment and conscience of the students; while it also assists them to obtain that habitual self-control, and to acquire that solidity of religious feeling and practice, without which their future labours can have no real value. But the salutary effects of this needful moral discipline would be more complete if it were commenced at an earlier period. Teachers and school managers have a duty to perform to these young persons *before* they enter the training school, the omission or neglect of which, in particular cases, creates no small difficulty and embarrassment to the officers

of the college, and introduces elements of confusion and disorder. In a very few cases the want of this previous discipline has been plainly apparent, and the responsibility of such cases does not lie with the principal or his assistants. On the other hand, a large proportion of the students have uniformly exhibited not only habits of studious and intelligent application, but the higher virtues of docility, cheerful obedience, and reflecting piety. The principal has ample reason for the confidence which he feels in the success of the work entrusted to him; and the promoters of the institution can desire no better guarantee on this point than that which they have already secured by committing it to his hands.

Second year students.

Only two second-year students have quitted the college this Christmas. Both of them have found a field of labour out of my own district; but it is a great satisfaction to me to believe that in the discharge of their new duties they will do credit to themselves and to the institution to which they owe so much. It is a sufficient proof both of the confidence which it excites, and of the high character and qualifications of these young men, that salaries equivalent to 100*l.* per annum have been promised to both.

First-year students.

Of the first-year students who have just entered upon the charge of schools, having left the training school with the approval of all who were authorized to advise them, I also entertain the most favourable anticipations. I shall be much disappointed if they do not display, in addition to the ordinary qualities of active and intelligent teachers, that special gift of religious patience and ardent charity which it is the main object of this institution to form in all its inmates, and upon which their power to exert a beneficial influence over children more importantly depends than upon the measure of their ability or the scope of their attainments.

Conclusion.

I have only to add, in conclusion, that every condition of success appears to be now permanently secured. Buildings of the highest class, suitably arranged and furnished; teachers possessing intellectual power, technical knowledge, and prudent zeal; the clear and full comprehension on the part of the principal of what should be aimed at in such an institution, definite perceptions of the means by which it is to be attained, and the power of using them with that strength and confidence which spring from fixed and profound convictions; all these will conspire to give to the work, year by year, completeness and solidity, and to secure for it the amplest success to which such an institution can attain.

I have the honor to be, &c.

T. W. M. Marshall.

To the Right Honorable
The Lords of the Committee of Council on Education.

REPORT *by Her Majesty's Inspector of Schools*, T. W. M. MARSHALL, Esq., *on the* ROMAN CATHOLIC TRAINING COLLEGE *of All Souls', at St. Leonard's-on-Sea, for* SCHOOLMISTRESSES;—*for the Year* 1856.

MY LORDS,

CONSIDERING the circumstances under which this institution was established, and the short period which has elapsed since its foundation, it does not seem necessary to offer on this occasion more than a very brief and general statement of its actual condition and prospects, reserving for another year a more minute account of the system of instruction and methods of teaching adopted in it. Origin of Institution.

A training school for female students was opened at Nottingham towards the close of 1855, in which provisional accommodation was offered to about twenty inmates. The design which the promoters had formed of erecting permanent buildings on a large and costly scale was subsequently abandoned, for reasons which have been communicated to the Committee of Council; and on the 7th of February 1856 the institution was transferred, upon the application of the *Roman Catholic Poor School Committee*, and with your Lordships' consent, from Nottingham to St. Leonard's-on-Sea. Transferred from Nottingham.

At that date adequate accommodation existed at the latter place for about twenty-five students. New buildings, designed by W. Wardell, Esq., have subsequently been erected, and are at this moment occupied by the resident students. The connexion of the new with the original premises has been skilfully contrived, and there are now five large and lofty rooms *en suite*, on the ground floor; viz., practising school, library, lecture room, music and drawing room, and refectory. All these are excellent rooms, of ample dimensions, well lighted and ventilated, and perfectly adapted to their several objects. On the first and second floors are five spacious dormitories, affording separate sleeping accommodation for fully sixty students, furnished and arranged on the best plan. There is also an infirmary capable of receiving six beds. Buildings.

It is perhaps impossible that a training school should enjoy greater advantages of site and position, or possess in a larger measure the requisite conditions for promoting the health and comfort of the students. Built upon a hill which inclines to the sea shore, commanding a wide prospect, close to a large town yet separated from it by its position, having an enclosed playground of three acres within walls, and an unbounded Advantages of site.

expanse of downs in the rear, it is not surprising that the students should exhibit signs of robust health. Some of their number, whom I knew originally as the sickly inhabitants of manufacturing cities, are completely changed in their physical aspect. I cannot doubt that these favourable circumstances will so exert no inconsiderable influence upon the success of their training, and enable them to prosecute with increased energy, a laborious course of study, free from the depression and discouragement which are the inevitable attendants of lassitude and fatigue. It was this conviction which induced me to disregard objections originally urged to the geographical position of St. Leonard's; and although a certain number of pupil-teachers from the northern part of my district have naturally preferred to seek admission into the Liverpool training school, on account of its contiguity to their homes, and in a few cases I have myself recommended them to do so, yet I cannot but rejoice in the selection of St. Leonard's as the site of a training school for the southern district. Of the privileges which the students enjoy in respect of discipline and instruction, I shall have to speak presently; but there are advantages of a lower order, yet most worthy to be taken into account in reporting upon an institution of this kind, which also claim recognition as a distinctive feature, and of which the importance will be readily admitted.

Resources. The funds necessary for the establishment of the training school, the erection of the buildings, the supply of furniture and apparatus, and the maintenance of the students, have been entirely derived from the noble generosity of an educational community of which the principal and all the teachers are members; viz. the *Society of the Holy Child Jesus*. Assisted only by the annual grants administered by your Lordships, and preferring no claim for aid upon others to whom they might have addressed an irresistible appeal, these ladies have cheerfully contributed not only their property, but the far more precious donation of their personal labour, to this great work. For some years past they have devoted themselves to the charge of elementary schools in this country, displaying an elevation of character, a patience of charity, an abnegation of self, and a vigour of intellect, which I may respectfully notice, but cannot presume to praise. Convinced that the measures devised by your Lordships for the promotion of public education were deeply marked with the characters of justice, prudence, and wisdom; and resolved, after due deliberation, earnestly to co-operate with them; they presented themselves, without any previous preparation, for which their incessant toils left them no leisure, for examination, and in every case with complete,

in some with distinguished success. The urgent necessity of training a higher class of secular teachers soon became apparent to them, and they determined to embrace this new work, cheerfully accepting its responsibilities, and taking upon themselves, with superfluous liberality, its pecuniary cost.

Staff.

The staff of the training college is composed as follows :—

Principal - - -	Mrs. Cornelia Connelly.
Head Teacher - -	Miss Maria Elizabeth Buckle, first-class certificate of merit.
Assistant do. - -	Miss Sarah Agnes Orr, first-class certificate of merit.
Drawing Mistress - -	Miss Helen Frances Cusack, first-class certificate of merit.
Second Assistant Teacher -	Miss Eliza Mary Noble, second-class certificate of merit.
Mistress of Method - -	Miss Catherine Angela Hunt, second-class certificate of merit.
Teacher of Music and Needlework.	Miss Helen Green.
Chaplain - - -	Rev. John Butt, late military chaplain in the Crimea.

Students.

The number of students at present in residence is *twenty-two*, of whom *twenty-one* are Queen's scholars. Of these *twelve* have just entered the second year course, and *ten* are commencing the first. The former were examined at Christmas for the certificate of merit, which they all succeeded in obtaining. It is very satisfactory to me to record, and will, no doubt, be very encouraging to the excellent teachers, that the first examination has been accomplished without a single failure. The class lists are not yet in my hands, but I observe with pleasure that of the *twelve* papers worked by the first year students in arithmetic, *eight* are marked either "good" or "excellent," and of the papers on the important subject of school management, *ten* receive the same honorable distinction. In industrial skill, which is sometimes erroneously supposed to be neglected in our best elementary schools, *six* of the first year students are marked "good," and *three* "excellent." The only subject in which I am disappointed is the drawing, which, however, has been taught with great skill and care. It is true that *ten* of the twelve students are marked "fair;" but the authorities of the training school complain, with reason, that they were completely misled by the Minute forwarded to them, in which *perspective* is omitted from the subjects required from first year students, and was, therefore, postponed to the second year's course. In history, *eight* of the students are marked either "good" or "excellent," and *four*, "fair." On the whole, the results of the first year's examination are most creditable to the students, and full of promise for the future.

Course of Study.

The course of study for the first year students appears to me, as far as I have had opportunities of judging, to be prudently and skilfully arranged; but it certainly makes a large demand upon their powers of application. More than eight hours of daily study, and two of prayer, meditation, and other spiritual exercises, implies energetic discipline both of the conscience and the intellect. It is true that in this distribution of the day's work is included not only the study of French, but also of music and drawing, which may be fairly regarded as recreative subjects. Nor does this amount of labour appear to be irksome or oppressive to the students. They acknowledge that it keeps them fully employed, but they do not seem to wish for relief. Indeed, their cheerful zeal and docility sufficiently attest their keen appreciation of the advantages which they enjoy. I must add that their vigourous health refutes the notion that more relaxation is required.

Latin.

I do not propose on this occasion to speak particularly of the various subjects taught, nor of the methods employed in each. But it is worthy of observation that in this, a female training school, the course includes Latin, French, algebra, and geometry. With respect to the first of these subjects, there is a special and urgent motive for teaching it in any Roman Catholic institution, apart from its immense value as an agent in developing the mental powers, and in facilitating the intelligent study of the English language. Of course the annual examinations will not afford any opportunity of testing the proficiency of the students in this subject, except in their working of the paper on grammar. But such a study has a value wholly independent of the technical results which it is the province of official inspection to detect and classify.

Algebra and geometry.

With respect to algebra and geometry, and especially the latter, I cannot but heartily sympathise with the opinion entertained by the teachers of this training school, that they are legitimately included in the programme of studies proposed to female students. It may savour of temerity to venture upon such a suggestion, in the face of "public opinion" somewhat unreasonably irritated upon topics of this kind; but fortunately the incoherent sentiments which are dignified by that generic title find no entrance within the walls of this institution. What valuable acquisitions algebra and geometry are to female teachers, I have had ample opportunities of judging during the last two or three years. I have noticed, in another report, that already many of the female pupil-teachers surpass the males even in arithmetic; and I can, in every case, trace the reason of this superiority to the

knowledge of the elements of mathematics possessed by the teachers of the former, and the good sense with which they apply it. Almost all the students at the training school to which I am referring can work equations with accuracy; and their knowledge of practical geometry was satisfactorily shown in the drawing papers which required for their execution familiarity with geometrical construction.

Other subjects.

I shall reserve to a future occasion a more minute report upon the several subjects of instruction. It will suffice to say here that all appear to me to be taught, as far as I am capable of judging, with the greatest accuracy and precision, unfailing vigour and animation, and a patience which no fatigue can weary and no effort exhaust. Arithmetic and history are, perhaps, conspicuous amongst the other branches of study for the solidity and energy of method with which they are imparted, and I anticipate that grammar will be taught with equal skill and success. I shall not express an opinion upon the talents and acquirements of the teachers, whose humility does not forbid them to aim at success, but only disclaims the praise which accompanies it. I may observe, however, that the students, some of whom are acute enough to form an excellent judgment in this matter, never cease to congratulate themselves and one another upon the rare privileges which they possess, and of which they are perfectly conscious. One of the most thoughtful of their number, an ardent student, and at one time too impatient of any but the highest order of instruction, replied to my private inquiry on this point in these emphatic words—"For the first time in my life I have greater advantages than I know how to use."

Principles of teaching.

In this, as in every other training school, the final aim, to which the whole system of discipline and instruction ought to tend, is to communicate to the students a thorough and definite comprehension of their future mission as teachers, and of the true principles which ought to guide them both in the acquisition of knowledge and in the difficult art of conveying it to others. It is not expedient to do more than indicate by the faintest outlines the system adopted with that end. The principal was good enough to state to me, with great minuteness of detail, and with that clearness and lucidity which belongs only to those who thoroughly possess their own knowledge, and can apply it to a definite purpose without confusion or uncertainty, what she considered to be the genuine work of a training school, and the means by which it was to be effectually accomplished. The usual popular text-books on the principles of training are estimated at their true value, and the honorable names of Stowe, Dunn, Dawes, and others

of their class, receive the respect to which they are entitled. But their works, which must be admitted to possess a certain technical and relative value, do not even profess to touch upon that admirable philosophy on which the student-teacher ought to medidate habitually, and which traces the motives of our acts, and defines the mode of their performance. From this philosophy, of which the principal text-books used in this training school are the *Catéchisme de Persévérance* of the Abbé Gaume; *La Théologie Affective,* ou St. Thomas en Meditation (ed. Chevereau, 1855); and the *Meditations* of Da Ponte; all the true principles of teaching are derived. And the first principle which it affirms is this, that no teaching, however profound and accurate, however brilliant and varied, can avail to any practical purpose, without supernatural charity for its motive, and habitual supernatural aids for its direction.* According to this philosophy, the existence and attributes of God, considered as motives of human action, precede and underlie all other knowledge, of which He is not only the end but also the intellectual basis. It affirms that there must be a *motive* in teaching which the reason indicates and the will accepts, and which the teacher must clearly see and steadily keep in view. This original motive, though perfectly simple and uniform by its nature, may be said to become complex in certain phases and conditions of society. Education may vary in its accessories and accidental developments, as human society varies; and the motive which impels us to educate the ignorant, though always substantially the same, may be complicated, so to speak, by the special circumstances of a particular country or epoch. It is recorded in the biography of the illustrious M. Olier, of St. Sulpice, who lived at a moment when the very foundations of civil society seemed to be broken up, and who was intrusted with the charge of a district which was commonly denominated "*l'égout de Paris,*" that he relied upon one instrument, and one only, as capable of accomplishing the tremendous task imposed upon him. "Il comprit qu'il lui restait un moyen de renouveler cette terre d'iniquités: *l'éducation de l'enfance attira toute sa solicitude.*" The evils with which he had to struggle exist elsewhere, for no country is wholly exempt from them, and ask everywhere for the same remedy. That remedy is being applied at this moment in our own country by various educational bodies, with a success proportioned exactly to the means at their disposal, but with a zeal and earnestness which is common to

* Such a principle need not surprise *Christian* teachers, when even Plato included φαντάσματα θεῖα amongst the sources of all human wisdom and philosophy.

all. Their work is aided by the Government, as far as it has the power to do so; and it has no higher title to the respect and gratitude of society than that which its prudent and careful co-operation in such a work may justly claim. But it cannot go beyond its province. It may provide homes for the future teachers of our children, and defray the cost of their maintenance, but this is all which it can do. They must be taught, trained, and disciplined by others. Upon the character of our normal colleges depends, therefore, the whole future of elementary education in this kingdom. If they possess, and know how to impart, true principles of teaching, all will be well. And the first of these principles is, that charity is the true motive, and humility the only strength, of those who undertake the instruction of others. Complete abnegation of self, a condition easier to conceive than to attain, is therefore wisely proposed to students as the end to which their training should tend. They are taught by what steps it may be reached; and however lofty such aims may be, they are not wholly unattained, because the aids which they enjoy are fully proportioned to the difficulty of the task. They have also continually before them,—and this remark applies to both the training schools which I visit,—living examples which they may strive to imitate according to the measure of their gifts. Such examples are persuasive and fascinating, and in their presence selfishness is abashed, and indolence effectually rebuked. It is impossible for natures which have any generosity wholly to resist their influence. Pascal said, with reference to the credibility of the first Christian teachers: "Comment ne pas croire à des témoins qui se laissent égorger?" And the students in our training schools, who have always before their eyes models of patience, wisdom, and charity, may easily believe that these virtues are within their own reach, and venture without temerity or self-confidence to attempt to emulate them.

First-year students remain.

It is a satisfactory token of the earnest appreciation of their privileges which the students now in residence exhibit, that not one of them, though tempted by offers almost irresistible to young persons, has consented to leave the institution at the expiration of the first year's training. They seem to comprehend that advantages so great are not to be hastily abandoned; and it is due to them to say, that whilst they vary in intellectual capacity and in technical skill, all appear to have profited in nearly equal measure by the discipline of temper and habits to which they have been subjected. I am unwilling to use language which may seem to deserve the reproach of exaggeration, but I have a strong impression that in this

respect it is impossible to attain more complete and satisfactory results. All the present students have been known to me since the commencement of their apprenticeship in 1850; and though their progress during the first five years was all that could be fairly expected, the single year of their residence in the training school has effected changes to which I cannot be insensible. Many of them during that period have assumed quite a different character, of which habitual self-control, cheerful humility, patient application, and intelligent, reflecting piety are the principal marks. The capacity of the institution to form valuable and capable teachers has been fully proved, and will, I have no doubt, become more and more evident. There will hereafter be no lack of sensible and devoted labourers in the field of education, content to find their toil in this world and their reward in another. Such teachers we shall owe to the training school to which these observations refer, and to others like it. On another occasion I shall probably have an opportunity of describing it more in detail; but enough perhaps has been said to show that it is a suitable place for the special work to which it is devoted, though not enough to do justice to my own impressions of the manner in which that work is being performed.

I have the honor to be, &c.

T. W. M. Marshall.

To the Right Honorable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1856, *by Her Majesty's Inspector of Schools*, S. N. STOKES, Esq., *on the* ROMAN CATHOLIC TRAINING COLLEGE *for* SCHOOLMISTRESSES *at Liverpool.*

MY LORDS, January 1857.

THE apprehensions regarding want of accommodation for students in Roman Catholic Training Colleges, which the discharge of my duty required me to express in my General Reports for 1853 and 1854, have been happily dispelled by subsequent events. The Male Training College of St. Mary, Hammersmith, which at that time could receive no more than thirty-nine students, has now been enlarged in an excellent manner, so as to contain more than eighty; and I anticipate that it will amply suffice, for a considerable period, to supply the north, as well as the south, of the island with trained masters. On the last three years, the average number of male apprentices admitted to service in schools within my district is thirty-two; and there need be no fear that such of them as give proof of their desire to become teachers, by diligent application and exemplary conduct during apprenticeship, will be excluded from St. Mary's by want of room. No less reason is there to believe that the students admitted will there enjoy great advantages in scientific instructions while their minds are subjected to the highest influence, which can be exerted in the formation of character. The visit which I made last spring to the Hammersmith Training College justifies this assertion regarding the wisdom of its management and the promise of its success; and the impression then created has been confirmed by more recent information derived from the Principal, the Rev. J. M. Glenie, who did me the favour, in the autumn of last year, to accompany me in my official tours through parts of Scotland and Lancashire. But, if in 1854 the prospect of male pupil-teachers was not bright, that of female apprentices appeared gloomy indeed. At the close of that year, when 325 girls were industriously serving their apprenticeship in Roman Catholic schools, no recognized training college had been provided for the completion of their professional education. The Roman Catholic Poor School Committee, occupied in the maintenance and enlargement of St. Mary's, Hammersmith, felt itself at the moment unequal to the task of originating a female training college; while among the public, intimidated by the outlay of time, energy, and funds required to establish and support such institutions, no individuals appeared willing to undertake so

Preliminary observations.

grave a responsibility. From a position of great difficulty and inconvenience, the Roman Catholics of Great Britain have been freed by the interposition of voluntary associations of religious ladies, dedicated to the education of the poor, by whose instrumentality two female training colleges were founded towards the close of 1855. It is upon one of these that I am now to report to your Lordships.

Origin of College at Liverpool.

The prospect of benefiting many thousands of poor girls and infants, by furnishing a supply of virtuous and efficient schoolmistresses, induced a community of religious ladies, already established in Liverpool, to offer to the Roman Catholic Poor School Committee, for the purposes of a normal college, the use, rent-free, of a large house and garden belonging to them, together with a sufficient staff of teachers; the community stipulating only that they should not be asked to surrender the property, nor be called upon to meet the annual expenses of the new institution. As the community in question was known to number among its members, not only English ladies of great accomplishments, but also, foreigners not less accomplished, and, moreover, experimentally acquainted with the approved methods of the best primary schools in Belgium, Holland, and Prussia; and, as those connected with it had given ample proof of their ability by conducting with eminent success ten of the largest schools for girls and infants in Liverpool (besides many more of high character in various parts of England, the continent of Europe, and the United States of America), and had even obtained in Belgium considerable experience in the management of normal schools; and as it was further understood that whatever additional accommodation the development of the institution might render necessary would be provided without appeal to the public purse, the Poor School Committee was not slow to accept an offer presenting so many extraordinary and unhoped for advantages. It was accordingly determined by that Committee to appropriate annually out of their funds a sum of 150*l.* for the governesses of the new training school, together with a capitation grant of 2*l.* for every student in residence; and it was intimated that further aid might be expected if this amount, in addition to students' fees and your Lordships' grants, should prove inadequate to cover the yearly outlay. The scheme, when carried to this point, was submitted to the Committee of Council; and after examination of the plans of the house (then numbered 74, but now 96, Mount Pleasant), and of a special report which I was instructed to make upon it, your Lordships were pleased to authorize the admission of twenty-one normal students.

As the favourable result of the application to the Committee of Council could not be announced until the time of the Christ-

mas examination had all but arrived, some fears were not unreasonably entertained that the number of candidates for scholarships would, on the first trial, be small, and that those who had the courage to offer themselves would prove but moderately qualified for an ordeal which they had no reason to anticipate. Such fears were groundless. For the twenty-one vacant scholarships twenty-one candidates offered themselves, and twenty passed the examination with success; a result which, I think, may be accepted as proving both that the standard of examination is pitched with prudence, and that the candidates had generally received, during their apprenticeship, the full amount of instruction contemplated in your Lordships' Minutes. One of the successful candidates was prevented by domestic considerations from availing herself of the scholarship; but two young women of promise from London and Wolverhampton speedily applied for the vacant places, as paying students, and on the 19th of January 1856, the Liverpool Training School opened with its full complement. I proceed to offer some remarks upon—(1.) The students and the terms of admission; (2.) The discipline to which they are subjected; and (3.) The premises provided for their accommodation.

1. The two students, never apprenticed and so ineligible to scholarships, had been engaged in school work. Of the nineteen Queen's scholars, fifteen had been apprenticed in schools within my district, two in Mr. Marshall's district, and two in schools connected with the British School Society; twelve of them passed directly from the schools of their service into the training school, while seven had, after apprenticeship, spent a period longer or shorter as principal or assistant teachers; eight gained scholarships of the first class, and eleven of the second, as the subjoined list will show in detail :—

QUEEN'S SCHOLARS ADMITTED TO THE LIVERPOOL TRAINING COLLEGE IN JANUARY 1855.

First Class.

Name of Scholar.	Name of School.
Mary Byrne - -	Liverpool, St. Oswald's.
Mary McDermott -	Manchester, Lower Mosley Street, B.S.
Ellen Hayhurst -	„ St. Patrick's.
Mary Tivnan - -	„ „
Elizabeth Roddis -	Birmingham, St. Chad's.
Anne Atherton - -	Liverpool, St. Thomas'.
Anne Keating - -	„ St. Anthony's.
Jane Nickson - -	Hurst Green.

Second Class.

Name of Scholar.	Name of School.
Margaret Carter	Liverpool, St. Thomas' and St. William's.
Elizabeth Smart	Manchester, St. Patrick's.
Catherine Warner	Liverpool, St. Thomas'.
Mary McCarthy	Bolton, St. Peter's and St. Paul's.
Anne Harrison	Newcastle, St. Andrew's.
Maria Anderson	Talacre.
Mary Woods	Ince Blundell.
Mary J. Dagleish	Stella.
Mary Ann Mahon	Liverpool, St. Nicholas'.
Cecilia Kirwen	Hull.
Elizabeth Mooney	Halliwell, Dean Mills, B.S.

Their age at the date of admission averaged nineteen years and three months. Previous acquaintance with the majority of them in their schools justifies me in asserting that, while their advantages as pupil-teachers had been extremely various, some serving throughout their whole time under one mistress of the highest attainments and equal zeal, and others being subject to many changes and uniform mediocrity, yet all of them entered the training school with an earnest desire to prove, by docility, application, and good conduct, their resolution to yield themselves to the good influence of the house to be formed in character and attainments after the model of the perfect teacher of poor children. I believe that, on admission, they belonged exactly to the class which your Lordships most desire to draw into normal training. Ill health obliged Mary Woods to withdraw in the early summer. The rest have completed the year satisfactorily, in the same spirit with which they commenced it. I may add, that nine of them leave after one year's training, to take charge of schools, nine remain for the second year's course, and two (temporarily, at least,) cease to teach.

Queen's scholars are admitted upon the terms prescribed in the Minute of 14 July 1855, and in consideration of their scholarships are provided with tuition, board, lodging, washing, and medical attendance without any further charge. Students in training, without scholarships, pay 6*l.* 10*s.* per quarter for the same advantages. They find their own books and writing materials, but have access to the college library. Instrumental music is an extra, charged at 15*s.* per quarter. They also furnish themselves with a simple uniform, to be worn on Sundays and special occasions, consisting of a black dress and white straw bonnet trimmed with dark blue.

2. The rules of the house are designed to maintain a spirit of regularity and discipline, without imposing any irksome restraint. Some of the governesses are always with the students, whether in hours of study or recreation. They are,

therefore, present at all the meals. The students are not permitted to leave the house unless accompanied by a governess. They have a large garden, in which they take exercise every day in fine weather, and once a week they walk into the country for the benefit of their health. When not in the open air, they pass their hours of recreation together; working with the needle, occasional reading aloud, music, and chess playing form a variety of amusement; and the time of relaxation is looked upon as an important moment for the developing and formation of their characters. On this account they are rarely allowed to read or write alone, but all are expected to assemble round the governess. Letter writing is permitted only once a week, and all letters, whether written or received, pass through the hands of the principal. Those whose parents reside in Liverpool are not allowed to go to see them, but may receive visits from them on the first Sunday of every month.

The general course of instruction will be seen in the annexed time-table and summary:—

Students' Time Tables.

Days.	5¼.	6¼.	7.	7½.	8.	9.	10½.	12½.	2.	3.	4½.	5¼.	6½.	7½ to 9.
Monday	Rise Prayers.	Private Study.	Chapel.	Breakfast and Recreation.	Household Work.	Religious Instruction (Doctrinal.)	English History.	Dinner and Recreation.	Reading.	Lesson on Objects or Common Things.	Tea and Recreation. 5. Chapel.	Music.	Private Study.	Supper and Recreation.
Tuesday	,,	,,	,,	,,	,,	New Testament.	Parsing and Paraphrasing.	,,	Writing.	Arithmetic.	,,	Drawing.	,,	,,
Wednesday	,,	,,	,,	,,	,,	Methods of Teaching.	Map Drawing.	,,	In the Practising School.					
Thursday	,,	,,	,,	,,	,,	Church History.	English Language and Grammar.	,,	Writing.	Arithmetic.	Tea and Recreation. 5. Chapel.	Drawing.	Private Study.	Supper and Recreation.
Friday	,,	,,	,,	,,	,,	Old Testament.	Geography.	,,	Reading.	Notes of Lessons.	,,	Music.	,,	,,
Saturday	,,	,,	,,	,,	,,	School Management.	Domestic Economy.	,,	Needle-work.	,,	,,	Needle-work.	,,	,,

Summary of Time Tables.

	Hours per Day.
Lectures and study	8
Music or drawing	1¼
Household work	1
Meals and recreation	3½

	Hours per Week.
Lectures:	
Religious lessons	5
Reading	2
Writing	2
English grammar and language	3
Arithmetic	3
English history	1½
Geography	1½

	Hours per Week.
Lectures:	
School management	2
Music and drawing	5
Domestic economy and household work	7
Needlework	3
Study	8
Practice in teaching	3

The students have had the advantage of listening to a course of lectures on religious subjects from one of the clergy of St. Nicholas'; but no appointment of a regular chaplain has been made.

The industrial training has consisted theoretically in lessons on domestic economy, and practically in household work during one hour every morning. The work is performed under the superintendence of the matron, during which the students are employed in sweeping and cleaning their own rooms, polishing the floors, &c. It has not been found possible, up to the present time, to give much practical knowledge of the culinary department; but in the new building arrangements of the most convenient description have been made both in the kitchen and laundry, and the attention of the students will be directed towards every branch of industrial training which can have any bearing upon their future lives and avocations. The time allotted to needlework is exclusively employed in plain sewing and cutting out. They are also taught in the practising school how to plan and prepare the work of the children.

The following lists exhibit the text books used by the students, and the works of reference consulted by their teachers :—

Text Books used by Students.

Religious Books.

New Testament.
Scripture History.
Religious Catechisms.

English Grammar and Language.

Bromby's English Grammar.
Morell's Essentials of Grammar.
" Analysis of Sentences.
Manson's Guide to Etymology.
Scott's Lady of the Lake.

Arithmetic.

Tate's Principles of Arithmetic.
" Exercises in Arithmetic.

History.

Burke's Abridgment of Lingard.
Ince's Outlines of English History.

Geography.

Cornwell's School Geography.
Colonies of Great Britain, National Society's.
Reid's Element's of Physical Geography.
Dunn's Principles of Teaching.
Chambers' Introduction to Science.
Tegetmeire's Manual of Domestic Economy.

Books of Reference.

Douay Bible.
Williams' Harmony of Gospels.
Davidson's Structure of Prophecy.
Bellarmine's Catechism.
Abbé Gaume's Catechism of Perseverance.
History of Manners and Customs of Jews.
M'Leod's Palestine.

Dictionaries.

Imperial Lexicon.
Sullivan's Dictionary.
Reid's Dictionary.
Crabb's Synonymes.

English Language and Grammar.

Latham's Grammar.
Hiley's Grammar.
Allen and Cornwell's Grammar.
Gilfillan's Milton, with Notes, 2 vols.
Cowper's Poems.
Scott's Poetical Works.
Chambers' History of English Literature.
Principles of Elocution.
Chambers' Etymology.
M'Culloch's Course of Reading.

Arithmetic.

De Morgan's Elements of Arithmetic.
Science of Arithmetic by Cornwell and Fitch.
Tate's Algebra.
M'Leod's Questions.
Chambers' Arithmetic.

Book-keeping.

White's Arithmetic, with Key.
Haddon's Book-keeping.
Treatise on Arithmetic, in Theory and Practice, Irish Board.

History.

Knight's Pictorial History of England, 4 vols. 4to.
Lingard's England, in 12 vols.
Flanagan's History.
Scott's History of Scotland, 2 vols.
Landmarks of English History.
Strickland's Lives of Queens, 6 vols.
Chambers' British Empire.
" Ancient History.
Fredet's Ancient and Modern History.
Schlegel's Philosophy of History.
Maunder's Biography.
Biographie Universelle de Feller, 12 vols.
Sketches of British Poets.

Geography and Astronomy.

Moseley's Lectures on Astronomy.
Chambers' Geography.
Hughes' Physical Geography.
Guyot's Earth and Man.
Sornlins's Recreations.
„ World of Waters.
Whyte's Geography.
Epitome of Geography.
Universal Gazetteer.
Philip's General Atlas.
Keith Johnstone's Atlas of Physical Geography.
Peterman's Atlas of Physical Geography.
School Atlas of Physical Geography.
Maps illustrating Geography of British Empire.
View of Nature in Ascending Regions.
Reynolds' Astronomical Diagrams.

Physical Science, &c.

Whyte's Principles of Natural Philosophy.
Hogg's Natural Philosophy
Conversations on Philosophy, Mrs. Marcet.
„ Chemistry.
Chambers' Natural Philosophy.
Tate's Little Philosopher.
Chambers' Animal and Vegetable Physiology.
The House I live in.
Gleig's Book of Health.
Nicols' Introduction to Science.
Lee's Natural History.
Chambers' Information for People, 2 vols.
Useful Arts employed in Production of Food, Clothing, &c.
Walsh's Manual of Domestic Economy.

Education.

Stowe's Training System.
Mann's Educational Tour.
Dawes' Suggestive Hints.
Richards' Manual of Method.
Jones' Notes of Lessons.
Sydenham's Notes of Lessons.
Mayo's Model Lessons.
Overberg's Manual de Pedagogie.
Cours de Methodologie et de Pedagogie, par Th. Braun.
Enseignement pratique dans les Ecoles maternelles.
Government of Schools (Christian Brothers).
Chambers' Infant School Management.
Spirit and Scope of Education, by Dr. Stapf.
Abercromby's Moral Feelings.
„ Intellectual Powers.

Drawing.

Butler Williams' Model Drawing.

Music.

Wilhem's Method of Teaching Singing.

In addition to the above text-books and works of reference a library has been formed of interesting and at the same time instructive volumes for the perusal of the students when not engaged in deeper studies, and a taste for reading has been cultivated and encouraged amongst them. The lecture-room is provided with a cabinet of scientific apparatus (towards the purchase of which your Lordships made a grant), and a box of objects for illustrating lessons on common things.

Four means of practising the art of teaching and experimentally acquiring the skill so essential to future success have been afforded to the students. They have given occasional lessons in the well-ordered Practising School of 80 girls, which forms a part of the establishment. On Wednesday afternoons they have been in the habit of teaching and listening to lessons in the neighbouring school of St. Nicholas, which is very numerously attended, and of first-rate excellence, regarded either as a field for exercise or a model for imitation. In the evening, from 5.30 to 7, they have gone by turns to instruct a junior class of pupil-teachers. The lessons given on these occasions are prepared under the guidance and direction of one of the governesses. On Sundays, at their own option, and as a privilege, they are accustomed to attend several schools in the town, where they teach catechism, singing, &c., and accompany the children to church. Unless I am mistaken, these opportunities are inva- luable in giving a practical turn to the instructions of the training school. They will hereafter be estimated by the good effected in schools by the services of teachers who have been trained here.

The Christmas examination will test the solidity of the instruction. If I am not miserably deceived, the pious and simple spirit, the cheerful discipline, the able lectures, and the

most complete self-sacrifice, ensure in their combination a solid and lasting success.

3. It has been already stated that the original house in Mount Pleasant was considered roomy enough for 21 students only, and that this room was wholly occupied upon the first opening of the institution. As my visits of inspection already extend to about 150 school departments under female teachers; and, as the annual admissions of new female apprentices in my district average in the last three years upwards of 63, it was thought with good reason that a training college for 21 students, to remain in training for less than one year in no case, and in most cases for two years, was an insufficient provision for pupil-teachers now apprenticed, and would never prove adequate to supply trained mistresses for schools under inspection, and still less for those schools, even more numerous, which are prevented from coming under inspection only by the difficulty of obtaining certificated mistresses. The services of Messrs. J. and C. Hansom, Architects, of Clifton, were accordingly called into requisition, and a design was produced by them for a new building complete in itself, and calculated to accommodate 60 students. This design, conspicuous for thoughtful and convenient arrangements, was laid before your Lordships' Architect, and has now been carried out. It will be seen from the plans,* that the basement comprises a complete set of domestic offices; the ground floor has all the rooms required for the meals, needlework, and recreation of the inmates, as well as for the reception of strangers; the first floor contains a spacious study and lecture-room, two class-rooms, two mistresses' rooms, bath-room, infirmary,† and nurse's room; and the second floor is devoted to the dormitories. Above the dormitories a large apartment, not shown on the plans, is provided for the students' wardrobe. The exterior of the training college, ranging with the house fronts of a modern street, afforded small opportunity for a display of architectural beauty; but I see no way in which the interior could have been rendered more convenient or more suitable for its purpose. The building has been erected and furnished at the sole charge of the community who conduct the institution. I suppose that their expenditure for the public good upon this establishment cannot, when the value of the site is included, be reckoned at less than 10,000*l*. The obligation which they have conferred upon the country by founding it cannot be estimated in money.

I have the honor to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honorable
The Lords of the Committee of Council on Education.

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* These will be found at the end of the volume.

† *Education Department.—Note:*—The position of the infirmary upon the first floor, *underneath* the dormitories, is open to objection.

REPORT *on the* GLASGOW ESTABLISHED CHURCH NORMAL COLLEGE, *by Her Majesty's Inspector of Schools*, JOHN GORDON, Esq. ;—*for the Year* 1856.

MY LORDS, Edinburgh, September 1856.

THIRTY years ago one of the schools in Edinburgh began to be attended by teachers desiring to make themselves acquainted with the most approved methods of tuition. It was the Sessional School of the Tron parish, then noted as the model of an elementary school. The teachers who came to it with that view seldom, at one time, exceeded half a dozen in number, and their stay was seldom over two or three months. They were placed and maintained there by the Education Committee of the Church of Scotland; and they were teachers elect of schools established and kept up by that Committee in the Highlands. This was the germ of the Normal school system in Scotland; it was the only manner in which the preparation of schoolmasters specially for their calling was pursued in Scotland from 1826 to 1834.

Origin. In 1834 a society, called the Glasgow Educational Association, founded in Glasgow the Normal College in Dundas Vale now belonging to the Church of Scotland. Their object was to educate young persons of both sexes for the teacher's office upon a plan which, in two respects, was new and peculiar. The education was not to be confined, as heretofore, to instruction in mere method, but to extend the students' knowledge in the various branches usually taught in elementary schools; and the teachers thus prepared were not intended exclusively for any certain class of schools, like the General Assembly's in the Highlands, but were offered indiscriminately for all in any part of this country or abroad. This College was the first regular seminary of the Normal kind established in Scotland. I employed a few days in its inspection at the close of the Session 1855–6,—the time at which its whole procedure may be supposed to have been most fully exhibited.

Attendance. The attendance of pupils at the practising school then amounted to about 600, and of students in training to 83,—the latter distributed as follows :—

Queen's Scholars.		Bursars on Fund of Assembly Committee.		Self-supporting Students.		Students of First Year.		Students of Second Year.	
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
11	3	19	—	4	45	26	36	7	3

The class of male students for the second year appeared, for the first time in this seminary, during the Session 1855–6; and in regard to them I remark,—that the General Assembly's Committee in 1847 proposed to extend the minimum term of attendance at the Normal college to one year and a half for all bursars upon their fund; (*Minutes of Committee of Council on Education*, vol. 2, for 1846, page 508,) but that it was soon found the time could not be prolonged beyond a single year, for two reasons—the unwillingness of young men to employ a longer time in preparatory studies for the teacher's calling, while employments of another kind were open to them on all hands; and the ease with which employment as teachers could be found, though they should not have profited by the Normal college more than a single session. The second year's attendance has now been promoted by your Lordships' Supplementary Minute of August 1853, modified by that of 28 June 1854, and followed up by the adopted Programme of studies sketched in Canon Moseley's letter of 2 May 1854. To the Managers this extension of the period of study was the more satisfactory, as it had been so much anticipated by themselves in 1847, and more recently in their Minute of 27 December 1852, wherein they pointed out the impossibility, not to say of mastering, but, of adequately dealing in one year with the various scheme of study then pursued in the Normal college. At the same time, the second year's attendance was not enjoined by your Lordships' Minutes, but rather encouraged by the rule which limited the certificate of the first year's student to the lowest class; and the expediency of that order seems proved by the small number of students that have yet attended for the second year, however much that fact may be regretted. The extension of the term to two years is now, however, on the point of being effected more surely, by the great increase in the number of Queen's scholars.

Subjects of instruction.

The subjects taught during the last year were those included in the Programme. All of them had been taught here prior to the appearance of the Programme,—except Church history, and most of those which the Programme proposes to be taken at the option of the student in the third year, the third year itself being optional. These excepted subjects, however, were not altogether new, for either they were advanced portions of subjects already known to the institution, or they were akin to such subjects in a degree that could not fail to render them acceptable. On the other hand, all the subjects formerly taught are included in the Programme,—though some had been deferred in the latter, to the second, and some to the

third year. But if any of those formerly taught had been unnamed in the Programme, they would seem to have been still recognized under the general remark, "that it may often be judged expedient to teach to the students in the first year subjects not prescribed, &c., until the end of the second." It thus appears that the suggestions of the Programme have accorded with the wish of your Lordships, "not to add to or take from the existing subjects of instruction." The managers suppose this wish to imply a confidence that they, as managers, shall not introduce into the Normal college, which influences so sensibly the education of the country, any kind of instruction which has been untried and unapproved by the general sense of the country, and that they shall omit none which has been recommended by a general recognition of its importance. It may be added, that all the subjects embraced in the Programme for the first and second years were taught to the respective classes of students, in the course of the last year. The studies of those in training are of two kinds,—one consisting of the subjects which they shall be called upon to teach and to which, in the meantime, they apply in the same manner as common learners; the other, professional and relating to the principles and practice of teaching, including the whole matter of school-management. What progress did they appear to have made in the knowledge of those subjects that belong to the first class when they presented themselves for admission to the institution? The question touches on two points of some importance; *first*, their attainments, on entering, may be supposed to have been much the same and no more than those which, but for the Normal college, they would at once have carried to the service of education,—whence an inference may be obtained as to the need of such a seminary as the Normal college; and *again*, the comparison of their progress at entering and at leaving the institution serves to show how much they had profited by their studies there.

Progress made by students.

The progress made in the branches mentioned at the time of entering is variously ascertained,—that is, in a certain distinct way for each of the three classes of entrants. The Queen's scholar proves a certain measure of attainment at the annual examination for scholarship; the bursars on the Assembly's fund have been chosen after an examination, carefully conducted by the Assembly's Committee, in grammar, arithmetic, geography, Latin, and religious knowledge; the self-supporting have been orally examined by the Rector. It appears that some candidates in each of these classes came to the seminary, entirely unacquainted with certain branches appointed

for the first years study,—how many may be seen from the following table:—

	Total Number of Male Students.	Number unacquainted with						
		Church History.	Mechanics.	History.	Euclid.	Algebra.	Latin.	Drawing.
Queen's scholars - -	11	11	6	0	0	1	0	8
Assembly bursars -	19	19	19	17	5	6	2	18
Self-supporting - -	4	4	4	4	2	4	0	4
	34	34	29	21	7	11	2	30

In the simpler branches, the progress at entering is, of course, various; it is least various and most considerable among the Queen's scholars, and more considerable among the bursars than among the self-supporting. But, upon the whole, the disparity in this respect is believed to be not greater than usually occurs in the Humanity classes of any of the Scotch Universities; it is attended, however, with more inconvenience in the Normal college by reason of the different and more tutorial style of tuition there practised,—for it necessitates a division into classes to which the teaching power may not be equal. In short, no one enters the institution, as yet so qualified that the managers would willingly place him, then, in the charge of any school in which they might be interested.

Number of certificates obtained.

Again, of forty male students who were examined at the close of the Session 1855–6 as candidates for certificate, no less than thirty-two succeeded. This fact, viewed in connexion with the known state of their acquirements at entering, may be held to prove at once the closeness of their application throughout the session and the efficiency of the instruction they had received.

It is proper to observe here, with what care the managers have endeavoured to attract to the seminary students who have already made much progress in at least the simpler of the elementary branches. Their bursary equals in value the Queen's scholarship; it suffices for the maintenance of the student throughout the session; and the competition for it is very publicly invited from all parts of the country. Moreover, the self-supporting student receives certain small gratuities when he succeeds at the examination for certificate. By these means candidates are brought forward, who are in no respect among the lowest aspirants to the teacher's office. In reference to the last mentioned encouragement, the gratuities to self-supporting teachers, it seems matter for con-

sideration of the school authorities whether, by increasing these gratuities, the students of this class might not be so far increased in number as to render the Church bursaries unnecessary. The question, however, is one of lessening importance, as that relief to the Church fund seems in the course of being gradually produced in another manner, by the increasing number of Queen's scholars.

Time-table. The appended time-table shows the time allowed to the study of each branch (*see Appendix* A.) This table differs, for obvious reasons, from that which would be most suitable for ordinary pupils. One reason is, that a teacher should himself know more than he shall be called upon to teach, because the skill to teach well and the culture that suits his position, are the results of an application wider and somewhat different in kind from that which ordinarily he will have to guide in a common school. The student is, therefore, taught not to consider the rule of his own studies on this point, as that which must be applied to his future pupils. Withal, however, the time given to each study is, in great part, regulated here, as elsewhere, by the natural compass of the subject, its importance and its difficulty, or by the fitness of a partial study for some subjects more than for others, or simply by observing that, on certain subjects, no account is taken at the closing examination, of any progress attained beyond a certain point. All of these considerations seem to have properly influenced the arrangements of the time-table.

Teachers. The teachers, both of the normal and practising departments, are named, and their respective charges indicated in the appended list (*see Appendix* B.) The five first named and the matron are attached wholly to the institution; the rest only partially, and at the hours specified in the time-table for the branches which they severally have in charge. Their charges are distinct; and the more distinct they are, the greater the security for that harmony without which the best framework of a seminary acts as if something were amiss at the centre of its movements. The rector's charge, however, is distinct in a peculiar manner; and it is defined in the scheme of his duties, as importing, at once, the special instruction of the students, and a general oversight of the institution. A general oversight centered in the first officer is plainly required by the constitution of the seminary, which unites the distinct charges in a single plan; in cases of which sort, it is well and usual that a single judgment should preside. But while the instruction of the students is the rector's chief care, the practising department is not beyond his sphere, for this more special reason, that it serves and is essentially needed for the illustration of his lessons upon the art of teaching.

The rector's management evinces, throughout, that sound judgment and that sense of the solemn nature of his charge which befit the Head of such a seminary. The first master of the practising school, with much experience in tuition, is still an ardent student of whatever may improve his professional skill. The talents of the mathematical master are proved by your Lordships' recognition of his services as a "Resident Lecturer." One and all, including Matron, Music-master, &c., perform their duties in a manner that secures the entire satisfaction of the managers and myself; but they are too few for all the work that falls upon them, in carrying out the plan of the programme. And they have become too few by degrees; that is to say, their number has not been increased correspondingly to the progress of the institution. The defect is now apparent in its results. (1.) The division of the students into classes is less than it would be, if there were more teachers,—so that, in respect of progress, the inequalities in the same class are too great, while in other respects a separation had been preferable. Thus, the male and female students are joined together for lessons in religious knowledge, geography, and history. (2.) The rector has been under the necessity of giving much of his time to the instruction of the students in branches which might better have been left to the care of other teachers; the consequence of which to the training of the students,—to that part of it at least which is strictly professional,—will appear in the sequel. These inconveniences are now so apparent, that already the managers contemplate an addition to the staff of teachers for the ensuing session.

Insufficiency of present teaching power.

While the normal seminary has, thus, so much of its proper work in common with other schools, it holds unceasingly by the idea in which it originated,—that of providing a special education for schoolmasters. In this view the students are instructed by lecture, by examples of tuition, and by their own practice of tuition under superintendence. The three modes must be understood to form one body of instruction, for the rule requires to be supported by the example, and the example by the practice. The modes, however, are separable, and may be taken up in various order.—Should not the example and the practice precede the lecture? "When the example is the ground, it is set down with all circumstances which may sometimes control the discourse thereupon made, and sometimes supply it as a very pattern for action; whereas the examples alleged for the discourse's sake carry a servile aspect towards the discourse which they are brought in to make good."* The method of the Glasgow Normal College exactly accords with this suggestion: from the day he enters,

Special or professional instruction.

* Bacon's Adv. Learn.

the student daily sees how the master in the practising department teaches upon one branch or another, and himself teaches daily under the master's eye.

Lecture.

The Rector reserves his lectures on the principles of teaching to an advanced period of the session. He proposes, and I think with good reason, to commence them at an earlier period. In speaking, however, of these modes of special instruction, it is convenient to give to the lecture a precedence which is not assigned to it in the business of the schools. In the course of his lecture, the Rector states, that "inquiry is made into the personal, moral, and intellectual qualities necessary in the teacher exercising discipline, and into the various qualities which it should be his endeavour to develope in the children under his care;" and further, that the "analytic and synthetic methods are explained," and "the merits of the individual, collective, and simultaneous systems are considered."* The lecture thus appears to have in view two very distinct objects, the moral edification and the technical instruction of the student.

(1.) The first might be pursued in so very general a manner as to befit equally any class of hearers, but it is not so pursued here. The lecture, in this part of it, is occupied with the moral qualities and the manners which, in particular, it becomes a teacher, as such, to cultivate in himself; and with the manners and morals which he shall have to fashion, also, in those who will come under his charge as pupils; for each of these relations of master and pupil has its distinct moral characteristics in sufficient degree to afford the matter of much discourse. The managers, by their sanction of a lecture of this description, seem to indicate an opinion which, though common, it is well to find embodied in the management of a normal school. This is, that moral culture is an essential part of elementary education, and should be so considered in the conduct of an elementary school, as formally and explicitly as the culture of intelligence in one kind or another. If I mistake not, they thus signify farther, that they look to the moral character, more than to any talent or acquirement, as the real source of efficiency in the teacher, of "health to the navel and marrow to the bones." In the same part of his lecture, and in connexion with the moral, which includes the religious culture of the students, the Rector recommends a pretty general intellectual culture; and the connexion will be readily acknowledged. This general qualification (which is not made the subject of a positive demand) falls to be attained mainly by private studies; but these may be very ntly guided by the

* Rector's Report to General Assembly, 1855.

rector. The bent of the individual mind is, of course, to be then followed. But it is certain that, in general literature, inclusive of that great branch of it which has for its ground or subject-matter the practical exposition of Divine truth, much may be found, that would help to improve the understanding, the sentiment, the principles of every teacher, in reference to the work of his calling, and the conduct that becomes his position. To show exactly how such effects proceed from what is now referred to, would be an effectual way to recommend it. It is remarkable, in how many instances the normal college imparts a taste for study, which remains after the school course has been finished, and becomes the spur to farther progress. This has been the case in regard to the common school studies, and the same thing would take place in regard to others of which the advantage might be as well perceived.

In the programme for the third year, your Lordships have proposed "languages ancient or modern, as a means of intellectual discipline," and probably as conducive to the general culture here spoken of. It may be added, that, no better account of the studies of the school was given at the closing examination than in the paper on religious knowledge; but on the other hand, that the least satisfactory of all the exercises on that occasion was, in the paraphrasing of select passages in prose or verse,—an exercise depending much on the general culture now referred to.

Farther, among the influences indirectly of a moral description which have been established in the seminary may be mentioned the instructions given in drawing and in music; the first by Mr. Wilson, head master of the Government School of Art, the other also by a very competent master. The music, entirely vocal, is in kind both secular and sacred; and the lessons are much upon the principles or theory. It is given, not only for recreation at intervals in the school hours, but as a means of forming, exercising, and gratifying taste; and this result is much enhanced where the taste is fashioned, as it may be, so as to conduce to moral culture. It is explained that the study deserves attention for each of these ends, and not least for the last mentioned.

(2.) The Rector's report bears, that in addition to the points already noticed, his lecture specifies "certain general principles common to all successful methods, laid down and illustrated by details of their application to all the subjects of instruction commonly found in elementary schools."*

It is remarkable, how much less of the programme (May 1854) is occupied with the second than with the first great

* Rector's Report, 1855.

branch of studies; how much less, with the science and practice of teaching, than with the subjects of ordinary instruction in the knowledge of which the student is required to advance. This proceeds from the nature of the case; for pædagogics, while extending to all branches, are themselves but a single branch, *alius et idem*,—insomuch that, when one branch is well taught, it is almost certain that the other branches will not be ill taught by the same person, if his own knowledge of the latter be but as good. The Programme proposes, for each year, an examination on questions of school management, the only reference it makes to practice in teaching, for the first and second years; and for the third year, it adds "mental science as applied to education." But the third year is left to be taken at the student's option; and, as yet, the seminary has had no student of the third year. Mental science, therefore, as applied to education, has not yet been studied at the seminary; at least it has not been made a subject of express and direct study. Something, however, of mental science is necessarily embodied in the discourses of the rector, and so far it may be said to be imparted to the first and second years' students; for it could not very easily happen, that discourses of the kind, in the hands of one so intelligent, should fail to glance at certain parts of mental science containing those truths which are the foundation of many of the common-places of pædagogical practice.

One or two of the rules prescribed in teaching with their relative mental laws may be noticed, for example:—

(1.) To secure the pupil's interest in the task, a point essential to progress, it is enjoined that the task shall be made in some manner agreeable. This may be done by connecting with it some agreeable circumstance, though it were only the felt satisfaction of having once applied to it, in obedience to the master or to the parent, or to the call of duty. Any such circumstance makes the whole task agreeable, for this is what usually occurs among any set of associated ideas. The same result is obviously produced by a skilful manner of presenting the subject-matter itself, or even any portion of it.

(2.) To make an object lesson the more clear and interesting, it is recommended to exhibit for illustration an actual specimen of the object; the effect of which will be to exemplify the law by which a present sensible object vivifies the conception of all that happens to be said concerning it.

(3.) Frequent revisals of the lesson are enjoined, for it is a mental law that the impression of ideas is deepened by the frequency of their occurrence.

(4.) Attention, "that natural prayer of the soul to God for

farther illumination," originating in the desire to learn, its steadiness and success will depend upon the strength of that desire; for the strong desire, as we are told, brings up those thoughts that properly pertain to the subject, and keeps off others that may be connected with it, only in a casual or imperfect manner. Here are several of the common precepts in the art of teaching, all derived from that single chapter of mental science that relates to the association of ideas; and more might be added with an obvious derivation from the same source. It is true, that these precepts may be, and often are, very well practised, without any conscious reference of them to the general laws of mind from which they flow. But it is certain, that the hand of any workman is improved by some knowledge of the natural laws under which he works; and as much perhaps, as any one, it becomes the teacher to be somewhat enlightened in that respect. In his case, the theory and the practice, "se rencontrent et se completent en se pretant un appui mutuel."*

On the whole, if it shall be found, as probably it will, that very many of the students do not avail themselves of the third year's course, it may perhaps come to be considered, whether the applications of mental science to the art of teaching do not admit of being introduced at an earlier stage of the programme. At all events, the rule lately announced by your Lordships points in the same direction; the rule, namely, "that in future examinations not less than one-third part of every paper shall be confined to questions on method."† The lecture explains what is called the *analytic* or *explanatory*, and the *synthetic* or *suggestive* methods.‡ Both are exemplified and practised by the students in the practising school; the first, chiefly on arithmetic and English grammar; somewhat also on history, which is taught in this manner,—first, the outlines as given in Tytler's Elements; next, a more expanded history; lastly, the same elements resumed, with the new light acquired by the larger study of the intervening stage. This method of regress is good for the immediate purpose, and good also for impressing the more general lesson, that the same things assume a different appearance, according as the sense of the observer is more or less instructed about them. The *synthetic* method is employed exclusively on the reading lesson and religious knowledge, and not without due warning against the fault that so often besets it,—that of

* Gauthey, De l'Education.

† Circular, 14 August 1856.

‡ "Analysis in teaching," as the rector explains, "reduces step by step compound forms of thought or expression to such as are absolutely or approximately elementary; synthesis commencing with what is accepted as simple, rises by successive additions to the required degree of complexity."

mixing up with the lesson matters that are but casually connected with it, which happens, as before noticed, when the proper object of the lesson is not so steadily held in view as to exclude thoughts that are not well related to it. Each method takes the subject to which it is naturally best fitted, and both are methods of tuitionally treating the subject itself.

The other methods mentioned in the Rector's report are not methods of treating the subject itself, but merely of school organization. The individual, monitorial, and simultaneous methods are considered; and in the practising school they are more or less in operation—the individual upon all subjects, the monitorial upon all except religious knowledge, the simultaneous mainly on English reading, a syncretism of all on English reading, arithmetic, and geography. The method always suits the subject. But the monitorial is less used than it would be, but for the necessity of giving opportunities of teaching to the many students and the few pupil-teachers. These to some extent supersede monitors, but not wholly; for it is explained, that neither students nor pupil-teachers thus employed bring to view some of the chief properties or uses of the monitorial method. The simultaneous, again, is less practised in one division of the school than in another; the reason is, that that plan is not equally approved by all the masters, and that each in his department is pretty much at liberty to do as he deems best. The unity of the management throughout the school is thus in some degree affected,—in this instance perceptibly, though, as it happens, not with any very observable ill consequence. The lecture is generally followed by an oral examination upon the subject with which it had been occupied; and written exercises upon the same subjects, for some time discontinued, are about to be resumed. The rest of the instruction in the art of teaching is altogether practical; and it is given in the practising school, whither the student may be now followed, to observe the manner of his occupation there.

Practising school.

The practising school is attended by about 600 pupils, male and female. They are from all classes of the surrounding population, shopkeepers, tradesmen, workmen on the neighbouring canal,—none requiring more than the usual branches of elementary instruction which are given here, and none so poor that they may not afford the usual charges for instruction in any of such branches. The school consists of four divisions, under as many teachers, besides a sewing department under a matron. All of these teachers and the matron serve the institution, without retaining any part of their time for other occupations; it is served also by two masters, who come only at certain hours to instruct in Drawing and vocal music.

The pupils in each of the four divisions belong to that division only; but when a certain point of progress is attained they pass to the next immediately above. The subjects taught in each division are assigned by the managers, and, excepting in the lowest or infant division, they are the same in all, being the common elementary branches; but they are taught in each, from and to a certain different stage of progress, except in the head-master's division, where, of course, they may be taught to any possible extent. The four teachers are not co-ordinate, but, as already said, they are independent of each other; and to this must be ascribed that want of unity in the management which might be the cause of some disorder, if this were not prevented by the rectifying power of what is otherwise good in the organization, and good in the whole spirit of the institution. Here, then, in the practising school, the students are instructed by example and by practice.

Example. 1st. By example. At a certain hour daily, each division is attended by a party of the male students of the first year; the same in number for all,—each party frequenting the same division daily for a period of ten or eleven weeks, and passing thereafter to the other divisions in succession, so as to have visited all in the course of one session. At another hour daily the female students are distributed in like manner, with this exception, that they do not visit the division under the head master. The reason assigned for the exception is, that their own acquirements are scarcely equal to the task of teaching there; and this is noticed, as again evincing that farther provision is required for their better and their separate instruction. The hour is employed by the students, first, in seeing how the master gives the lesson of the day, and then in each giving the same lesson, under his eye, to an assigned section of the pupils. I remark that, on these occasions, the only subjects taught by the head master are English grammar and arithmetic, taught, indeed, in a very excellent manner; while the one, in which it is, above all, important that a good example should be shown, by reason of the greatest difficulty in managing it well, is the subject of Religious Knowledge. But the Head master knows that more variety of practice in his department is desirable, and, with the sanction of the Managers, he intends a change in this respect. It is proper to add, that when his example is not shown in the teaching of some subjects, the idea seems to have been, that the same method may, in the main, avail for various branches; and that the student, when himself a pupil, of necessity becomes acquainted, in some degree, with the methods which are admirably practised by the Rector and the Mathematical tutor; still, it is by

no means supposed that opportunities of actual practice are thus superseded.

I remark farther, that, the second years students do not regularly attend the practising school for the benefit of example or practice, except during the first year.* In other seminaries of the same sort, that part of the training is reserved to the second or last year. The managers now incline to have it introduced for both years; of the two, if they had to choose but one, preferring the second, inasmuch as the communication of knowledge naturally comes after its acquisition, or because there is a certain fitness in closing the course, as it were, with the same kind of training which had actually formed the first notion of a normal college.

Practice.

2nd. The extent to which the student practises the art of teaching has been already indicated in part, almost entirely, for it amounts to no more than this. In the Head master's division, and under his care, each student instructs, for the greater part of the hour, in English grammar and arithmetic, and in these alone. In the lower divisions, all the usual elementary branches are taught for the greater part of the hour, under view of the master of each division respectively, according to the rule "that every master shall have the charge of his own school, and of the students, Queen's scholars, and pupil-teachers, so long as they are employed in his class-room." The Head master is thus absent from the lower divisions altogether at the time in question; and the Rector is present but occasionally, for he is occupied, no less than five hours daily in instructing the students, male and female, in those branches that are not special to their calling, and in conducting the correspondence of the institution, as well as the general business of the managing committee. These avocations prevent the possibility of his being more in the practising school; and so much is this the case, that it is not usual to refer to the practising school for examples in connexion with the subject-matter of his lecture. Here then is one thing plainly amiss in the arrangements of the institution; the teaching-practice of the students is too little; too little at least under the immediate direction of those who are the best fitted to direct it, the Head master and the Rector. But the remedy is already in progress, for the rule has been adopted, that "the rector shall have a general superintendence of the whole institution entrusted to him;" in pursuance of which, the rector's occupation will be duly reduced in the work of teaching, and

* Their attendance in the practising school is now regular, during the second year, in consequence of additional accommodation having been provided.

augmented in that of supervising the practising department. The time employed in special instruction by the three modes now mentioned is little, compared to what is given to the more common studies. The latter occupy seven hours daily, during ten months of the year; and after all it is certain, generally speaking, that the student who at the year's end gains the third or lowest certificate, has not in general learnt more than enough either for gaining that certificate, or for doing the duties of the school to which it commonly leads.

Miscellaneous.

A few particulars are added in regard to the economical arrangements of the school.

Admission is still allowed to some male students upon their own charges and for partial sessions; their number during the last year was thirteen. They come for that sort of instruction which was the first and still is the distinguishing, though not the most engrossing, object of the seminary; they frequent the practising department, and that alone, desiring only to have the benefit of good examples, and of some corresponding practice in tuition. They do not join the regular students in the studies that are special, chiefly because the period of their stay does not permit them to seek more than some insight and guidance in the matters of practice mentioned. But in this subordinate and incomplete manner, the institution carries on its scheme of training, not without advantage to the country.

The building affords ample accommodation for all the classes, multiplied though these have been, in consequence of the late prolongation of the term of study to two years. The apparatus is abundant for all the common school purposes. The library has been well and specially chosen for the students' use, though it is little used, from the pre-occupation of their time in the prescribed studies of the school.

The managing Body is the Education Committee of the Church of Scotland, but they have sub-committed to a Board in Glasgow, of which the Rev. Dr. Craik, Minister of St. George's, is convener. The duties of the local management devolve mainly on the Convener, and in him they find all the talent, the industry, the warm and generous interest in the work which they assuredly demand.

A statement of the income and expenditure is appended. (*See Appendix* C.)

I have the honor to be, &c.

JOHN GORDON.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix A.

Time Table for Male Students.

——	9-10.	10-11.	11-12.	12-1.
Monday	Geography	History	Drawing	Jun. class - Interval. Sen. class - Mathematics.
Tuesday	,,	Latin	,,	Jun. class - Interval. Sen. class - Mathematics.
Wednesday	,,	History	Jun. class - Natural science Sen. ,, - Interval	Jun. class - Interval. Sen. class - Mathematics.
Thursday	,,	Latin	Jun. ,, - English literature Sen. ,, - English grammar	Jun. class - Interval. Sen. class - Mathematics.
Friday	,,	History	Jun. ,, - ,, ,,	Jun. class - Interval.
Saturday	Religious knowledge.	Religious knowledge.	Sen. ,, - English literature Jun. ,, - Natural science.	Sen. class - Mathematics. —

——	1-2.	2-3.	3-3½.
Monday	Jun. class, In practising schools Sen. class, Mathematics and chemistry	Mathematics and algebra Practising schools	Arith. and algebra. In laboratory.
Tuesday	Jun. class, In practising schools Sen. class, Mathematics and chemistry	Mathematics and algebra Practising schools	Arith. and algebra. In laboratory.
Wednesday	Jun. class, In practising schools Sen. class, Mathematics and chemistry	Mathematics and algebra Practising schools	Theory of teaching. Arith. and algebra.
Thursday	Jun. class, In practising schools Sen. class, Mathematics and chemistry	Mathematics and algebra Practising schools	In laboratory.
Friday	Jun. class, In practising schools Sen. class, Mathematics and chemistry	Mathematics and algebra Practising schools	Theory of teaching.

——	3½-4¼.	6-7.
Monday	Theory of music	Junior class - Geometry.
Tuesday	Sacred music	,, ,,
Wednesday	Secular music	,, ,,
Thursday	Theory of music	,, ,,
Friday	Sacred music	,, ,,

Time Table for Female Students.

——	9-10.	10-11.	11-12.	12-1.
Monday	Geography	In the practising schools.	History	Interval.
Tuesday	,,	,,	Grammar	,,
Wednesday	,,	,,	History	,,
Thursday	,,	,,	Drawing	,,
Friday	,,	,,	,,	,,
Saturday	Religious knowledge	Religious knowledge	—	—

——	1-2.	2-3.	3-3½.	3½-4¼.
Monday	Domestic economy	Arithmetic	Grammar	Theory of music.
Tuesday	Needlework	,,	,,	Sacred music.
Wednesday	,,	,,	Theory of teaching	Secular music.
Thursday	Domestic economy	,,	Grammar	Theory of music.
Friday	Needlework	Book-keeping	Theory of teaching	Sacred music.

N.B.—The above Time Table serves for both the senior and junior classes, into which the female students are divided.

Appendix B.

Teachers.	Subjects.
1. Joseph Douglas, Rector	Religious knowledge, geography, history, grammar, English literature, Latin, arithmetic, and book-keeping to female students. Theory of teaching.
2. Matthew Wilson, Head Master 3. James Macaulay, Second Master 4. Archibald M'Taggart, Third Master 5. Janet Stevenson	Elementary branches in practising school.
J. Dixon, Lecturer on Natural Science	Arithmetic to male students, geometry, algebra, mechanics, trigonometry, inorganic chemistry, and popular astronomy.
W. Lithgow, Music Master	Theory and practice of music.
G. Wilson, Drawing Master	Drawing.
Isabella Walker, Matron	Needlework and principles of domestic economy.

Appendix C.

Statement of Income for Year 1855–6.

	£	s.	d.
School fees	585	19	7
From the funds of the Church Education Committee	447	6	1
Annual grant from Privy Council Committee	250	0	0
Queen's scholarships	340	0	0
Certificated students	467	0	0
Pupil-teachers	111	10	0
Grants for apparatus and repairs	158	0	0
	£2,359	15	8

The total income here stated was expended during the last year.

Appendix D.

Statement as to Students attending General Assembly's Normal College, Glasgow, from 15 May 1855 to 15 May 1856.

	Males.	Females.	Total.
1. Appointed to Parochial schools	6	–	6
2. ,, to Sessional schools	4	–	4
3. ,, to Assembly schools	7	–	7
4. ,, to Industrial and other schools	6	15	21
5. ,, as governess	–	1	1
6. Left from ill health and other causes	2	4	6
7. Left for another profession	1	–	1
8. Left without appointment	–	4	4
9. Returned as second year students	5	2	7
10. Attending at May 1856	32	46	78
Total	63	72	135

SPECIAL REPORT *on the* PRIZE-SCHEMES *in the Mining and Manufacturing Districts of* STAFFORDSHIRE *and* SHROPSHIRE, *by Her Majesty's Inspector of Schools, the* Rev. J. P. NORRIS, M.A., Fellow of Trinity College, Cambridge. —*for the Year* 1856.

SIR, Council Office, January 1857.

IN the Special Report which I had the honor to present to you in March, I stated that the successful operation of the Prize-Schemes had so clearly stimulated the children's progress, and so largely increased the number of candidates for prizes, that it had become desirable to introduce some modifications into the plan of our annual examinations.

I have now to report that in the course of the summer, the following amended scheme was proposed and accepted by the committees of the several associations :—

Prizes will henceforth be assigned to particular subjects.

There will be Prizes for—

1. Religious Knowledge.—The subject for this year being our Lord's Parables and the Sermon on the Mount.
2. Arithmetic.—Including Mensuration for higher Prize.
3. Geography and English History.—This year the Geography of England, and History of the Tudor reigns.
4. Grammar.—Parsing and (for higher Prize) Analysis of Sentences.
5. Drawing.—As taught in the School of Art.
6. Natural Philosophy.—Especially Chemistry and Geology, with reference to the trade of the district.
7. Needlework.—With cutting out for higher Prize.

These subjects are proposed under the following limitations, which apply to all the candidates.

A.—No candidate can be examined in more than two of the above seven subjects: in other words, no one can be a candidate for more than two of the seven classes of prizes. Each candidate may choose the two subjects* in which he will be examined, and inform the inspector (through his teacher) what two subjects he has chosen, at least four weeks before the day of examination.

B.—No candidate will be admitted who fails to pass a preliminary examination: this examination will occupy the first hour, will be conducted on slates, and will comprise the following exercises :—

(1.) To answer two, at least, out of three easy questions from St. Matthew's Gospel or the Book of Genesis; and

(2.) To work correctly two out of three easy sums in the first four rules of arithmetic. For girls, the simple rules; for boys, simple and compound.

N.B.—In this examination the writing, spelling, and notation will be taken especially into account. Dishonesty on the part of any of the candidates will at once exclude them.

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* For reasons which will be stated in the latter portion of the report, this rule has been altered. It will henceforth stand thus: "Each candidate may choose *one of* the two subjects," &c. The paper on Holy Scripture will be proposed to *all* on the forenoon of the day of examination.

The prize examination will be conducted on paper. Each candidate must come prepared with slate, slate pencil, two sheets of ruled foolscap paper, pens, and ink; and, if a candidate for the drawing or needlework prize, with materials necessary for these exercises also.

The exercise in needlework will be a fine cotton shirt sleeve—the band to measure four inches in length. Candidates for the higher prize to cut it out at the time of examination.*

The remaining conditions of competition will be the same as heretofore; that is to say:—

1. Candidates for the Bible to be boys or girls who can produce certificates that their character is good, and that they have regularly attended, for two complete years subsequently to their ninth birthday, and are still attending, some school or schools approved by the Association and under Government inspection (regular attendance being defined to mean 176 days, exclusive of Sundays, in the twelve months). In the case of registered scholars the production of the registration ticket,† with a certificate of good character, will be sufficient.
2. Candidates for the Money-Prize to be boys or girls who can produce certificates that their character is good, and that they have already gained the preceding prize, and have continued to attend regularly, and are still attending the same school.
3. Candidates for the After-Prize to be boys who can produce certificates that their character is good, and that they (1) have gained one or both of the preceding prizes; (2) have completed their fifteenth, of and have not completed their eighteenth year; (3) are employed in connexion with the works of some member of the Association; and (4) have continued to attend some Sunday school;—a preference being given to those who have also attended a drawing, or a science, or an evening school.

In the last case the certificate is to be signed by the employer and by the minister; in the two former cases, to be signed by the teacher and countersigned by the minister.

This amended scheme was adopted in the examination held in the Potteries last month. Each candidate came prepared to be examined in two subjects. Of the 222 candidates who presented themselves, three-fourths had chosen Holy Scripture as one of their two subjects. As their second subject, a large majority of the boys chose arithmetic, and of the girls, needlework. Of the rest, some were examined in history and geography, and some in grammar. Only twelve, if I remember right, wished to be examined in drawing; and none chose natural philosophy.

The fact of so large a proportion having chosen to be examined in Scripture, and the very creditable way in which, for the most part, my questions on this subject were answered, gave me great satisfaction.

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* Of course this exercise may be varied in subsequent years.

† This only applies to Staffordshire, where the *Registration Scheme* is in operation. *See* my remarks on this scheme in a "Letter to the Bishop of Lichfield," which may be had of Messrs. Wright, Booksellers, Stafford.

Some had suggested that all should be *required* to take Scripture as one of their two subjects. But I preferred to make it, on this occasion at all events, optional. My colleague, Mr. Arnold, was unable to give me his assistance; and therefore the examination of *all* the candidates, whether from Church schools or from Denominational schools, devolved on me. I came prepared to give one and the same paper of questions on religious knowledge to all who chose to take it. I hoped—indeed I was very confident—that none would object to my examining the children from the Wesleyan and British schools in Holy Scripture; but I thought it right to give them the option of declining this part of the examination. The result confirmed my anticipation; no kind of objection was made on the part of either the children or their teachers. A large number of the candidates from these schools chose the Scripture paper, and justified their choice by the general correctness and thoughtfulness of their answers. I subjoin the questions proposed to them. According to the scheme of examination previously announced, the early questions relate to the Sermon on the Mount, the latter to our Lord's Parables.

Sermon on the Mount.

1. Give, as concisely as you can, the contents of the Sermon on the Mount.
2. What do you suppose our Saviour meant by,—
   "The poor in spirit,"
   "The pure in heart,"
   "Hungering and thirsting after righteousness,"
   "The salt of the earth?"
3. In what way is it shown that God's commandments relate as much to our inward feelings and words, as to our outward acts?
4. How does our Lord exhort his hearers not to be over anxious about worldly things?
5. How are we encouraged to hope that God will hear and answer prayer?
6. How is it shown that *knowledge* of God's Will is of no avail except we also perform it?

Parables.

1. What does our Lord intend to teach by the parables of (*a*) the sower (*b*) the ten virgins, (*c*) the prodigal son?
2. Relate, as nearly as you can in the words of Scripture, the parable of the Good Samaritan, and state the lesson to be drawn from it. By which of the Evangelists is this parable recorded?
3. Which of the parables are designed to show the progress of Christianity in the world, and which the work of grace in the heart?
4. From what parable may we learn that there will always be bad and insincere people in the Church of Christ? And how does the parable of the marriage supper show the end of such men?
5. What parables teach us the several duties of earnest prayer, humility, and compassion for our fellow creatures?
6. Explain clearly the parable of the unjust steward.

I should be glad, if my space permitted it, to give some of the children's answers to these questions. I observed on this occasion, what I have noticed in previous examinations, that the answers to questions on religious subjects were superior, in point of thoughtfulness and intelligence, to the answers on other subjects. Of course my experience is limited, and relates to schools under inspection only; but in the 300 or 400 schools which come under my inspection, I do not hesitate to say that the instruction in Holy Scripture is superior to the instruction given in any other subject. It is my habit, when I am examining a class of children, to mark their knowledge as *bad*, if they imperfectly remember and imperfectly understand what they have been taught; as *moderate*, if they remember but imperfectly understand it; as *fair*, if they remember and fairly well understand it; and as *good*, if they appear to have made it so completely their own that they can think out answers to new questions on the same subject. From notes of this kind made in the course of my tours of inspection during the past year, I have constructed the following table, showing the quality of the instruction given in five several subjects.

Of the schools which I examined—

In Scripture,	35 per cent. were marked	- -	*good*.
	46 „ „	- -	*fair*.
	81 „ „	- -	*good* or *fair*.
In history,	28 per cent. were marked	- -	*good*.
	49 „ „	- -	*fair*.
	77 „ „	- -	*good* or *fair*.
In grammar,	27 per cent. were marked	- -	*good*.
	42 „ „	- -	*fair*.
	69 „ „	- -	*good* or *fair*.
In geography,	23 per cent. were marked	- -	*good*.
	46 „ „	- -	*fair*.
	69 „ „	- -	*good* or *fair*.
In arithmetic,	18 per cent. were marked	- -	*good*.
	49 „ „	- -	*fair*.
	67 „ „	- -	*good* or *fair*.

So far as the superiority of the children's knowledge of Scripture is concerned, these results tally with the results of this prize examination. I find that of the children

examined the number that reached the prize standard was as follows:—

35 (boys and girls) in Scripture.	8 (boys and girls) in geography and history.
22 (girls) in needlework.	7 „ in grammar.
13 (boys and girls) in arithmetic.	4 (boys) in drawing.

This general superiority of children's knowledge of Holy Scripture, combined with the fact that, in this examination, out of more than 200 children drawn from twenty different schools, *three fourths* voluntarily chose Scripture as the subject in which they would be examined, furnishes, I think, a very sufficient answer to those who affirm that schools of secular instruction would be more popular in this country than schools which include religious teaching.

There was another point in which the experience of this examination was satisfactory;—although, as in the last case, my own conviction was so entirely established beforehand that I needed nothing further to confirm it. But to others who may still be labouring under the false notion that what is called the *religious difficulty* is really the great obstacle to education in England, it may not be uninteresting to observe how harmoniously and easily 200 children of various religious denominations were examined in their Scriptural knowledge by one and the same examiner.*

On future occasions it may be found needful to modify the scheme of examination given above in two important points.

In these crowded competitions it is so difficult to find either time or space for the *preliminary* examination, that I question whether it will be possible to continue it. And yet to admit the whole number of candidates to the paper examination, without eliminating any, is almost equally impossible. The best solution of the difficulty would be that the teachers and managers in their several schools, previously to sending in the names of the candidates, should institute a preliminary examination of this kind, and so exclude such as had no chance of acquitting themselves well in the examination.

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* I cannot forbear expressing here, what I have often expressed in conversation, my earnest wish that the British and Foreign School Society would re-consider their *concordat* with the Committee of Council on Education, and allow their schools to be visited by the same Inspector as the Church Schools, and to be examined like them in religious knowledge. The Inspector would naturally, and as a matter of course, in their case, as in the case of Church Schools, inquire in each school what branches of the subject had been specially taught, and conduct his examination accordingly. I have been repeatedly told, by persons connected with British Schools, that they deeply regret that rule of their Society which forbids the Government Inspector to examine their children in Scripture.

The other point in which the plan needs amendment is connected with a technical difficulty which I only discovered when I came practically to test the scheme in operation. Where the time is limited to the forenoon and afternoon of one day, and where each candidate may choose *any* two out of six or seven subjects of examination, it is clearly impossible to make the examination in any one of the subjects simultaneous for all who take that subject. Hence it cannot fail to happen, that a particular paper of questions should be given out to certain children in the morning, and again to certain other children in the afternoon. For instance, of three papers of questions, which we will call 1, 2, and 3, A takes 1 and 2, B takes 1 and 3, and C takes 2 and 3; it is clear that either 2 or 3 must be given out both in the morning and in the afternoon. Where this is the case, it is impossible to be sure that some of the afternoon candidates may not have seen or heard something of their paper in the interval between the morning and afternoon examination.

The results of the Potteries examination, and the confessedly paramount importance of Scripture knowledge, induce me to propose, as a solution of this difficulty, that henceforth the choice be limited to *one* of the two subjects, the morning subject being indispensably Holy Scripture. Thus there will be one subject for all in the morning, and choice among five or six subjects in the afternoon. Excellence in the morning examination alone will secure a prize; excellence in an after noon subject ought not to entitle to a prize, unless a certain standard (say half the maximum marks) have been attained in the Scripture paper.

These, then, are the regulations according to which I propose to conduct the prize examinations during the ensuing year. In drawing them up, I have been guided chiefly by two considerations; *first*, by a conviction that a large number of children cannot equitably or thoroughly be examined in more than two subjects in the course of one day; *second*, by a wish at the same time to raise the standard, and to extend the range, of the examination.

Hitherto the examinations have been almost exclusively in arithmetic and religious knowledge, with needlwork for the girls. With a view of ascertaining what progress had been indicated in the former subjects by these yearly examinations, the papers worked in South Staffordshire in February 1852 (our first examination) have been carefully compared with the papers worked by candidates from the same group of schools in March 1856.

In arithmetic a decided progress is shown by the following table :—

Number per Cent. of Children by whom Sums in the following Rules were correctly worked:—

	1852.	1856.
Notation and Simple Rules	80	80
Compound Rules	54	78
Proportion	26	48
Higher Rules	18	24
Mensuration	0	1

In religious knowledge, writing, and spelling, the results cannot be so clearly tabulated, but the progress is equally satisfactory.

That the Prize-schemes are still successful in realizing their other, if possible, more important purpose, inducing the children to continue at school to a later age, is shown very satisfactorily by the following table, exhibiting the number of candidates, and their respective ages, in the years 1855 and 1856 :—

	Number of Candidates.		Average Age.			
	1855.	1856.	1855.		1856.	
			Boys.	Girls.	Boys.	Girls.
South Staffordshire, East	307	326	12½	13½	12⅔	13
South Staffordshire, West	130	130	12⅜	13	12⅔	13
North Staffordshire	188	222	12	12¾	13	13
Shropshire	71	121	12¼	12⅓	13¼	13

The way in which the money given in prizes has been used is on the whole very satisfactory. Out of sixty children who received money prizes during the past year, and of whom I have returns, I find that—

31 invested their money in savings' banks.
9 invested it in some other way, at interest.
10 gave it to their parents.
10 spent it.

I am able to show in the Appendix the balance sheets of the four Prize-scheme Associations; and there will be found, also, the list of successful candidates in the Shropshire examination which took place in May, and the list of those who obtained prizes last month at Stoke-upon-Trent. The results of the South Staffordshire examinations, held in March, were included in my last report.

To sum up this report, I may say, very confidently, that thus far the system of prizes, now at the end of its fifth year of trial, has been a successful experiment.

It has encouraged the teachers, awakened a more general interest in their work, and induced a large number of parents to care more than heretofore about their children's schooling. For the children it has done much more; it has retained many of them for a longer period under the wholesome discipline of school; it has stimulated their industry; it has given them a new pleasure, the pleasure of a generous emulation; and it has taught them that life is a *career* in which honest self-reliant exertion is very sure to bring success, and to win for them the respect of their fellow men.

I have the honor to be, &c.

J. P. Norris.

The Secretary of the Education Department.

Appendix A.

SOUTH STAFFORDSHIRE.

West of Dudley, Iron and Coal Masters' Prize-Scheme Association.

The Treasurer in Account with the Association, the Years ending March 1854, 1855, 1856.

1854.

Dr.	£	s.	d.
To subscriptions as under:—			
Lord Ward	20	0	0
W. O. Foster	20	0	0
Wm. Mathews	5	0	0
W. and G. Firmstone	5	0	0
G. H. Bond	5	0	0
Geo. Bennet and Co.	5	0	0
M. and W. Grazebrook	5	0	0
Cochrane and Co.	5	5	0
Warden and Williams	5	0	0
J. Wheeley and Co.	5	0	0
J. Evers Swindell and Co.	5	0	0
Hall, Holcroft, and Pearson, *don.*	10	0	0
Reuben Plant	5	0	0
Whitehouse and Jeffries	5	0	0
Blackwell and Co., Russell's Hall	10	0	0
Corbyn's Hall Malleable Iron Co.	10	0	0
Richard Smith	10	0	0
Benjamin Gibbons, senior	5	0	0
	£140	5	0
Budd and Co., *donation*	5	0	0
To East Dudley Association, proportion of expenses as per contra E. Blunden's account	10	11	6
	£155	16	6

Cr.	£	s.	d.
By advertisements	7	15	6
Postage stamps	0	17	6
Printing circulars	0	4	6
Fifty Bibles	50	0	0
Money prizes, distributed by the Rt. Hon. Lord Ward	43	0	0
E. Blunden, expenses, per account	21	3	0
Advertisements	3	5	0
Balance carried to next year's account	29	11	0
	£155	16	6

1855.

Dr.	£	s.	d.	Cr.	£	s.	d.
To balance from last year's account	29	11	0	Parcel, 1*s.*, postages, 4*s.* 6*d.*	0	5	6
To subscriptions, same as per last years' list	140	5	0	Stationery	0	12	6
To bank interest	1	12	6	Money prizes, distributed by Sir Stafford H. Northcote, Bt., M.P.	75	0	0
				Books, J. R. Robinson	60	0	0
				Cards, Longman and Co.	0	18	0
				Advertisements	3	16	4
				Postages	0	9	0
				Balance carried to next year's acct.	30	7	2
	£171	8	6		£171	8	6

1856.

Dr.	£	s.	d.	Cr.	£	s.	d.
To balance from last year's acct.	30	7	2	Money prizes distributed at Messrs. Bagnall's by the Right Hon. the Earl of Dartmouth	64	0	0
This year's subscriptions received:—				Books, J. R. Robinson	23	3	0
Sir Stafford H. Northcote, Bart., M.P. £5 0				R. Ridley, dinners for candidates	6	0	0
Cochrane and Co. 5 5				Expenses at examination, J. Sluter and E. Blunden	2	2	10
W. and G. Firmstone 5 0				Postage stamps	0	9	0
Lord Ward 20 0				Advertisements	0	11	6
Blackwell and Co., Russell's Hall 10 0	85	5	0	T. Danks (circulars)	0	4	6
W. O. Foster 20 0				Balance	24	17	0
Richard Smith 10 0							
B. Gibbons, senior 5 0							
M. and W. Grazebrook 5 0							
Prize returned per Rev. W. Grier	3	0	0				
Bank interest	2	15	8				
	£121	7	10		£121	7	10
To balance (in the bank)	24	17	0				

N.B.—*The Accounts up to the present year have been audited, and examined with the vouchers at the committee meetings.*

(Signed) Fisher E. Smith, Hon. Sec.

South Staffordshire, East of Dudley, Iron and Coal Masters' Prize-Scheme Association,

1855.

	£	s.	d.
Jno. Bagnall and Sons	10	0	0
J. and E. Walker	5	0	0
Chance and Co.	10	0	0
W. Bennitt	5	0	0
Plant and Fisher	5	0	0
John Marshall	1	1	0
E. Page and Sons	5	0	0
Barrows and Hall	10	0	0
W. Baldwin	5	0	0
Josh. Bennitt	5	5	0
J. and S. Roberts	1	0	0
Thos. Jesson	5	0	0
Eagle Coal and Iron Co.	10	0	0
Williams Brothers	10	0	0
W. H. Dawes	5	0	0
Solly Brothers	5	0	0
Patent Axletree Co.	5	0	0
George Jones	10	0	0
W. and J. S. Sparrow	10	0	0
Samuel Mills	5	0	0
Addenbrookes and Co.	10	0	0
W. Ward and Sons	10	0	0
R. Haines and Son	10	0	0
Fox, Henderson, and Co.	21	0	0
Dimmack and Co.	10	0	0
John Hartley	5	0	0
Advanced by Treasurer	14	3	0
	£207	9	0

	£	s.	d.
Prizes	63	0	0
Reporter	1	0	0
W. George (Refreshments, &c.)	11	19	6
J. and R. Longman	2	5	6
Worcester Journal	1	18	3
Birmingham Mercury	1	3	9
Midland Counties	0	4	0
Jas. R. Robinson (Bibles, &c.)	89	10	0
Aris' Gazette	1	8	6
Birmingham Journal	1	18	6
Isaac Johnson	3	8	0
Wolverhampton Chronicle	0	15	0
Josiah Allen	2	4	0
Balance from last year due to Treasurer	16	14	0
	£207	9	0

1856.

	£	s.	d.
A. Kendrick and Co.	5	0	0
J. Bagnall and Sons	10	0	0
J. and E. Walker	5	0	0
Addenbrookes and Co.	10	0	0
Josh. Bennitt	5	5	0
Jno. Hartley	5	0	0
Chance and Co.	10	0	0
Samuel Mills	5	0	0
E. Page and Sons	5	0	0
Barrows and Hall	10	0	0
Jno. Jones	5	0	0
Williams Brothers	10	0	0
W. H. Dawes	5	0	0
J. and S. Roberts	1	0	0
John Marshall	1	1	0
Jos. Jones	5	0	0
Moat Colliery Co.	5	0	0
Thos. Jesson	5	0	0
W. Ward and Sons	10	0	0
Plant and Fisher	5	0	0
W. and J. S. Sparrow	10	0	0
W. Baldwin and Co.	5	5	0
Patent Shaft Co.	5	0	0
Eagle Coal and Iron Co.	10	0	0
Fox, Henderson, and Co.	21	0	0
Osier Bed Iron Co.	10	0	0
Lord Dartmouth	10	0	0
	£193	11	0

	£	s.	d.
Prizes	76	0	0
Benson and Co. (Refreshments, &c.)	16	13	0
J. R. Robinson (Bibles, &c.)	60	8	0
R. Harris	1	11	4
Isaac Johnson	1	10	0
Schoolmasters' expenses on day of Examination	2	2	0
Stationery, &c.	1	3	8
Cash to Treasurer for previous advances	14	3	0
Balance in hand	20	0	0
	£193	11	0

(Signed) Walter Williams, Hon. Sec.

North Staffordshire Prize-Scheme Association,

Dr. 1855. Cr.

1855.		£	s.	d.	1855.		£	s.	d.
Nov.	To balance from last year	7	15	6	Nov.	By money prizes distributed by C. B. Adderley, Esq., M.P.	48	0	0
	To subscriptions from—					Bibles, ditto	39	18	6
	W. T. Copeland, Esq.	10	0	0		Paid Mort his account for advertising	2	6	0
	Wm. Baker, Esq.	10	0	0		Paid for bronze medal	0	12	6
	Messrs. H. Minton and Co.	10	0	0		Stamps	0	4	10
	Messrs. Pinder, Bourne, and Co.	5	0	0		Sundry small payments	1	2	3
	E. Wood, Esq.	5	0	0		Balance carried forward	15	11	11
	Earl Granville	10	0	0					
	W. H. Sparrow	5	0	0					
	C. B. Adderley, Esq., M.P.	5	0	0					
	C. and J. May	5	0	0					
	Viscount Ingestre	5	0	0					
	Thomas Kinnersly's trustees	10	0	0					
	Smith Child, Esq., M.P.	10	0	0					
	F. Bishop, Esq.	5	0	0					
	W. Davenport, Esq.	5	0	0					
		£107	15	6			£107	15	6

Dr. 1856. Cr.

1856.		£	s.	d.	1856.		£	s.	d.
Nov.	To balance brought down	15	11	11	Nov.	By money prizes distributed by the Hon. F. L. Gower, M.P.	85	0	0
	To subscriptions from					Bibles, per ditto	45	3	0
	Ipstones	7	2	0		Paid Mort for advertisements	0	10	0
	Messrs. H. Minton and Co.	10	0	0		Crewe, his account for seven Bibles on hand	7	7	0
	Smith Child, Esq., M.P.	10	0	0		Sundry small payments	1	7	0
	Ed. Wood, Esq.	5	0	0		Stamps	0	7	4
	Wm. Baker, Esq.	10	0	0		Woolley for printing circulars	0	5	0
	Messrs. J. and N. Phillips	10	0	0		Incidental expenses	0	7	6
	Earl Granville	10	0	0					
	Thomas Kinnersly's trustees	10	0	0					
	Messrs. Stanier and Heath	10	0	0					
	W. T. Copeland, Esq.	10	0	0					
	Fred. Bishop, Esq.	5	0	0					
	W. H. Sparrow	5	0	0					
	Subscriptions from Hanley	5	0	0					
	Messrs. Pinder, Bourne, and Co.	5	0	0					
	Messrs. C. and J. May	5	0	0					
	C. B. Adderley, Esq., M.P.	5	0	0					
		138	3	11					
	Balance in arrear	2	2	11					
		£140	6	10			£140	6	10
	To seven Bibles on hand	£7	7	0		By balance brought down	£2	2	11

Subscriptions in Arrear.

	£
J. E. Heathcote, Esq. (two years)	20
Hon. F. Leveson Gower (promised)	5
	£35

(Signed) W. Baker, Hon. Sec.

SHROPSHIRE IRON AND COAL MASTERS' PRIZE-SCHEME ASSOCIATION, 1856.

RECEIPTS.	£	s.	d.
Balance from 1855	34	16	6
Subscriptions, 1856:—			
Lilleshall Co.	20	0	0
Coalbrookdale Co.	20	0	0
Madeley Wood Co.	15	0	0
The Ketley Co.	10	0	0
Beriah Botfield, Esq.	20	0	0
W. O. Foster, Esq.	10	0	0
	£129	16	6

EXPENDITURE.	£	s.	d.
Distributed in money prizes	47	0	0
Paid bill for Bibles, &c.	42	5	0
Dinner at Examination	7	10	0
Cakes at distribution of prizes	1	10	0
Advertisements, printing, postage, &c. &c.	1	0	0
	99	5	6
Cash balance in hand	28	11	0
Two Bibles	2	0	0
	129	16	6

(Signed) W. COPE, Hon. Secretary.

APPENDIX B.

NORTH STAFFORDSHIRE PRIZES distributed by the Hon. F. LEVESON GOWER, M.P., at a Public Meeting held at Stoke-upon-Trent, on the 11th of November 1856.

Name.	School.	Subjects.
	AFTER PRIZE £5.	
James Beech	Late of Tunstall, N. S.	Arithmetic.
Alfred Bennison	Late of Newcastle, N. S.	Drawing.
Wm. Heath	" " "	Scripture.
James Lowe	" " "	Scripture and arithmetic.
Clement Moss	Late of Hanley, N. S.	Arithmetic and geography.
	PRIZE £3.	
Elizth. Barlow	Burslem, N. S.	Scripture and needlework.
Hannah Deakin	Stoke, N. S.	Scripture.
Elijah E. Dunn	Hanley, N. S.	Drawing.
Ann Ellerton	Newcastle, N. S.	Scripture and needlework.
Edw. Eardley	Kidsgrove, N. S.	Arithmetic.
Jas. Goldstraw	Hanley, N. S.	Scripture and drawing.
Geo. Hammersley	" "	Scripture and arithmetic.
Jos. Hammersley	" "	" "
Fredk. Holdcroft	Tunstall, W. S.	Geography.
Olive Johnson	Fenton, N. S.	Needlework.
Ann Kidd	Hartshill, N. S.	"
Robert Mellor	Burslem, W. S.	Geography.
Emma Moss	Shelton, N. S.	Needlework.
Robert H. Parker	Hanley, N. S.	Scripture and arithmetic.
Wm. Hen. Phillips	Tean, B. S.	Grammar.
Jane E. Pattinson	" "	Needlework and geography.
John Roberts	Stoke, N. S.	Scripture and arithmetic.
John W. Rowley	Hanley, N. S.	Scripture and drawing.
Ann Smith	Tean, B. S.	Scripture and needlework.
Geo. Wedgwood	Burslem, W. S.	Scripture.
	BIBLE PRIZE.	
Mary Aidney	Shelton, N. S.	Scripture and needlework.
Peter Bailey	Newcastle, N. S.	Scripture.
John Beardmore	Burslem, W. S.	Geography.
Eleanor Brough	Tean, B. S.	Needlework.
Mary A. Burgess	"	"
Mary A. Buckley	Audley, N. S.	"
Thos. H. Chappell	Stoke, N. S.	Grammar.
Thos. Cooper	Chesterton, N. S.	Scripture and arithmetic.
Jas. Downing	" "	Scripture.
Sarah Downs	Newcastle, St. George's	"

Name.	School.	Subjects.
	BIBLE BRIZE.	
Chas. Dust	Tunstall, N. S.	Arithmetic.
Mary Edge	Burslem, W. S.	Scripture.
John Eaton	Ipstones, N. S.	,,
Theoph. Farrall	Kidsgrove, N. S.	Scripture and arithmetic.
Chas. H. Fox	Newcastle, N. S.	Scripture.
Elizth. Horobin	Hartshill, N. S.	Scripture and needlework.
Elizth. Hopkinson	Tean, B. S.	Scripture.
Charlotte Humphries	Granville, N. S.	,,
Jas. Hinchliffe	Stoke, N. S.	Grammar.
Mary A. Heath	Burslem, N. S.	Needlework.
Maria Illidge	Newcastle, St. George's	Scripture.
John Jones	Stoke, N. S.	Grammar.
Wm. W. Lunt	,, ,,	,,
Mary J. Lewis	Shelton, N. S.	Needlework.
James M'Queen	Stoke, N. S.	Grammar.
Eliza Morris	Burslem, W. S.	Needlework.
Fanny Mortimer	Newcastle, N. S.	,,
Louisa Marsh	Burslem, W. S.	,,
Wm. Nutt	Tean, B. S.	Grammar and arithmetic.
Saml. Rhodes	Chesterton, N. S.	Scripture.
Selina Reeves	Tunstall, N. S.	Needlework.
Elizth. Rider	Norton, N. S.	,,
Cath. Rubotham	Audley, N. S.	,,
Alex. Shaw	Kidsgrove, N. S.	Scripture and geography.
Wm. D. Shemilt	Tean, B. S.	Scripture.
Edwd. Turner	Kidsgrove, N. S.	,,
Geo. Till	Stoke, N. S.	Scripture and grammar.
Ann M. Walklet	Granville School	Scripture and needlework.
Albert Walklet	,, ,,	Scripture.
Jas. Williamson	Kidsgrove, N. S.	Scripture and geography.
Chas. Williamson	Newcastle, N. S.	Arithmetic.
Oliver Wood	Golden Hill, N. S.	Geography and Scripture.
Eliza Wood	Norton, N. S.	Needlework.

SHROPSHIRE IRON and COAL MASTERS' PRIZES, distributed by Rev. JOHN BROOKE, at a Public Meeting held at Shiffnal, on the 23rd of June 1856.

Name.	School	Name.	School.
	£3. PRIZES.		
Thos. Broxton	Lilleshall.	Sarah E. Langford	Coalbrookdale.
Sar. Baston	Coalbrookdale.	Harry Phillips	Coalbrookdale.
John Ellis	Madeley.	Richard Pascall	Donnington.
Tryphena Hughes	Donnington.	Sar. Podmore	Lilleshall.
Lucy Jones	Madeley.	Alfred Rider	Poole Hill.
John Jervis	Donnington.	Sar. Soulsby	Madeley.
Edwin Latham	Donnington.		
	BIBLE PRIZES.		
John Beddow	Broseley.	Ellen Jones	Coalbrookdale.
Benjn. Bott	Donnington.	Marianne Langford	Broseley.
Sam. Bucknall	Lilleshall.	Harriet Lowe	Lilleshall.
Georgiana M. Bathurst	Poole Hill.	Jane Lambert	Poole Hill.
Martha Bratton	Poole Hill.	Harriet Mansfield	Shiffnal.
Thomas Cox	Lilleshall.	John Pountney	Broseley.
Mary A. Corbett	Madeley Wood.	Jane Poppitt	Donnington.
Eliza Cox	Madeley Wood.	Margt. Purcell	Poole Hill.
Mark Davies	Shiffnal.	Han. Phaysey	Poole Hill.
Jane Downing	Donnington.	Ann Phillips	Madeley Wood, W.S.
David Forster	Broseley.	Betsy Rhoden	Poole Hill.
Eliza Felton	Madeley.	Sar. A. Randall	Madeley.
Robert Griffiths	Broseley.	Joseph Southorn	Broseley.
Esther Griffiths	Shiffnal.	Eleanor Sandlands	Poole Hill.
Thomas Hinley	Coalbrookdale.	Fredk. Taylor	Lilleshall.
Fredk. Hales	Lilleshall.	David Tomlinson	Lilleshall.
Fras. Howell	Lilleshall.	John Tomlinson	Lilleshall.
Emma Hales	Lilleshall.	Matt. Taylor	Madeley.
Saml. Johnson	Donnington	Edw. Tennant	Poole Hill.
Mary R. Jones	Coalbrookdale.	Ann Thomason	Severn Side.
		Elizabeth Tranter	Madeley Wood, W.S.

The following candidates had received a Bible Prize in 1855, but failed this year to reach the standard for the 3*l.* prize. A 1*l.* prize was therefore awarded to them.

Wm. H. Bailey -	Ketley.	Sarah Haynes - -	Madeley.
Wm. M. Barrett -	Madeley Wood, W.S.	Edwin Podmore -	Lilleshall.
Ann Baycott - -	Poole Hill.	Chas. Skitt - -	Madeley.
John F. Hinsley -	Madeley Wood, W.S.		

APPENDIX

TO

MINUTES OF THE COMMITTEE OF COUNCIL ON EDUCATION.

1856-7.

DETAILED STATEMENT of ANNUAL GRANTS conditionally payable, in Year ending 31 October 1857, for AUGMENTATION of SALARIES of CERTIFICATED SCHOOLMASTERS and SCHOOLMISTRESSES; for RETIRING PENSIONS to late Teachers of Schools under Inspection; for STIPENDS of ASSISTANT TEACHERS; and on account of APPRENTICED PUPIL-TEACHERS (with Names of Apprentices, Year of Apprenticeship, and Month in current Year in which Annual Examination is due.

*** *This Statement has been corrected to show the results of all Examinations reported to the Committee of Council on Education* before the end of December 1856, *but does* not *include any decisions* subsequent to that date. In cases, therefore, where reports are in arrear for more than two months (November and December), the number and standing of the apprentices have had to be stated for the *current* as they were for the *past* year. These cases are marked with an asterisk (*).

ENGLAND.*

Name and Denomination of School.	Annual Grants conditionally awarded			Name of Apprentice, and Year of Apprenticeship.			Month in which Annual Examination is due.
	In Augmentation of Certificated Teachers' Salaries; and in Retiring Pensions.	In Stipends to Assistant Teachers.	In Stipends to Apprentices, and Gratuities to Teachers instructing them.	Boys.		Girls.		
BEDFORDSHIRE.	£ s. d.	£	£ s. d.					
Ampthill - - N.	- -	- -	66 10 0	W. R. Flowers	4th	E. S. Ramsay -	4th	July
						A. Farnell -	4th	
Ampthill, - - B.	16 10 0	- -	49 10 0	J. T. Gascoin -	3rd	- - -	—	April
				W. G. Smith -	2nd			
				W. Riddle -	1st			
Aspley Guise - - N.	15 0 0	- -	83 0 0	J. Assbee -	4th	M. E. Harris -	4th	July
				T. Bacchus -	2nd	J. Sollom -	4th	
Aspley Guise - - B.	15 0 0	- -	37 10 0	H. Chaplin -	3rd	M. Ardley -	3rd	April
Biggleswade(Girls) B.	10 0 0	- -	25 0 0	- - -	—	L. Benson -	5th	March
Cranfield - Par.	20 0 0	- -	17 10 0	T. A. Turner -	2nd	- - -	—	Aug.
Dunstable - - N.	16 10 0	- -	17 10 0	F. C. Sanders -	2nd	- - -	—	July
Dunstable - Wes.	20 0 0	- -	41 10 0	W. J. Mills -	4th	- - -	—	June
				E. Darby -	3rd			
Hockliffe - - N.	15 0 0	- -	34 0 0	- - -	—	E. Mitchell -	3rd	July
						S. Sprawson -	1st	
Luton - - - N.	16 10 0	- -	75 0 0	J. Thompson -	5th	- - -	—	Aug.
				J. A. Hill -	4th			
				H. N. Warner	2nd			
				C. Pakes -	1st			
Luton - - Wes.	- -	- -	95 10 0	W. Deacon -	4th	- - -	—	May
				F. Pearson -	3rd			
				W. Hilton -	3rd			
				S. Bennett -	3rd			
				T. Halfhead -	3rd			
Marston-Mortaine and Lidlington. N.	32 10 0	- -	47 10 0	G. Bettell -	5th	M.A.Duncombe	4th	July
Millbrook - - N.	11 0 0	- -	- - -	- - -	—	- - -	—	June
Pulloxhill - - N.	11 0 0	- -	20 0 0	- - -	—	P. Simmons -	3rd	July
Shillington - - N.	10 0 0	- -	17 10 0	- - -	—	M. J. Saving -	2nd	April
Silsoe - - - N.	29 0 0	- -	30 0 0	T. Smith -	1st	E. Baker -	1st	June
Tebworth - - N.	10 0 0	- -	17 10 0	- - -	—	E. Nash -	2nd	May
Toddington - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Toddington - Wes.	15 0 0	- -	31 10 0	F. Tilzey -	2nd	- - -	—	March
				C. King -	1st			
Turvey - - - N.	15 0 0	- -	17 10 0	- - -	—	J. A. Bailey -	2nd	Aug.
Woburn - - B.	21 10 0	- -	17 10 0	F. W. Harris -	2nd	- - -	—	March
Total - -	314 10 0	- -	741 10 0					

* NOTE.—*The letter* N. *denotes that the School is in connexion with the National Society, or with the Church of England;* B., *with the British and Foreign School Society;* Wes., *Wesleyan Methodists;* Par., *that it is a Parochial School;* P.U., *a Parochial Union School;* R.C., *a School in connexion with the Roman Catholic Poor-School Committee.*

Name and Denomination of School.	Annual Grants conditionally awarded: In Augmentation of Certificated Teachers' Salaries; and in Retiring Pensions.	Annual Grants conditionally awarded: In Stipends to Assistant Teachers.	Annual Grants conditionally awarded: In Stipends to Apprentices, and Gratuities to Teachers instructing them.	Name of Apprentice, and Year of Apprenticeship. Boys.		Girls.		Month in which Annual Examination is due.
BERKSHIRE.	£ s. d.	£	£ s. d.					
Abingdon - - B.	25 0 0	- -	90 0 0	W. Badcock -	5th	H. Joyce -	1st	April
				C. Hicks - -	4th			
				B. M. Gubb -	2nd			
				G. J. Simpson	1st			
Aldermaston - - N.	16 10 0	- -	15 0 0	J. Berry - -	1st	- - -	—	June
Ascot Heath - - N.	20 0 0	- -	39 0 0	C. Wellbelove	3rd	- - -	—	„
				E. Syms - -	3rd			
Bray - - - N.	10 0 0	- -	36 10 0	- - -	—	C. Edwards -	3rd	Jan.
						S. A. Hook -	2nd	
Bray and Holyport N.	20 0 0	- -	17 10 0	T. Cockram -	2nd	- - -	—	„
Brightwell - - N.	20 0 0	- -	41 10 0	G. F. Reilly -	4th	- - -	—	May
				C. E. Eggleton	3rd			
Childrey - Wes.	10 0 0	- -	- - -	- - -	—	- - -	—	April
Cookham Dean - N.	14 0 0	- -	54 10 0	- - -	—	S. Young -	4th	June
						F. S. Wallis -	3rd	
						C. E. Leaver -	1st	
Faringdon - - B.	15 0 0	- -	15 0 0	- - -	—	M. Belcher -	1st	April
Hendred, West - N.	15 0 0	- -	20 0 0	S. Merrett -	3rd	- - -	—	May
Lamborne - - N.	15 0 0	- -	30 0 0	E. Thatcher -	1st	A. Wentworth	1st	„
Lamborne - Wes.	25 0 0	- -	20 0 0	R. Portsmore -	3rd	C. Pavier -	1st	April
						(*Honorary.*)		
Maidenhead - - N.	20 0 0	- -	- - -	- - -	—	- - -	—	May
Newbury - Wes.	27 0 0	- -	66 10 0	J. Hiscock -	4th	F. M. Timms -	4th	April
				E. Saunders -	4th			
Reading, St. Giles' N.	39 0 0	- -	206 10 0	E. Hunt -	5th	E. Lovegrove	5th	June
				W. Quelch -	5th	S. Creed	5th	
				W. C. Barkshire	4th	S. White -	2th	
						M. E. Kidd -	1st	
						C. Martin -	4th	
						K. Kidd -	3rd	
						F. Holmden -	3rd	
Reading, St. John's, N. Infant.	8 0 0	- -	- - -	- - -	—	- - -	—	„
Reading, St. Lau- N. rence's.	25 0 0	- -	60 10 0	J. Balls - -	1st	H. Pepper -	2nd	„
				J. F. Brown	1st	S. L. Payton -	1st	
Reading, St. Mary's N.	- - -	- -	62 10 0	- - -	—	F. Callas -	2nd	„
						J. Wilkins -	2nd	
						F. Wright -	2nd	
						J. Abbott -	1st	
Reading, St. Mary's N. Chapel.	20 0 0	- -	29 0 0	A. Morse -	1st	- - -	—	May
				W. Bates -	1st			
Speen - - Par.	26 10 0	- -	54 0 0	F. W. Woodcock	4th	C. Brown -	2nd	June
				G. W. Blanchard	1st			
Sunningdale - N.	15 0 0	- -	46 10 0	J. Row -	5th	- - -	—	„
				J. Baker -	4th			
Thatcham - - N.	- - -	- -	22 10 0	G. Wilson -	4th	- - -		May
Wallingford - - N.	15 0 0	- -	22 10 0	W. Bower -	4th	- - -		„
Wantage, St. Peter's N. and St. Paul's.	15 0 0	- -	64 0 0	J. Cox - -	5th	L. Lampet -	3rd	June
				W. James -	2nd	S. J. Hall -	3rd	„
				(*Honorary.*)				
Wantage - Wes.	- - -	- -	57 0 0	S. Lewis - -	5th	- - -	—	April
				J. Carter -	2nd			
				A. Sims - -	2nd			
Wargrave - - N.	15 0 0	- -	30 0 0	F. Gregory -	1st	M. Tombs -	1st	May
Windsor (New) - N.	- - -	25	167 10 0	W. M. Taylor -	5th	C. Willis -	4th	June
						E. Short - -	4th	
						E. Davies -	3rd	
						C. Hare - -	2nd	
						S. Batterbury	2nd	
						S. Gibson -	2nd	
						E. Hall - -	2nd	
						M. Whittington	2nd	
Windsor, New* - B.	25 0 0	- -	77 0 0	G. Spong -	3rd	J. Smith - -	3rd	Jan.
				H. Ogilvy -	3rd			
				G. Broughton	3rd			

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BERKSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Windsor Park, (Royal School.)	36 0 0	- -	54 0 0	W. Morris -	2nd	M. Tait - -	3rd	Aug.
						K. Dadley -	2nd	
Windsor, St. Ann's, (Private School.)	14 0 0	- -	22 10 0	- - -	—	M. Raney -	4th	June
Windsor, St. Mark's N.	23 0 0	- -	39 0 0	J. Herd -	5th	- - -	—	,,
				W. G. Chilman	1st			
Winkfield, Industrial. N.	15 0 0	- -	25 0 0	J. Middlemist	5th	- - -	—	,,
Wytham - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	May
Total - -	534 0 0	25	1,485 10 0					
BUCKINGHAMSHIRE.								
Aylesbury - - N.	- -	- -	78 0 0	W. H. Wheeler	4th	M. A. Hurst -	3rd	,,
				F. Lawrence -	3rd	S. Millburn -	2nd	
Buckingham - N.	25 0 0	- -	17 10 0	J. Pease -	2nd	- - -	—	June
Claydon, Middle N.	15 0 0	- -	15 0 0	B. Webb -	1st	- - -	—	,,
	a20 0 0							
Colnbrook and Horton. N.	20 0 0	- -	41 10 0	W. J. Allen -	4th	- - -	—	May
				J. E. Barnes -	3rd			
Datchet - - N.	11 0 0	- -	41 10 0	- - -	—	E. Bailey -	4th	,,
						E. A. E. Ullyett	3rd	
Farnham Royal - N.	15 0 0	- -	- - -	- - -	—	- - -	—	,,
Iver (Boys) - - N.	15 0 0	- -	20 0 0	A. Farr - -	3rd	- - -	—	June
Iver (Girls) - - N.	15 0 0	- -	17 10 0	- - -	—	M. Stevenson -	2nd	,,
Marlow, Great - N.	25 0 0	- -	42 10 0	J. Willsher -	4th	S. E. Barnes -	3rd	,,
Prince's Risborough B.	- -	- -	17 10 0	J. Porter -	2nd	- - -	—	March
Stoke Pogis - - N.	30 10 0	- -	22 10 0	- - -	—	S. S. Toms -	4th	May
Taplow - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	,,
Upton-cum-Chalvey. N.	15 0 0	- -	106 10 0	T. Ogilvy -	1st	M. E. Dorrell -	5th	June
				H. Perrin -	1st	E. Seward -	4th	
						S. M. Baker -	2nd	
						M. E. Young -	2nd	
Waddesdon - - N.	- -	- -	35 0 0	J. Shirley -	2nd	M. Stevens -	2nd	,,
Walton - - N.	16 10 0	- -	20 0 0	W. Skinner -	3rd	- - -	—	,,
Whitchurch - Wes.	15 0 0	- -	41 10 0	R. Durley -	4th	- - -	—	March
				H. Durley -	3rd			
Winslow - - N.	- -	- -	22 10 0	- - -	—	S. A. Smith -	4th	June
Wolverton, New - B.	25 0 0	- -	65 10 0	B. Burfield -	3rd	M. A. Stewart	1st	April
				S. H. Martin	2nd	E. Eastwood -	1st	
Wycombe - P.U.	- -	- -	20 0 0	A. Ing - -	1st	A. Meeks -	1st	Dec.
Wycombe, High - N.	32 0 0		15 0 0	- - -	—	E. Lane - -	1st	June
Wycombe, High - B.	- -	- -	87 10 0	C. Drewett -	5th	- - -	—	March
				T. Sammonds -	4th			
				C. Raffety -	4th			
				A. T. Babb -	4th			
Total - -	310 0 0	- -	727 0 0					
CAMBRIDGESHIRE.								
Cambridge (Barnwell). N.	27 10 0	- -	183 0 0	T. Odams -	5th	A. M. Childerstone.	5th	April
				T. Blott - -	4th			
				R. Shallow -	3rd	F. Odams -	4th	
				G. W. Coxall -	3rd	S. Hewitt -	4th	
						H. F. Shippey	3rd	
						M. A. Leek -	2nd	
Cambridge - - B.	25 0 0	- -	147 0 0	J. Peck - -	4th	A. Simpson -	5th	Feb.
				J. Mynott -	4th	S. Freeman -	5th	
						S. Henry -	4th	
						M. Long -	3rd	
						J. Edwards -	2nd	

a Retiring Pension.

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CAMBRIDGESHIRE—*cont.*	£ s. d.	£	£ s. d.					
Cambridge, King Street. N.	25 0 0	- -	91 10 0	J. Brooks -	1st	A. B. Shepherd	4th	April
	*a*20 0 0			G. Kirkup -	1st	H. Kittridge -	1st	
						M. M. Burrell	1st	
						E. M. Parmenter.	1st	
Cambridge, St. Giles'. N.	- -	- -	29 0 0	- - -	—	M. R. Boning -	1st	„
						E. M. Chater -	1st	
						S. Thompson - (*Honorary*).	1st	
Cambridge, St. Paul's. N.	27 10 0	- -	219 10 0	W. Male -	5th	E. Everett -	5th	„
				J. H. Norman	3rd	M. Tiplady -	4th	
				T. R. Wright	3rd	E. Kirkup -	3rd	
				A. S. Southwell	3rd	E. Scarr -	3rd	
				H. T. Matthews	2nd	H. Male -	2nd	
				F. T. Evans -	1st	S. B. Dixon -	1st	
Cambridge, (Castle End,) St. Peter's. N.	15 0 0	- -	15 0 0	J. Mountain -	1st	- - -	—	„
				J. Short - (*Honorary*).	1st			
Chatteris, (Girls) -	- -	- -	15 0 0	- - -	—	E. Gooby -	1st	March
Chatteris, (Infant) -	11 0 0	- -	39 0 0	- - -	—	J. Mitcham -	4th	„
						E. Mitcham -	2nd	
Comberton - - N.	10 0 0	- -	- - -	- - -		- - -	—	April
Duxford - - N.	15 0 0	- -	25 0 0	J. Richard -	5th	- - -	—	March
Ely - - - N.	23 0 0	- -	59 10 0	G. Willson -	5th	- - -	—	April
				C. Lockington	4th			
				T. Bates - -	1st			
Guilden Morden - N.	18 0 0	- -	15 0 0	W. Kitchener	1st	- - -	—	„
Haddenham - - B.	11 0 0	- -	25 0 0	- - -	—	H. Charter -	5th	Feb.
Isleham - - N.	10 0 0	- -	20 0 0	- - -	—	A. M. Johnson	3rd	March
Linton - - - N.	15 0 0	- -	50 0 0	W. Hill -	5th	B. M. Hill -	5th	April
Littleport - - N.	28 0 0	- -	60 10 0	H. Newton -	2nd	M. A. James -	1st	Feb.
				J. Neale - -	1st	H. M. Bangley	1st	
March - - - N.	10 0 0	- -	59 10 0	- - -	—	A. Cleasby -	4th	March
						E. Ogden -	3rd	
						S. J. Swan -	3rd	
Soham - - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Thorney Abbey - N.	21 10 0	25	45 0 0	F. H. Simms -	4th	S. E. Popple -	4th	March
Trumpington - N.	15 0 0	- -	34 0 0	J. H. Madlock	2nd	- - -	—	April
				H. Randall -	2nd			
Whittlesey, St. Mary's and St. Andrews'. N.	18 0 0	- -	64 0 0	T. Winterton -	4th	A. Atkinson -	4th	March
				C. Ingle - -	3rd			
Willingham - - B.	16 10 0	- -	- - -	- - -	—	- - -	—	„
Wisbeach, St. Peter's N.	18 0 0	- -	52 0 0	M. Hobson -	4th	- - -	—	April
				F. Beagle -	2nd			
				J. Palmer -	1st			
Wisbeach (Boys) - B.	15 0 0	- -	80 0 0	W. Golding -	5th	- - -	—	July
				C. Wroot -	5th			
				J. Golding -	2nd			
				W. Brooks -	2nd			
Wisbeach (Girls) - B.	- -	- -	29 0 0	- - -	—	M. A. Wadelow	1st	„
						H. Hammond	1st	
Total - -	405 0 0	25	1,357 10 0					
CHESHIRE.								
Acton - - - N.	30 0 0	- -	83 0 0	R. Comes -	5th	M. Foxley -	4th	June
				J. T. Broadbent	2nd	M. Barton -	3rd	
Alderley Edge - B.	28 0 0	- -	15 0 0	J. Potter -	1st	- - -	—	March
Altrincham and Bowdon Downs. B.	15 0 0	- -	80 0 0	W. Walton -	5th	- -	—	Dec.
				T. Birkby -	5th			
				E. Jones -	2nd			
				H. Watson -	2nd			

a Retiring pension.

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CHESHIRE—*cont.*		£ s. d.	£	£ s. d.					
Arley, Middle	N.	18 0 0	- -	- - -	- - -	—	- - -	—	July
Astbury	N.	33 0 0	- -	66 10 0	H. Booth -	4th	M. Barlow -	5th	June
							E. Yates -	3rd	
Barnton	N.	8 0 0	- -	25 0 0	S. Saunders -	5th	- - -	—	July
Bidstone	N.	- -	- -	15 0 0	W. Given -	1st	- - -	—	
Birkenhead, St. John's.	N.	31 10 0	- -	65 10 0	J. Williams -	2nd	E. Wilson -	3rd	,,
					J. Heugham -	1st	A. Aspinall -	1st	,,
Birkenhead, St. Werburgh's.	R.C.	15 0 0	- -	47 0 0	J. Toole - -	2nd	- - -	—	Nov.
					C. Cronin -	2nd			
					P. Mc Ardle -	1st			
Birkenhead, Trinity.	N.	25 0 0	- -	83 10 0	R. Shepherd -	2nd	C. M. Mason -	3rd	July
					P. Davies -	1st	J. Friendship	3rd	
							M. Robinson -	1st	
Bollington	N.	27 0 0	- -	111 10 0	P. Brooke -	4th	H. Lomas -	4th	Oct.
					J. Johnson -	4th	C. Robinson -	2nd	
							S. Barnes -	2nd	
							M. Chadwick -	1st	
Bollington	Wes.	25 0 0	- -	78 10 0	W. Worthington	2nd	E. Andress -	3rd	April
					J. Needham -	1st	S. A. Brocklehurst.	1st	
							A. E. Jackson	1st	
Boughton, St. Paul's.	N.	15 0 0	- -	- - -	- - -	—	- - -	—	July
Bowden	N.	40 0 0	- -	15 0 0	T. D. Dapre -	1st	- - -	—	,,
Brighton, New	N.	37 0 0	- -	15 0 0	J. R. Sessford	1st	- - -	—	Aug.
Broken Cross, St. Thomas'.	N.	10 0 0	- -	- - -	- - -	—	- - -	—	Sept.
Bunbury-Aldersey.	N.	15 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Buglawton	N.	18 0 0	- -	22 10 0	J. Buckley -	4th	- - -	—	Oct.
Carrington, (Earl Stamford's).	N.	16 10 0	- -	- - -	- - -	—	- - -	—	June
Cheadle	N.	15 0 0	- -	44 0 0	J. Chandley -	4th	- - -	—	July
					G. Worsley -	4th			
Chester, Ch. Ch. (Girls).	N.	10 0 0	- -	- - -	- - -	—	- - -	—	June
Chester, Diocesan, St. Oswald's.	N.	15 0 0	- -	65 0 0	W. Swinnerton	4th	- - -	—	,,
					T. Hughes -	2nd			
					E. H. Rowland	1st			
					T. Price - -	1st			
Chester, Grosvenor, St. John's.	N.	20 0 0	- -	20 0 0	W. Johnson -	3rd	- - -	—	,,
Chester, Model		23 0 0	- -	- - -	- - -	—	- - -	—	May
Chester, St. Mary's	N.	25 0 0	- -	- - -	- - -	—	- - -	—	June
Christleton	Par.	25 0 0	- -	25 0 0	G. Morton -	5th	- - -	—	,,
Church Lawton	N.	10 0 0	- -	65 0 0	- - -	—	E. Thomas -	4th	May
							J. Wallworth -	2nd	
							S. A. Cooke -	1st	
							C. Shaw -	1st	
Congleton, St. James'.	N.	29 0 0	25	103 10 0	J. Lea - -	5th	M. Stubbs -	5th	Dec.
					A. Johnson -	1st	M. Kennerly -	4th	
							E. Jackson -	3rd	
Congleton, St. Peter's.	N.	- -	- -	46 10 0	- - -	—	M. Royle -	5th	,,
							E. Osborne -	4th	
Congleton, Wagg Street.	Wes.	15 0 0	- -	34 0 0	T. J. Buckley -	3rd	- - -	—	March
					J. Carter -	1st			
Cranage	N.	16 10 0	- -	17 10 0	A. M'Leod -	2nd	- - -	—	Nov.
Crewe	N.	51 0 0	- -	206 10 0	E. Hancock -	4th	E. Irving -	5th	June
					G. Capper -	1st	M. Roddan -	5th	
					W. Horsley -	1st	M. Woods -	5th	
							M. M'Donald -	4th	
							M. A. Clewett -	4th	
							A. Jones - -	4th	
							S. Bunson -	4th	
Crewe	R.C.	11 0 0	- -	29 0 0	- - -	—	E. A. O'Clery -	1st	Nov.
							M. P. O'Clery -	1st	

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CHESHIRE—*cont.*	£ s. d.	£	£ s. d.					
Dane Bridge - - N.	15 0 0	- -	39 0 0	W. Price -	4th	- - -	—	July
				A. Woolley -	2nd			
Davenham - - N.	15 0 0	- -	32 10 0	S. Hall - -	2nd	E. Williams -	1st	Nov.
Delamere - - N.	16 10 0	- -	17 10 0	T. Chorley -	2nd	- - -	—	Aug.
Dukinfield (Factory) B.	- -	- -	67 10 0	W. Ratcliffe -	4th	- - -	—	Oct.
				W. Chadwick -	3rd			
				S. Lee - -	1st			
				J. Ingham -	1st			
Dukinfield, Moravian	36 0 0	- -	116 10 0	C. J. Knott -	4th	M. J. Barker -	4th	Nov.
				G. E. Swindells	3rd	M. Holling-	3rd	
				J. Dewhurst -	2nd	worth.		
						A. Bagshaw -	3rd	
Dukinfield, St. N. John's.	29 0 0	- -	137 10 0	H. Dewhurst -	5th	S. Ogden - -	2nd	Sept.
				H. Woodall -	4th	A. Roberts -	2nd	
				T. Nield - -	3rd	M. A. Wilde -	1st	
				C. Bates -	1st			
				N. Knight -	1st			
Dukinfield, St. - N. Mark's.	35 0 0	25	83 0 0	W. Eastwood -	5th	M. A. Davies -	4th	Oct.
				T. Wood -	3rd	M. Blythe -	2nd	
Flookersbrook - N.	16 10 0	- -	41 10 0	J. Jones -	5th	- - -	—	June
				G. Hallums -	2nd			
Frodsham Endowed - N. (Boys).	18 0 0	- -	20 0 0	W. Price -	3rd	- - -		,,
				G. Maddock -	1st			
				(*Honorary*).				
Frodsham (Girls and Infants). N.	24 0 0	- -	62 0 0	- - -	—	M. Gell - -	5th	,,
						E. Walker -	5th	
						E. Grice - -	1st	
Grappenhall - N.	38 10 0	- -	105 10 0	T. Clarke -	5th	M. Savage -	4th	July
				H. Gee -	4th	H. Hurstfield	2nd	
						A. Burrows -	3rd	
Halton - - - N.	12 0 0	- -	34 0 0	- - -	—	M. Haddock -	3rd	Nov.
						A. Nicholls -	1st	
Henbury - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Sept.
Hoylake N.	10 0 0	- -	41 10 0	- - -	—	E. Armitage -	4th	July
						H. Croxton -	3rd	
Hurdsfield, Upper N.	- -	- -	36 10 0	- - -	—	A. Ridgway -	4th	Oct.
						E. Ainsworth -	1st	
Hurdsfield, Lower N.	- -	- -	41 10 0	P. Allen - -	5th	- - -	—	,,
				W. Dawson -	2nd			
Hyde, St. George's N.	20 0 0	- -	15 0 0	J. Ridyard -	1st	- - -	—	Sept.
Knutsford - Par.	15 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Lawton - - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Liscard - - N.	23 0 0	- -	15 0 0	W. Thompson	1st	- - -	—	July
Liscard, St. Albans R.C.	15 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Lostock, Graham - N.	15 0 0	- -	44 0 0	J. Finlow -	5th	- - -	—	June
				T. Woodward -	3rd			
Lymm - - - N.	10 0 0	- -	22 10 0	- - -	—	F. Bayley -	4th	,,
Macclesfield, Ch. N. Ch.	23 0 0	- -	54 10 0	S. Hammond -	3rd	- - -	—	Dec.
				J. Pendlebury	3rd			
				J. Taylor -	2nd			
Macclesfield, N. Crompton Road.	- -	- -	15 0 0	M. Kennedy -	1st	- - -	—	Oct.
Macclesfield, Old - N. Church.	30 0 0	- -	72 0 0	B. Francis -	3rd	M. Kinder -	3rd	Nov.
						M. Harlow -	3rd	
						E. Newton -	1st	
Macclesfield, St. R.C. Alban's.	16 10 0	- -	34 0 0	J. Cullen -	3rd	- - -	—	,,
				T. Kiernan -	1st			
Macclesfield, St. - N. Paul's.	15 0 0	- -	54 0 0	G. M. Wedge -	3rd	- - -	—	Oct.
				W. Cooper -	3rd			
				T. Rowbotham	2nd			
Malpas, Allport's - N. Endowed.	16 10 0	- -	15 0 0	R. Howe -	1st	- - -	—	Nov.
Marple - - - N.	10 0 0	- -	44 0 0	- - -	—	M. A. Torking-	5th	Sept.
						ton.		
						E. Pritchard -	3rd	
Middlewich - - N.	21 10 0	- -	35 0 0	W. Dunn -	2nd	E. Bratherton	2nd	June
Mossley - - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	Oct.

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CHESHIRE—*cont.*	£ s. d.		£	£ s. d.					
Nantwich - - N.	30 10 0		- -	84 10 0	J. Maybury -	5th	M. Oakes -	5th	June
					E. Heath -	4th			
					S. Kitchen -	1st			
Nantwich - Wes.	15 0 0		- -	101 10 0	S. Sellars -	2nd	A. Griffiths -	4th	Oct.
					T. Wainwright	2nd	E. Cock - -	2nd	
					J. Clough -	2nd			
					T. Cartledge -	1st			
Newton-in-Mottram. N.	15 0 0		- -	- - -	G. Wooley -	1st	- - -	—	Sept.
					J. Burkinshaw	1st			
Northwich, (Arley Green). N.	18 0 0		- -	- -	- - -	—	- - -	—	July
Northwich - Wes.	18 0 0		- -	35 0 0	E. Woodyer -	2nd	M. Parker -	2nd	Oct.
Over Lane - Wes.	15 0 0		- -	17 10 0	M. Bebbington	2nd	- - -	—	,,
Oxton - - - N.	30 0 0		25	56 10 0	P. Phillips -	2nd	R. Long - -	3rd	July
							S. Whittingham	3rd	
Poynton - - N.	27 10 0		45	96 0 0	W. Broadbent	5th	S. A. Sellar -	4th	Oct.
					W. Lucas -	1st	A. Foster -	3rd	
							E. Pincott -	2nd	
							E. Chapman - (*Honorary*).	1st	
Rostherne - - N.	15 0 0		- -	- - -	- - -	—	- - -	—	Nov.
Runcorn - - N.	15 0 0		- -	44 0 0	J. Ainsworth -	5th	- - -		Dec.
					W. Hallow -	3rd			
Runcorn, Trinity - N.	45 0 0		- -	108 0 0	W. Moore -	5th	M. Wrench -	5th	,,
					T. Walton -	4th	M. J. Carodyce	4th	
							A. Ellis - -	1st	
Runcorn - - Wes.	25 0 0		- -	109 0 0	T. Leathwood	4th	E. C. Wilton -	3rd	Oct.
					J. Broadhurst	3rd	M. Mawson -	3rd	
					T. Ainsworth	2nd	M. E. Wilton -	1st	
Saltney-cum-Lache N.	16 10 0		- -	34 0 0	T. Vernon -	2nd	- - -	—	July
					T. Spencer -	2nd			
Sandbach - - N.	18 0 0		- -	247 0 0	J. Allcock -	5th	E. A Chell -	5th	June
					J. Boult -	5th	S. Matthews -	5th	
					T. Baskerville	4th	J. Skerratt -	4th	
					J. Sparrow -	4th	L. Elsby - -	4th	
							A. Leese - -	4th	
							M. Harrison -	2nd	
							F. Jackson -	2nd	
							E. Edwards -	2nd	
Seacombe - Wes.	15 0 0		- -	- - -	- - -	—	- - -	—	Dec.
Siddington and Capesthorne. N.	- -		- -	49 10 0	A. Crompton -	4th	- - -	—	Oct.
					M. Worth -	1st			
					R. Ward - -	1st			
Smallwood - - N.	15 0 0		- -	- - -	- - -	—	- - -	—	,,
Staley, St. Paul's - N.	- -		- -	126 10 0	W. Whittaker	5th	J. Jamieson -	4th	,,
					M. Brooks -	4th	M. Waterhouse	4th	
					S. B. Wood -	3rd	A. Cummack -	3rd	
Staleybridge, - B. (Factory).	16 10 0		50	70 0 0	J. Cheetham -	4th	- - -	—	March
					M. Dogheny -	4th			
					R. Wood -	1st			
					E. Brown -	1st			
Stockport - - B.	15 0 0		25	103 10 0	J. Cain -	4th	- - -	—	Oct.
					W. T. Johnson	3rd			
					T. Dixon -	3rd			
					J. Greenhalgh	2nd			
					J. Birkett -	2nd			
					S. Fockington	1st			
Stockport - - R.C.	15 0 0		- -	106 0 0	S. Holland -	5th	M. C. M'Clernon.	5th	Dec.
					T. Wood -	3rd			
					W. Collinson -	1st	E. Rider - -	5th	
Stockport, St. - N. Thomas'.	25 0 0		- -	74 10 0	J. Leah -	5th	M. Calvert -	1st	Oct.
					R. Brown -	4th			
					J. Wilson -	1st			
Stretton - - N.	27 0 0		- -	47 10 0	W. Walker -	5th	M. Marsden -	4th	Aug.
Sutton, St. George's N.	- -		- -	46 10 0	C. Bullock -	5th	- - -	—	Nov.
					W. H. P. Scanlon	4th			

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CHESHIRE—*cont.*	£ s. d.	£	£ s. d.					
Tarporley - - N	10 0 0	- -	15 0 0	- - -	—	E. Allaby -	1st	June
Tattenhall - - N.	31 0 0	25	32 10 0	R. Marwick -	2nd	A. Thomas -	1st	Nov.
Taxall and Fermille N.	15 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Tilston - - N.	- -	- -	34 0 0	W. Vickers -	2nd	- - -	—	Nov.
				G. Viggars -	2nd			
Tintwistle - - N.	- -	- -	44 0 0	G. E. Cox -	5th	- - -	—	Oct.
				H. Mellor -	3rd			
Tintwistle - - B.	- -	- -	49 10 0	R. Graham -	3rd	- - -	—	,,
				J. Taylor -	2nd			
				D. Lyne - -	1st			
Tranmere - - N.	- -	- -	46 10 0	R. Jackson -	2nd	E.H.Strickland	1st	July
				R. Lloyd -	1st			
Weaverham, - Par.	18 0 0	- -	29 0 0	J. Johnson -	1st	- - -	—	Nov.
				E. Griffiths -	1st			
Wharton - - N.	30 0 0	- -	81 0 0	E. Serjeant -	4th	E. Clayton -	2nd	Sept.
				R. Greenwood	1st	A. Baker -	1st	
						E. Pennington	1st	
Wimslow (The Oak), B. Styal.	- -	- -	47 10 0	E. Isherwood -	5th	E. Henshall -	4th	April
Winsford - - N.	15 0 0	- -	15 0 0	N. Thompson -	1st	- - -	—	Sept.
Witton - - N.	29 0 0	- -	106 0 0	W. Palin -	4th	H. Weedall -	5th	June
				W. Gerrard -	2nd	H. Cornes -	5th	
						E. Jones - -	3rd	
Total -	1,795 0 0	220	4,732 10 0					
CORNWALL.								
Austell, Saint - N.	18 0 0	- -	76 0 0	R. Eustice -	2nd	M.A.Lamerton	1st	Aug.
				W.H.Tremellan	2nd	R. Osborne -	1st	
				C. H. Hammer	1st			
Baldhu - - - N.	- -	- -	61 10 0	W.H. Northey	3rd	E. Eustace -	4th	July
				J. George -	3rd			
Bodmin - - N.	25 0 0	- -	- - -	- - -	—	- - -	—	,,
Bodmin - - Wes.	16 10 0	- -	46 10 0	T. Worth -	5th	- - -	—	June
				J. Reynolds -	4th			
				W. H. Bray -	2nd			
				(*Honorary*).				
Bottoms - - Wes.	- -	- -	17 10 0	T. Trembath -	2nd	- - -	—	,,
Breage, Saint - N.	25 0 0	- -	40 0 0	A. Rogers -	3rd	M. J. Cock -	3rd	Aug.
Breward, Saint - N.	18 0 0	- -	- - -	- - -	—	-	—	July
Buryan, Saint - N.	18 0 0	- -	17 10 0	T. Giles -	2nd	- - -	—	Aug.
Calstock - - N.	25 0 0	- -	32 10 0	J. Wakeham -	2nd	F. Hoyle -	1st	April
Camborne - - N.	20 0 0	- -	85 10 0	J. V. Roberts -	4th	E. A. Rogers -	5th	July
				W. Martin -	4th	M. A. Scoble -	2nd	
Camborne - - B.	10 0 0	- -	137 0 0	S. Prideaux -	5th	M. Thomas -	4th	June
				H. Collins -	4th	M. A. Harris -	4th	
				S. Hocking -	3rd	E. Carter -	2nd	
				W. Vial - -	1st			
Camelford - - N.	- -	- -	20 0 0	S. Sampson -	3rd	- - -	—	July
Carn, Thomas, St. Mary's. N.	15 0 0	- -	20 0 0	W. S. Bastian -	3rd	- - -	—	,,
Chacewater - - N.	15 0 0	- -	34 0 0	R. Tyack -	3rd	- - -	—	,,
				J. F. Folley -	1st			
Constantine - - B.	10 0 0	20	69 0 0	J. Roberts -	5th	E. Dunstan -	3rd	June
				B. Willmott -	5th			
Crowan - - N.	10 0 0	- -	52 0 0	- - -	—	H. B. Dunn -	3rd	July
						J. Davies -	3rd	
						E. A. Davies -	1st	
Erth, Saint - Par.	15 0 0	- -	64 0 0	J. Willoughby	5th	A. W. Rogers -	4th	,,
				J. Burgan -	2nd			
Ewe, Saint - N.	18 0 0	- -	59 10 0	J.Michell -	5th	- - -	—	Aug.
				J. M. Real -	3rd			
				W. Kendall -	2nd			

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CORNWALL—*cont.*								
Falmouth - - B.	16 10 0	- -	168 0 0	E. Pellowe -	5th	F. Pascoe -	2nd	June
				R. Kempthorne	5th	E. Coome -	2nd	
				T. Ball - -	4th			
				J. Jennings -	3rd			
				G. Chisham -	2nd			
				J. J. Bennett -	2nd			
				J. Hellings -	2nd			
Hayle (Foundry School)	- -	- -	17 10 0	J. H. Bawden	2nd	- - -	—	„
Helstone - - Wes.	23 0 0	- -	20 0 0	T. G. Coulls -	3rd	- - -	—	„
Hessenford, St. Anne's. N.	- -	- -	25 0 0	- - -	—	M. J. Clark -	5th	July
Illogan - - - N.	21 10 0	25	59 10 0	C. Hammond -	5th	- - -	—	Aug.
				T. Hosking -	3rd			
				S. T. J. Oke -	2nd			
Ives, Saint - - Wes.	18 0 0	- -	101 0 0	E. M. Whatley	4th	T. Major -	4th	June
				W. Stevens -	4th	M. Stevens -	3rd	
				T. Gyles - -	2nd			
Just, Saint - - N.	18 0 0	- -	15 0 0	J. Trembath -	1st	- - -	—	Aug.
Launceston - - N.	15 0 0	- -	75 10 0	W. R. Locke -	3rd	E. Trist - -	4th	May
				R. Dunn -	1st	E. Clarke -	3rd	
Lewannick - - Wes.	- -	- -	15 0 0	E. J. Spear -	1st	- - -	—	June
Liskeard (Boys) - B.	15 0 0	- -	64 10 0	J. T. Snell -	5th	- - -	—	„
				C. E. Moon -	4th			
				R. P. Coath -	3rd			
Marazion (Sir C. Cole's)	18 0 0	- -	34 0 0	T. A. Praed -	3rd	- - -	—	July
				H. Richard -	1st			
Menheniot - - N.	25 0 0	- -	35 0 0	T. J. Bate -	1st	H. Tyacke -	3rd	Aug.
Mousehole - - Wes.	- -	- -	62 0 0	J. B. Blewett -	4th	- - -	—	June
				R. Harry -	4th			
				R. Pentreath -	3rd			
Mylor Bridge - N.	12 0 0	- -	75 10 0	J. Davy -	4th	L. Teague -	2nd	Aug.
				J. T. Carlyon -	4th	M. A. Rowe -	1st	
Penrose - - N.	11 0 0	- -	-	- - -	—	- - -	—	July
Penryn - - Wes.	18 0 0	- -	80 10 0	W. H. White -	2nd	L. A. Tregellas	5th	June
				E. H. Vivian -	2nd	M. M'Donald -	4th	
Penzance - - Wes.	16 10 0	- -	147 10 0	H. J. Thomas -	5th	M. Richards -	2nd	„
				C. R. Fox -	4th	E. Curnow -	2nd	
				G. H. Francis -	3rd			
				A. Hosking -	3rd			
				R. H. Thomas -	3rd			
				J. Searle -	1st			
Redruth - - N.	16 10 0	- -	72 10 0	E. W. Harry -	4th	- - -	—	Aug.
				C. Everson -	4th			
				T. P. Treglohan	2nd			
				J. P. Wilton -	1st			
Scilly Isles, St. Mary's. N.	- -	- -	34 0 0	- - -	—	A. Ellis - -	3rd	July
						M. Legg - -	1st	
Stoke Climsland - N.	25 0 0	- -	79 10 0	W. Ellacott -	4th	L. Trix -	4th	„
						A. Searle -	3rd	
						J. Dingle -	2nd	
Stratton - - N.	16 10 0	- -	15 0 0	J. G. Petherick	1st	- - -	—	June
Tresco (Scilly) - N.	15 0 0	- -	39 0 0	S. Ellis - -	3rd	- - -	—	July
				W. Pender -	3rd			
Trevenson - - N.	18 0 0	25	75 0 0	J. Nancarrow	4th	- - -	—	Aug.
				E. Michell -	4th			
				T. C. Phillips -	2nd			
				G. H. Bryant -	2nd			
Trevenson Pool - N.	16 0 0	- -	82 10 0	- - -	—	E. H. Phillips	5th	„
						A. D. Langdon	5th	
						A. Michell -	4th	
						E. A. Nancarrow	1st	
Truro, Fairmantle Street, N.	45 0 0	- -	134 0 0	R. Greenwood	5th	E. J. Hendy -	5th	„
				P. Rosewarne -	5th	J. A. Werry -	5th	
				J. Gill - -	1st	C. Mogridge -	5th	
Truro, St. Mary's - N.	- -	- -	49 10 0	J. H. Hoit -	2nd	- - -	—	„
				J. J. Gale -	2nd			
				T. Denham -	2nd			

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CORNWALL—*cont.*	£ s. d.	£	£ s. d.					
Truro - - - B.	28 0 0	- -	237 10 0	J. C. Burnett -	5th	M. Penrose -	5th	June
				W. Luke -	5th	E. Morcomb -	5th	
				J. Reynolds -	4th	A. Murrish -	1st	
				J. G. Golly -	3rd	M. J. Vincent -	4th	
				R. Lilly - -	2nd	E. J. Davy -	4th	
				E. Penna -	1st	M. J. Crewes -	2nd	
Tywardreth - N.	20 0 0	- -	20 0 0	R. M. Arscott -	3rd	- - -	—	Aug.
Total - -	686 0 0	70	2,666 10 0					
CUMBERLAND.								
Alston - - N.	11 0 0	- -	49 10 0	- - -	—	M. A. Pattinson	4th	Oct.
						J. M. Rome -	1st	
						J. Dryden -	1st	
Aspatria - - N.	15 0 0	- -	44 0 0	J. Hodgson -	5th	- - -	—	,,
				D. Harkness -	3rd			
Blencog - - - N.	18 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Brampton - - N.	21 10 0	- -	- - -	- - -	—	- - -	—	Oct.
Brigham - - N.	15 0 0	- -	32 10 0	P. Gillbanks -	1st	M. Matthews	2nd	,,
Cargo - - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Carlisle - - B.	27 0 0	25	69 10 0	W. T. Watt -	3rd	J. Stoker -	2nd	June
						S. S. Harris -	2nd	
						M. J. Brown	2nd	
Carlisle, Central (Diocesan). N.	35 0 0	- -	77 10 0	H. Thorpe -	5th	- - -	—	Oct.
				J. Henderson -	5th			
				M. Selby -	2nd			
				A. Henderson	1st			
Carlisle, Ch. Ch. - N.	25 0 0	- -	93 10 0	R. Morris -	3rd	L. M. Hamer -	4th	,,
				W. M. Brady -	3rd	S. Embleton -	3rd	
						A. Ewart -	1st	
Carlisle (Fawcett's) N.	37 0 0	- -	119 10 0	D. Palmer -	3rd	E. Charters -	5th	,,
				R. Stobbart -	2nd	E. Connell -	2nd	
						A. Dale - -	5th	
						M. Furnas -	2nd	
Carlisle, St. Patrick's. R.C.	27 0 0	- -	73 0 0	J. Daniel -	2nd	M. M. Lancaster	3rd	July
				J. Macdonald	2nd	M. A. Maguire	3rd	
Carlisle, Trinity - N.	15 0 0	- -	15 0 0	R. Davison -	1st	- - -	—	Oct.
Cleator Mill - - B.	- -	- -	34 0 0	J. Black - -	3rd	- - -	—	May
				S. Black - -	1st			
Cockermouth - N.	25 0 0	- -	101 10 0	J. Brough -	2nd	M. James -	5th	Oct.
				J. Halloway -	2nd	R. Martin -	2nd	
				A. M'Adam -	1st			
				T. Clark - -	1st			
Cotehill - - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Crosby-on-Eden - N.	15 0 0	- -	17 10 0	J. Scott - -	2nd	- - -	—	Oct.
Crosthwaite - - N.	- -	- -	15 0 0	- - -	—	J. Wren - -	1st	,,
Crosthwaite, Free Grammar.	15 0 0	- -	41 10 0	W. Postlethwaite.	5th	- - -	—	,,
				E. W. Dixon -	2nd			
Hutton Mar - N.	16 10 0	- -	- - -	- - -	—	- - -	—	,,
Keswick, St. John's N.	- -	- -	31 10 0	- - -	—	M. A. Rodgers	2nd	,,
						E. Williamson	1st	
Leadgate in Alston N.	- -	- -	34 0 0	M. Clementson	2nd	- - -	—	,,
				W. Peart -	2nd			
Maryport - - B.	18 0 0	20	20 0 0	W. Brown -	3rd	- - -	—	June
Maryport - - N.	- -	- -	15 0 0	J. Fleet - -	1st	- - -	—	Oct.
Penrith - - N.	13 0 0	- -	41 10 0	- - -	—	E. Slee - -	4th	,,
						A. Bateman -	3rd	
Penrith - - - B.	15 0 0	- -	17 10 0	J. H. Butterworth.	2nd	- - -	—	June
Penrith - Wes.	15 0 0	- -	67 0 0	J. S. Horn -	5th	- - -	—	,,
				J. Birkett -	4th			
				J. Rebanks -	4th			

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CUMBERLAND—*cont.*	£ s. d.	£	£ s. d.					
Shaddon Works - N.	23 0 0	- -	75 10 0	F. Pattinson -	2nd	- - -	—	Oct.
				G. Johnston -	2nd			
				J. Gilbertson -	2nd			
				J. Davidson -	1st			
				T. Armstrong	1st			
Stanwix - - - N.	25 0 0	- -	132 0 0	W. Parker -	4th	M. A. Lowes -	4th	"
				A. Creighton -	3rd	J. Haugh -	4th	
				J. Creighton -	1st	J. Lumley -	4th	
						C. Haugh -	1st	
Wetheral, Village - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Whitehaven, St. Nicholas. N.	14 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Whitehaven, Trinity. N.	34 0 0	- -	119 10 0	J. D. Ridley -	4th	J. Harris -	3rd	Oct.
				J. J. W. Hodgson	4th	E. Kendall -	2nd	
				J. J. Cain -	1st	C. Nelson -	1st	
				W. M'Mullen -	1st			
Wigton - - - N.	- -	- -	44 0 0	J. Fell -	4th	- - -	—	"
				R. Nattrass -	4th			
Wigton - -R.C.	10 0 0	20	- - -	- - -	—	- - -	—	Aug.
Wreay - - - N.	20 0 0	- -	15 0 0	T. W. Armstrong	1st	- - -	—	Dec.
Total - -	550 0 0	65	1,396 0 0					
DERBYSHIRE.								
Alfreton - N.	16 10 0	- -	- - -	- - -	—	- - -	—	Sept.
Allestrey - - N.	22 0 0	- -	15 0 0	- - -	—	A. Peat - -	1st	June
Ashbourne - - N.	27 0 0	- -	17 10 0	- - -	—	C. Hodgkinson	2nd	July
Beighton and Hackenthorpe. N.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Belper - - - N.	25 0 0	- -	119 10 0	E. Alldread -	2nd	A. Spencer -	5th	"
				W. H. Moore	1st	E. Marshall -	5th	
				J. A. Stevenson	1st	M. Otterwell -	1st	
						M. Ling - -	1st	
Belper - - Wes.	20 0 0	- -	44 0 0	R. Kent - -	5th	- - -	—	Nov.
				R. Walters -	3rd			
Bentley - - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Castleton - - N.	15 0 0	- -	15 0 0	J. Eyre - -	1st	- - -	—	"
Chapel-en-le-Frith N.	13 0 0	- -	42 10 0	J. Mellor -	4th	S. Fox - -	3rd	July
Charlesworth - N.	10 0 0	- -	22 10 0	- - -	—	S.S. Rowbottom	4th	Sept.
Charlesworth - B.	10 0 0	- -	44 0 0	G. Cooper -	5th	- - -	—	April
				H. Jackson -	3rd			
Chesterfield, Victoria N.	14 0 0	- -	49 10 0	- - -	—	E. Moore -	2nd	July
						M. Hague -	2nd	
						C. Cutts - -	2nd	
Clay Cross, St. Par. Bartholomew's.	15 0 0	- -	17 10 0	W. Underwood	2nd	- - -	—	"
Codnor and Loscoe N.	15 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Derby, All Saints' N.	31 10 0	- -	81 10 0	G. Drury -	1st	S. Maskrey -	5th	"
						E. Goode -	5th	
						A. Hill - -	2nd	
Derby, Ch. Ch. - N.	16 10 0	- -	54 10 0	E. Martin -	4th	- - -	—	Sept.
				J. Robinson -	2nd			
				D. Jones -	2nd			
Derby, (Curzon St.) N.	32 10 0	- -	114 0 0	A. Sladen -	3rd	E. Bowmer -	5th	Aug.
				G. Smith -	1st	S. Wibberley -	5th	
				R. C. Vallance	1st	M. Harrison -	3rd	
Derby, Lichfield Diocesan, Practising. N.	15 0 0	- -	31 10 0	- - -	—	A. Adlington -	2nd	Oct.
						A. Hanson -	1st	
Derby, King St. - Wes.	21 10 0	- -	34 0 0	T. H. Gee -	3rd	- - -	—	Nov.
				J. G. Garbutt	1st			
Derby, St. Alkmund's. N.	25 0 0	- -	114 0 0	T. Potter -	4th	S. Whitehead -	4th	Aug.
				W. M. Locker	2nd	A. Poole - -	3rd	
						S. Hackett -	3rd	
						S. A. Redfern	2nd.	

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		£	s. d.	£		£	s. d.					
DERBYSHIRE—*cont.*												
Derby, St. Mary's	R.C.	15	0 0	-	-	47	0 0	J. Montgomery	3rd	- - -	—	Sept.
								P. Fox - -	1st			
								A. Gillespie -	1st			
Derby, St. Michael's.	N.	10	0 0	-	-	22	10 0	- - -	—	M. A. Keeling	4th	Aug.
Derby, St. Paul's -	N.	18	0 0	-	-	32	10 0	J. Hurst -	1st	F. Wain -	2nd	July
Derby, St. Peter's, (Devonshire St.)	N.	15	0 0	-	-	29	0 0	H. Shaw -	1st	- - -	—	„
								R. Shaw -	1st			
Derby, St. Peter's, (Traffic St.)	N.	10	0 0	-	-	15	0 0	- - -	—	M. Laud -	1st	Aug.
Derby, Trinity -	N.	18	0 0	-	-	416	0 0	C. H. Cooper -	4th	L. Taylor -	5th	„
								H. Crofts -	4th	F. H. Neville -	4th	
								I. Wildbore -	4th	E. M. Bolton -	4th	
								J. Wildbore -	2nd	J. Platts -	3rd	
								J. Crofts - -	2nd	M. Warrington	3rd	
								J. Allport -	1st	E. Wilcockson	3rd	
								J. T. Appleyard	1st	M. Crofts -	3rd	
								J. Sharp - -	1st	E. Marsh -	3rd	
								J. Crofts -	1st	S. A. Smithard	3rd	
								W. Walters -	1st	J. Gadsby -	2nd	
								W. Colbourn -	1st	E. Rice - -	1st	
										E. Platts -	1st	
										F. Brookhouse	1st	
										L. Chambers -	1st	
Derby - - -	B.	33	0 0	-	-	96	10 0	G. Crichton -	1st	E. Harrison -	4th	Nov.
								H. Carwithen	1st	E. A. Warren	2nd	
										E. Akers - -	2nd	
										M. Slater -	1st	
Doveridge, Girls -	N.	10	0 0	-	-	15	0 0	- - -	—	C. Statham -	1st	Aug.
Draycott & Wilne	Par.	15	0 0	-	-	-	- -	- - -	—	- - -	—	July
Duffield, Endowed	N.	20	0 0	-	-	15	0 0	G. Chadwick -	1st	- - -	—	„
Eaton, Little -	N.	15	0 0	-	-	45	0 0	W. Chambers	4th	A. M. Cocker -	4th	Aug.
Edensor - -	N.	16	0 0	-	-	25	0 0	- - -	—	F. Turnbull -	5th	„
Glossop (Duke of Norfolk's).	B.	10	0 0	20		29	0 0	A. Higginbottom	1st	- - -	—	April
								W. S. Bowden	1st			
Hadfield -	Wes.	15	0 0	-	-	15	0 0	J. Rothwell -	1st	- - -	—	Nov.
Hazlewood -	R.C.	10	0 0	-	-	-	- -	- - -	—	- - -	—	July
Heanor - -	N.	26	0 0	-	-	56	10 0	- -	—	M. A. Calladine	4th	Oct.
										E. Fletcher -	3rd	
										R. Radcliffe -	1st	
Ilkeston - -	N.	26	0 0	-	-	40	0 0	R. Robinson -	4th	M. A. Shaw -	2nd	Aug.
Ilkeston - -	B.	28	0 0	-	-	79	10 0	I. Mitchell -	5th	M. Howard -	1st	Dec.
								J. S. Revell -	4th			
								W. Tomlinson	3rd			
Ironville - -	N.	42	10 0	-	-	121	0 0	C. E. Roach	5th	S. Lloyd -	4th	Aug.
								W. Wagstaff -	4th	E. Storer -	4th	
										H. Fawcett -	1st	
Longford -	Par.	16	10 0	-	-	-	- -	- - -	—	- - -	—	July
Measham - -	N.	18	0 0	-	-	52	0 0	H. Priestland	3rd	- - -	—	May
								J. Wainwright	3rd			
								W. Lilley -	1st			
Melbourne - -	N.	28	0 0	-	-	40	0 0	J. Dickenson -	5th	E. J. Bagnall -	1st	Aug.
Middleton-Stoney	N.	15	0 0	-	-	-	- -	- - -	—	- - -	—	Oct.
Milford - - -	B.	25	0 0	25		97	10 0	C. Rodgers -	5th	A. Collinson -	5th	Dec.
								S. Powlson	2nd			
								H. Bower -	2nd			
								W. Briggs -	2nd			
Osmaston - -	N.	16	10 0	-	-	34	0 0	W. Robertson	2nd	- - -	—	July
								J. Harrison -	2nd			
Riddings - -	N.	18	0 0	-	-	15	0 0	S. Fletcher	1st	- - -	—	Aug.
Ripley (Boys) -	N.	20	0 0	-	-	36	10 0	J. Ludlam -	4th	- - -	—	July
								T. H. R. Spence	1st			
Ripley (Girls) -	N.	10	0 0	-	-	15	0 0	- - -	—	S. Staley -	1st	„
Scropton - -	N.	13	0 0	-	-	15	0 0	- - -	—	H. Gunn -	1st	Oct.
Shardlow -	Par.	15	0 0	-	-	20	0 0	S. Green -	3rd	- - -	—	July
Shirley - - -	N.	11	0 0	-	-	22	10 0	- - -	—	S. Wooley -	4th	Oct.

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DERBYSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Smalley - - N.	21 10 0	- -	22 10 0	W. Milner -	4th	- - -	—	Aug.
Spink Hill - - R.C.	15 0 0	- -	36 10 0	R. Calshaw -	3rd	- - -	—	Sept.
				W. Crook -	2nd			
Spondon - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Stanton-by-Dale - N.	10 0 0	- -	15 0 0	- - -	—	J. Jarvis -	1st	„
Stapenhill - - N.	13 0 0	- -	- - -	- - -	—	- - -	—	July
Sudbury (Lady Vernon's). N.	30 0 0	- -	36 10 0	- - -	—	M. A. Parrick -	4th	Aug.
						E. Allen - -	1st	
Tansley - - - N.	- -	- -	15 0 0	J. Brookbank	1st	- - -	—	Sept.
Wirksworth - N.	15 0 0	- -	29 0 0	G. Watterson	1st	- - -	—	„
				J. Abbott -	1st			
Total - -	1052 10 0	45	2,418 0 0					
DEVONSHIRE.								
Appledore - - N.	- -	- -	30 0 0	J. F. Lemon -	1st	E. Lemon -	1st	June
						E. Rew - -	1st	
						(*Honorary*).		
Axminster - - N.	16 10 0	- -	49 0 0	C. W. Pearce -	3rd	H. Harris -	1st	April
						D. Burrows -	1st	
Axmouth - - N.	15 0 0	- -	20 0 0	A. Beer - -	3rd	- - -	—	„
Barnstaple (Boys) N. Endowed Blue Coat.	- -	- -	20 0 0	W. T. Phillips	3rd	- - -	—	May
Barnstaple (Girls) N.	- -	- -	39 0 0	- - -	—	J. Robbins -	3rd	„
						S. Mallett -	3rd	
Barnstaple - Wes.	21 10 0	- -	39 0 0	W. G. Conibear	3rd	- - -	—	Nov.
				G. Leworthy -	3rd			
Barnstaple, Trinity N.	15 0 0	- -	22 10 0	G. Milton -	4th	- - -	—	June
Bideford, Long- N. bridge.	15 0 0	- -	88 10 0	G. H. Trott -	4th	F. M. Brayley	5th	May
				L. C. Werry -	1st	E. Acford -	1st	
				J. Ching -	1st			
Bideford - - - B.	25 0 0	25	51 10 0	W. H. Major -	2nd	A. A. Webster	2nd	Dec.
				H. Fry - -	2nd			
Bishopsteignton - N.	- -	- -	20 0 0	- - -	—	H. E. Nosworthy	3rd	May
Bovey Tracey - N.	- -	- -	17 10 0	- - -	—	M. Palmer -	4th	April
Brampford Wood N. (Reformatory).	21 10 0	- -	- - -	- - -	—	- - -	—	March
Brixham, Endowed N.	16 10 0	- -	71 10 0	C. Ridley -	5th	M. B. Cobley -	4th	April
				C. Carlisle -	5th			
Brixham, Infant - N.	- -	- -	17 10 0	- - -	—	E. B. Mutter -	2nd	
Castle Hill - - N.	15 0 0	- -	32 10 0	W. Down -	2nd	E. Sauls - -	1st	June
Chagford - - Par.	23 0 0	- -	20 0 0	W. H. Dare -	3rd	- - -	—	May
Collumpton - - N.	15 0 0	- -	17 10 0	J. E. Lake -	2nd	- - -	—	April
Combe Martin - N.	15 0 0	- -	40 0 0	J. Williams -	4th	J. Burgess -	2nd	May
Dawlish - - N.	- -	- -	64 0 0	W. P. Towill -	5th	S. J. Litton -	4th	March
				S. Kelland -	2nd			
Devonport - - R.C.	10 0 0	- -	- - -	- - -	—	- - -	—	
Devonport, Royal Naval & Military Free School.	30 0 0	- -	168 0 0	W. R. Solomon	5th	M. A. Watson	5th	Dec.
				T. W. Good -	5th	E. Mitchell -	4th	
				W. H. Brewer	1st	M. J. Lifton -	4th	
						E. L. Wright	1st	
						C. Shepherd -	1st	
						E. A. Dennis -	1st	
Devonport, St. - N. James'.	26 10 0	- -	31 10 0	R. E. Facey -	2nd	- - -	—	March
				F. H. Jones -	1st			
Devonport, St. - N. Mary's.	15 0 0	- -	41 10 0	G. J. Dashper	4th	- - -	—	April
				W. Womacott	3rd			
Devonport, St. - N. Stephen's.	27 10 0	- -	97 10 0	W. J. Bowden	5th	C. Domoney -	4th	„
						E. Heard -	1st	
						A. M. Verney -	3rd	
						C. E. Trenamai	1st	

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DEVONSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Dittisham - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Elmore - - - B.	12 0 0	20	93 10 0	A. Bond -	3rd	E. Beard -	3rd	Dec.
				W. Skinner -	3rd	A. Pyle -	3rd	
				W. Parkhouse	2nd			
Exeter - - - N.	10 0 0	- -	142 10 0	R. J. Vorsey -	4th	L. Darke -	3rd	March
				J. Burnett -	3rd	S. Churchward	2nd	
				F. Hooper -	3rd	M. A. Gibbins	1st	
				J. Flood - -	3rd			
				R. Edwards -	2nd			
Exeter and Devon, Central. N.	30 0 0	- -	104 0 0	W. H. Brannan.	3rd	E. Spratt -	2nd	„
				H. Finn -	3rd	M. Baldwin -	2nd	
				H. C. Brown -	2nd			
				J. G. Pinn -	2nd			
Exeter, Episcopal Charity. N.	35 10 0	- -	140 0 0	J. Badcock -	4th	A. Payne -	3rd	„
				J. S. Hammett.	3rd	M. J. Punsfer	2nd	
				J. J. Ireland	3rd	G.E.S. Westington	2nd	
				S. Hedgeland	2nd			
				E. Hoare -	1st			
Exeter (Mint Lane) Wes.	32 0 0	- -	142 10 0	R. Hall -	4th	M. R. Barber -	4th	Dec.
				T. T. Delbridge	3rd	E. Smith -	3rd	
				S. Maunder -	2nd	R. E. Gath -	1st	
				J. Scanes -	2nd			
				S. Sharland -	2nd			
Exeter, St. James' N.	29 0 0	- -	78 0 0	A. Simons -	5th	E. Morgan -	3rd	March
				H. Rendle -	1st	M. A. James -	3rd	
Exeter, St. Sidwell's N.	16 10 0	- -	49 0 0	S. Edwards -	5th	- - -	—	April
				R. Chase -	5th			
Exmouth - - N.	- -	- -	62 0 0	G. Blackmore -	5th	- - -	—	March
				H. C. Tarn -	4th			
				J. S. Bannister	2nd			
Gulworthy (Duke of Bedford's).	15 0 0	- -	- - -	- - -	—	- - -	—	April
Halberton - - N.	15 0 0	- -	88 0 0	D. Crawys -	5th	S. L. Cann -	5th	„
				W. Hart -	2nd	A. Martin -	4th	
Holsworthy - - Wes.	15 0 0	- -	36 10 0	G. Brimacombe	3rd	- - -	—	Nov.
				W. Trim -	2nd			
Hooe - - - N.	- -	- -	15 0 0	W. Warden -	1st	- - -	—	April
Horrabridge, (Secular)	15 0 0	- -	31 10 0	- - -	—	A. H. Toop -	2nd	Nov.
						A. Shortridge	1st	
Ide - - - - N.	20 0 0	- -	- - -	- - -	—	- - -	—	March
Ilfracombe - - N.	35 0 0	- -	66 10 0	A. J. Britten -	5th	J. Irvin - -	5th	May
						M. Griffiths -	2nd	
Kelly - - - N.	- -	- -	20 0 0	- - -	—	E. Eastcott -	3rd	„
Kenn - - - N.	15 0 0	- -	15 0 0	R. Sharland -	1st	- - -	—	March
Kingsbridge and Dodbrooke. N.	15 0 0	- -	15 0 0	J. A. Lidstone	1st	- - -	—	April
Kingsbridge and Dodbrooke. B.	15 0 0	- -	49 0 0	J. Crage - -	1st	L. Weekes -	3rd	Dec.
						A. Jordain -	1st	
Loxhore - - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	May
Lympston - - N.	15 0 0	- -	15 0 0	A. Carter -	1st	- - -	—	April
Mary Church, St. N.	10 0 0	- -	59 0 0	J. Mabey -	2nd	I. Covington -	5th	March
						S. Raymont -	2nd	
Mary Tavy, St. - N.	23 0 0	- -	- - -	- - -	—	- - -	—	May
Milton Abbott N. (Duke of Bedford's) Free School.	41 10 0	- -	22 10 0	J. Knight -	4th	- - -	—	April
Molton, South - N.	- -	- -	22 10 0	B. S. Chapple -	4th	- - -	—	June
Molton, South - Wes.	18 0 0	- -	25 0 0	W. C. Harris -	5th	- - -	—	Dec.
Molton, South, Infant	10 0 0	- -	36 10 0	- - -	—	S. Thomas -	3rd	„
						M. M. Thomas	2nd	
Northam - - N.	- -	- -	25 0 0	- - -	—	E. Saunders -	5th	June
Paignton - - N.	- -	- -	39 0 0	- - -	—	A. S. Cole -	3rd	May

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DEVONSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Plymouth, Charles N.	33 0 0	45	328 10 0	E. Hamlyn	5th	E. Cooksley	3rd	April
				E. Waterfield	4th	E. M. C. Cholwick.	4th	
				J. G. W. Chappell.	3rd	E. Lethbridge	3rd	
				S. H. Watts	3rd	M. A. Smith	2nd	
				J. Keast	2nd	E. Hodge	1st	
				J. Bartlett	2nd	R. Lethbridge	1st	
				G. H. Henwood	1st	M. Davey	4th	
				J. P. Beer	1st	M. J. Jones	4th	
						L. P. Beale	3rd	
						M. J. Gribble	3rd	
						E. Hannaford	1st	
						H. Watkins	1st	
Plymouth, Ch. Ch. N.	10 0 0	- -	39 0 0	- - -	—	E. Backalake	3rd	March
						K. Beale	3rd	
Plymouth Grey N.	18 0 0	- -	17 10 0	- - -	—	F. Adams	2nd	April
Plymouth, Public B.	15 0 0	- -	383 0 0	J. F. Stephens	5th	J. Probert	4th	Dec.
				R. Hooper	5th	E. Stroud	4th	
				W. Legassick	5th	S. M. Dever	3rd	
				W. H. Hopper	4th	A. Bradford	3rd	
				R. S. Butchers	4th	E. Barnes	3rd	
				E. Chandler	4th	G. Probert	1st	
				P. R. Crewhurst	4th			
				J. Cove	4th			
				N. E. Revell	4th			
				W. J. Gendle	h			
				J. Culbert	h			
				T. Scamp	d			
				G. J. Firks	d			
Plymouth, St. Andrew's. N.	15 0 0	- -	42 10 0	J. Blight	3rd	A. S. Andrews	4th	April
Plymouth, Trinity, N.	15 0 0	- -	64 0 0	J. Rendle	5th	E. Hillyard	5th	„
						H. Hillyard	1st	
Plympton, St. Mary's, Ridgway District. N.	20 0 0	- -	44 0 0	W. J. Parsons	4th	- - -	—	„
				W. Mulhall	4th			
Sandford - Par.	20 0 0	- -	45 0 0	D. Bailey	3rd	A. E. Lake	5th	March
Stoke Damerel B.	11 0 0	- -	39 0 0	- - -	—	A. Ayers	3rd	Dec.
						E. Roach	3rd	
Stokenham N.	15 0 0	- -	15 0 0	J. Shepherd	1st	- - -	—	April
Stonehouse N.	26 10 0	- -	91 0 0	A. J. Endey	3rd	M. J. Gill	3rd	March
				F. Clemits	2nd	E. Cox	3rd	
				A. D. Parkin	2nd			
Tavistock N.	30 0 0	- -	95 0 0	H. E. Monk	4th	G. D. Chard	4th	April
						F. Hodge	3rd	
						E. A. Williams	3rd	
						M. Merritt	1st	
Tavistock B.	34 0 0	- -	137 10 0	S. S. Dawe	5th	E. Bickell	3rd	Dec.
				W. Job	4th	S. Horsewill	3rd	
				R. Gibbings	1st	A. S. Sampson	1st	
						M. Dolin	1st	
						E. Lapthouse	1st	
Thorverton N.	18 0 0	- -	20 0 0	R. Sanford	3rd	- - -	—	April
Tiverton N.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Tiverton B.	28 0 0	- -	209 10 0	J. Bettenson	4th	J. Garland	5th	Dec.
				E. Gale	4th	E. Ellis	4th	
				J. P. Shannon	2nd	A. Bondfield	4th	
						E. Oram	3rd	
						L. Metcalf	3rd	
						E. Beck	2nd	
						E. Brabham	2nd	
						E. Smith	1st	
Tiverton, Bampton Street (Infants). B.	- -	- -	57 0 0	- - -	—	E. S. Tolley	4th	„
						S. Foweraker	3rd	
						L. Brabham	2nd	
Topsham Wes.	18 0 0	- -	17 10 0	P. Little	2nd	- - -	—	Nov.

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DEVONSHIRE—*cont.*								
Tor - - - N.	25 0 0	- -	70 10 0	T. Bultand -	4th	R. E. Barrett -	1st	March
				J. Ash - -	3rd	S. A. Allen -	1st	
Torquay - - N.	18 0 0	- -	121 10 0	H. Cornish -	3rd	E. Cornish -	5th	April
				J. Yabsley -	3rd	E. Dobell -	5th	
				H. Willcocks -	1st	C. Lang - -	4th	
Upton Pyne - - N.	20 0 0	- -	34 0 0	J. Sharland -	3rd	- - -	—	March
				E. Bamsey -	1st			
Woodbury (Broadmead's Charity) -	11 0 0	- -	36 10 0	- - -	—	M. J. Phillips	3rd	Dec.
						M. A. Foster -	2nd	
Total - -	1,206 0 0	90	4,298 10 0					
DORSETSHIRE.								
Beaminster - - N.	10 0 0	- -	20 0 0	- - -	—	J. E. Ham -	3rd	Sept.
Blandford (Boys) - N.	16 10 0	- -	67 0 0	E. Powell -	5th	- - -	—	July
				J. Cullam -	4th			
				F. Smith -	4th			
Blandford (Girls) N	12 0 0	- -	52 0 0	- - -	—	C. Stanley -	3rd	"
						L. D. Martin -	2nd	
						E. Batt - -	2nd	
Bradford Peverell N.	10 0 0	- -	17 10 0	- - -	—	A. Bartlett -	2nd	Sept.
Bredy, Long, and Kingston Russell. N.	15 0 0	- -	- - -	- - -	—	- - -	—	July
Bridport, General (Boys).	23 0 0	- -	124 0 0	G. G. Hall -	5th	- - -	—	Oct.
				C. W. Long -	5th			
				G. Nossiter -	3rd			
				R. Turner -	2nd			
				F. W. Matterface.	2nd			
				G. J. B. Stockwell.	1st			
				H. C. Parsons-	1st			
Bridport, General (Girls and Infants).	20 0 0	- -	128 10 0	- - -	—	S. Patten -	5th	"
						L. Long - -	3rd	
						A. French -	3rd	
						J. Ward - -	3rd	
						I. Hall - -	3rd	
						E. Stevens -	1st	
						M. Champ -	2nd	
Broadwindsor - N.	- -	- -	20 0 0	W. Stroud -	3rd	- - -	—	Feb.
Cattistock - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	July
Chardstock - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Compton, Nether and Over. N.	10 0 0	- -	22 10 0	- - -	—	E. Cross -	4th	Feb.
Corfe Castle - - N.	25 0 0	- -	90 0 0	J. Stockley -	1st	E. Hardy - -	5th	July
						S. Keates -	4th	
						E. S. Goodchild	2nd	
						M. J. Smith -	1st	
Corfe Castle - - B.	- -	- -	44 0 0	- - -	—	M. E. Tucker -	4th	May
						M. J. Kitcatt -	4th	
Critchill More - -	12 0 0	- -	- - -	- - -	—	- - -	—	July
Dorchester (Boys) N.	16 10 0	- -	31 10 0	T. White -	2nd	- - -	—	Oct.
				C. R. Baker -	1st			
Dorchester (Girls) N.	- -	- -	77 10 0	- - -	—	M. Harris -	5th	"
						M. J. Stoodley	5th	
						E. S. Amey -	2nd	
						M. E. Bond -	1st	
Fordington, West Par.	8 0 0	- -	- - -	- - -	—	- - -	—	Sept.
Gillingham - - N.	10 0 0	- -	22 10 0	- - -	—	L. Fry - -	4th	Nov.
Handley - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	May
Kingstone - - N.	15 0 0	- -	42 10 0	E. Roe - -	5th	M. A. Roe -	2nd	July
Laugton Matravers N.	10 0 0	- -	34 0 0	- - -	—	S. Ash - -	3rd	"
						J. Edmonds -	1st	

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DORSETSHIRE—*cont.*	£ s. d.	£	£ s. d.				
Longfleet - - N.	15 0 0	- -	15 0 0	A. Cox - -	1st	- - - —	July
Lyme Regis - - N.	15 0 0	- -	49 10 0	J. Cross - -	3rd	- - - —	April
				W. J. Jefferd -	2nd		
				F. Cooke -	1st		
Maiden Newtown N. and Frome Vauchurch.	20 0 0	- -	62 0 0	J. Lodge -	5th	- - - —	July
				H. Curtis -	5th		
				T. Lodge -	1st		
Netherbury - - N.	15 0 0	- -	17 10 0	- - -	—	S. Richmond -	2nd Oct.
Osmington - - N.	11 0 0	- -	25 0 0	- - -	—	H. Paul -	5th Sept.
Piddletrenthide - N.	15 0 0	- -	17 10 0	R. J. Vincent -	2nd	- - -	— July
Poole - - - N.	15 0 0	- -	15 0 0	G. Bridle -	1st	- - -	— „
Portland Prison (Officers' Schools).	30 0 0	- -	46 10 0	W. Guy - -	1st	M. A. Stein -	2nd June
				W. H. Jackson	1st		
Powerstock - - N.	- -	- -	22 10 0	T. Pitcher -	4th	- - -	— Oct.
Preston - - N.	11 0 0	- -	22 10 0	- - -	—	C. A. Keynes -	4th Sept.
Rampisham - - N.	10 0 0	- -	22 10 0	- - -	—	M. A. Hallett -	4th „
Shaftesbury, Holy Trinity. N.	15 0 0	- -	49 0 0	C. King - -	3rd	E. Knight -	1st Nov.
				C. Miles - -	1st		
Sherborne, Long Street. B.	15 0 0	- -	15 0 0	A. Chant -	1st	- - -	— Oct.
Sherborne (Boys) - N.	15 0 0	- -	62 0 0	F. Foote -	5th	- - -	— Feb.
				C. Miniffe -	3rd		
				W. P. Dawe -	3rd		
Sherborne, Newland (Infants). N.	13 0 0	- -	44 0 0	- - -	—	E. Pope -	4th „
						M. Chant -	4th
Stalbridge - - N.	10 0 0	- -	66 10 0	W. West -	3rd	E. A. Harris -	5th Sept.
						M. D. Daw -	4th
Stower, East - - N.	10 0 0	- -	22 10 0	- - -	—	L. Doggerell -	4th Nov.
Stower Provost N. and Todbere.	- -	- -	20 0 0	J. Barnes -	3rd	- - -	— Dec.
Sutton Waldren - N.	10 0 0	- -	- - -	- - -	—	- - -	— Nov.
Swanage - - N.	15 0 0	- -	31 10 0	J. H. Latimer	2nd	- - -	July
				G. S. Stainer -	1st		
Tarrant Hinton - N.	10 0 0	- -	15 0 0	- - -	—	E. Giles -	1st „
Verwood - - N.	10 0 0	- -	49 0 0	- - -	—	E. Bailey -	5th Sept.
						E. Brewer -	5th
Wareham - - N.	21 10 0	- -	119 0 0	T. Dugdale -	5th	- - -	— July
				W. Harris -	4th		
				H. Rose - -	4th		
				E. Lillington -	2nd		
				H. Norris -	2nd		
				T. Thompson -	2nd		
				W. Masters -	1st		
Wareham - - B.	15 0 0	- -	17 10 0	F. G. Smith -	1st	- - -	— May
Wareham and Purbeck. P.U.	- -	- -	10 0 0	- - -	2nd	R. H. E. Saunders.	1st Nov.
Weymouth - - N.	37 0 0	- -	134 10 0	T. H. Bee -	5th	H. C. Brimsley	4th Sept.
				S. C. Christopher.	4th	F. Fooks -	2nd
						E. E. Boylette	2nd
				J.M.Goodchild	4th	M. A. Bee -	1st
Weymouth - - B.	- -	- -	41 10 0	J. W. Wilton -	4th	- - -	— June
				B. Kerridge -	3rd		
Weymouth, Trinity. N.	32 10 0	- -	140 0 0	W. Fassnidge	3rd	S. J. Beale -	3rd Sept.
				H. Gibbs -	3rd	S. Talbot -	3rd
				G. Pearce -	1st	E. Bishop -	3rd
						E. Warren -	2nd
						M. Frampton	2nd
Whitchurch Canonicorum. N.	18 0 0	- -	20 0 0	T. G. Sampson	3rd	- - -	— Jan.
Wimborne Minster. N.	35 0 0	- -	134 10 0	J. Pitt - -	4th	S. S. Lovelace -	5th July
				E. Barnes -	2nd	M. A. Osborne	5th
				J. S. Hayward	2nd	A. Dowding -	3rd
						F. Jervey -	1st
Wyke Regis - - N.	15 0 0	- -	- - -	- - -	—	- - -	— Oct.
Total - -	707 0 0	- -	2,100 10 0				

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DURHAM.								
Barnard Castle - N.	15 0 0	- -	111 0 0	R. Dalkin -	4th	- - -	—	March
				H. Raine -	4th			
				T. Thompson -	3rd			
				B. Clarke -	3rd			
				W. Coulthard	3rd			
				E. Bland -	1st			
Barnard Castle - Wes.	15 0 0	- -	49 0 0	J. Longbottom	5th	- - -	—	May
				J. Waite -	5th			
Belmont - - N.	15 0 0	- -	34 0 0	E. Liddle -	3rd	- - -	—	March
				J. Jefferson -	1st			
Bishop's Auckland (Bishop Barrington's).	27 10 0	- -	47 0 0	T. Blair - -	2nd	- - -	—	May
				W. Musgrave -	2nd			
				W. L. Powell -	1st			
				J. Young -	1st			
				(*Honorary.*)				
Bishop's Auckland, Industrial.	10 0 0	- -	60 0 0	- - -	—	C. M'Kay -	2nd	March
						C. M. Reed -	2nd	
						E. Oliver -	1st	
						M. A. Taylor -	1st	
Bishop Wearmouth N.	18 0 0	25	15 0 0	J. E. Bradley -	1st	- - -	—	"
Bishop Wearmouth N. (Infant).	20 0 0	- -	29 0 0	- - -	—	J. T. Elsdon -	1st	"
						J. Chaytor -	1st	
Blackboy Colliery N.	20 0 0	- -	30 0 0	W. Dunn -	1st	J. Richardson	1st	May
Byer's Green, N. Mixed.	15 0 0	- -	30 0 0	J. Todd - -	1st	E. Ridley -	1st	April
Castle Eden (Mrs. Burdon's). N.	10 0 0	- -	22 10 0	- - -	—	J. Pattison -	4th	"
Chester-le-Street - N.	20 0 0	- -	62 0 0	T. Reed -	5th	- - -	—	March
				J. Jopling -	5th			
				J. Nixon -	1st			
Collierley - - N.	18 0 0	- -	15 0 0	J. Robinson -	1st	- - -	—	April
Crook, Pease's, West Colliery. B.	- -	- -	44 0 0	R. Ross - -	1st	M. Wraith -	1st	June
						S. Jopg - -	1st	
Darlington - - Wes.	10 0 0	- -	34 0 0	- - -	—	M. J. Trenholm	3rd	May
						M. Best - -	1st	
Darlington (Bridge Street), Infant. B.	10 0 0	- -	114 0 0	- - -	—	M. Bartlett -	3rd	June
						M. Rygate -	3rd	
						E. Capes -	2nd	
						M. E. Unthank	2nd	
						S. H. Hildreth	2nd	
						M. A. Stabler -	2nd	
						I. Hogg - -	1st	
Darlington (Kendrew Street), Girls. B.	10 0 0	- -	39 0 0	- - -	—	A. Woof - -	5th	May
						E. Woof - -	1st	
Darlington (Skinnergate Street). B.	15 0 0	- -	39 0 0	J. Wood - -	3rd	- - -	—	June
				G. S. Byers -	3rd			
Darlington, Saint Augustine's. R.C.	21 10 0	- -	36 10 0	T. Priestman -	4th	- - -	—	July
				T. Donnelly -	1st			
Darlington, Trinity N.	32 0 0	- -	129 10 0	R. Hardy -	4th	S. Beswick -	5th	March
				T. Bradley -	3rd	L. J. Mountford	3rd	
				R. Smith -	3rd	H. Chamberlain	1st	
				S. G. Jordan -	1st			
Deptford, Saint Andrew's. N.	31 10 0	- -	34 0 0	W. E. Armour	2nd	- - -	—	April
				J. Fenwick -	2nd			
Durham, Blue Coat N.	37 10 0	- -	132 0 0	R. L. Kirby -	5th	E. French -	5th	March
				W. T. Gunson	3rd	M. A. Waistell	4th	
				H. Coxon -	1st	P. Coldcleugh	2nd	
				C. Gowland -	1st			
Durham, St. Cuthbert's. R.C.	15 0 0	- -	49 0 0	C. Fawell -	1st	E. Thompson -	2nd	July
						I. Lindsay -	2nd	
Durham, St. Oswald's. N.	36 0 0	- -	96 0 0	J. Hope - -	5th	M. A. Smurthwaite.	5th	March
				R. Forster -	3rd			
				J. Lightfoot -	1st	C. Christy -	1st	
Durham - Wes.	18 0 0	- -	15 0 0	G. Harker -	1st	- - -	—	July
Eaglescliffe - Par.	18 0 0	- -	31 10 0	P. Plews -	2nd	- - -	—	April
				T. W. Young -	1st			

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DURHAM—*cont.*	£	*s.*	*d.*	£	£	*s.* *d.*					
Escomb and Witton Park Iron Works. N.	16	10	0	- -	30	0 0	J. Jenkins -	1st	M. H. Barton -	1st	April
Hartlepool, St. Hilda's. - R.C.	29	0	0	- -	34	0 0	- - -	—	B. Fairles -	3rd	Aug.
									F. M. Taylor -	1st	
Hendon, St. Paul's N.	28	0	0	- -	67	0 0	G. Berwick -	1st	D. Guest -	3rd	July
									E. White -	3rd	
									M. J. Purvis -	1st	
Houghton-le-Spring, St. Michael's. N.	18	0	0	- -	90	10 0	T. Forbes -	5th	J. A. Young -	5th	March
							J. Turnbull -	3rd	M. Gray -	4th	
Houghton-le-Spring. R.C.	18	0	0	- -	15	0 0	J. Carter -	1st	- - -	—	Aug.
Hunwick - - N.	16	10	0	- -	25	0 0	H. Binns -	5th	- - -	—	April
Hurworth - - Wes.	15	0	0	- -	15	0 0	- - -	—	F. Hardy -	1st	May
Lamesley - - N.	27	10	0	- -	72	0 0	J. Elliott -	5th	- - -	—	April
							M. Swinburn -	5th			
							T. Richardson	5th			
Lumley - - - N.	16	10	0	- -	25	0 0	E. Welsh -	5th	- - -	—	March
Monkwearmouth - N.	16	10	0	- -	62	0 0	J. G. Chaytor -	5th	- - -	—	April
							J. Pennick -	4th			
							J. R. Davidson	2nd			
Newbottle, St. Matthew's. N.	20	0	0	- -	60	0 0	G. A. Turnbull	5th	M. Gray - -	3rd	March
							T. Moody -	5th			
Ryhope, Village School. N.	15	0	0	- -	-	- -	- - -	—	- - -	—	May
Seaham Harbour - N.	16	10	0	25	39	0 0	S. F. Boggon -	5th	- - -	—	March
							W. Forster -	1st			
Seaton Carew - N.	12	0	0	- -	22	10 0	- - -	—	C.G. Woodward	4th	April
Shields, South (Jarrow Chemical Works).	27	10	0	- -	62	0 0	S. Malcolm -	1st	M. Selkirk -	2nd	May
									J. O. Holmes -	2nd	
									A. H. Selkirk	1st	
Shields, South (Old Charity). N.	18	0	0	- -	22	10 0	W. Thorburn -	4th	- - -	—	March
Shields, South, St. John's. Sess.	48	0	0	- -	30	0 0	S. Coxon -	1st	S. Philipson -	1st	May
Shields, South, St. Stephen's. N.	30	0	0	25	101	10 0	J. Turnbull -	4th	E. Philipson -	2nd	April
							J. P. Newsome	3rd	J. Lucas - -	2nd	
									M. Brumby -	1st	
									J. Bushell -	1st	
Shields, South, Trinity. N.	20	0	0	- -	52	0 0	J. Smithwhite	5th	- - -	—	March
							R. Davidson -	1st			
							A. Stranghan -	1st			
Shields, South, Union. B.	28	0	0	- -	119	0 0	G. J. Musgrave	5th	S. J. Hudson -	5th	June
							A. Scott - -	3rd	I. Scott -	4th	
							T. Kell - -	2nd	R. Turns -	1st	
Shincliffe - - Par.	15	0	0	- -	22	10 0	W. Spark -	4th	- - -	—	March
South Church - N.	16	10	0	- -	49	0 0	W. Wilkinson	5th	- - -	—	April
							J. Richardson	5th			
Southwick - - N.	15	0	0	- -	17	10 0	E. Heron -	2nd	- - -	—	„
Staindrop - - N.	15	0	0	- -	20	0 0	W. Garthwaite	3rd	- - -	—	„
Stainton - - N.	15	0	0	- -	20	0 0	J. Neesom -	3rd	- - -	—	March
Stella - - - R.C.	18	0	0	- -	37	10 0	G. Dugmor -	2nd	E. A. Daglish -	3rd	Aug.
Stella, or Blaydon, St. Cuthbert's. N.	33	0	0	20	119	10 0	T. Smith -	5th	M. Reay - -	2nd	March
							J. Black - -	3rd	E. Ridley -	2nd	
							T. Dunn - -	2nd	M. Liddell -	1st	
							W. Routledge	1st			
Stella, or Blaydon, Night. N.	-		-	25	-	- -	- - -	—	- - -	—	„
Stockton-on-Tees, St. Thomas'. N.	26	0	0	- -	36	10 0	- - -	—	E. Walker -	4th	April
									M. A. Eshelby	1st	
Stockton-on-Tees, (Industrial). N.	11	0	0	- -	90	10 0	- - - -	—	E. Read -	4th	March
									E. Luck -	4th	
									H. Watson -	3rd	
									M. Darnton -	2nd	
									M. Richmond	1st	
Stockton-on-Tees, Holy Trinity, (Boys) N.	-		-	- -	15	0 0	R. Robinson -	1st	- - -	—	„

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DURHAM—*cont.*	£	s.	d.	£	£	s. d.					
Stockton-on-Tees - B.	15	0	0	- -	84	10 0	J. Stonehouse G. Blackburn - C. Trotter -	4th 4th 3rd	A. Cooper -	4th	June
Sunderland, Gray N.	20	0	0	- -	- -	-	- - -	—	- - -	—	April
Sunderland, Nicholson Street. Wes.	15	0	0	- -	31	10 0	- - -	—	E. A. Watson- M. A. Stokle -	2nd 1st	June
Sunderland, St. Mary's. R.C.	33	0	0	- -	86	0 0	J. Harney - J. Rogers -	4th 1st	A. Morton - R. Brenen - A. Byrne -	3rd 2nd 1st	July
Sunderland (Trinidon Street). Wes.	21	10	0	- -	- -	-	- - -	—	- - -	—	June
Sunderland (Whitburn Street). Wes.	16	10	0	- -	20	0 0	S. Allen - -	3rd	- - -	—	„
Tanfield - - N.	20	0	0	- -	17	10 0	J.R. Henderson	2nd	- - -	—	March
Tow Law - - N.	15	0	0	- -	72	10 0	J.A. Martindale T.B. Martindale R. Potts - - G.S. Martindale	5th 4th 1st 1st	- - -	—	„
Willington - - N.	15	0	0	- -	- -	-	- - -	—	- - -	—	May
Winlaton - - N.	15	0	0	25	17	10 0	T. Robson -	2nd	- - -	—	March
Wolsingham - - N.	27	0	0	- -	51	10 0	R. Stokoe -	4th	C. Jackson - E. Lee - -	1st 1st	April
Total - -	1,272	0	0	145	3,060	0 0					
ESSEX.											
Ashdon - - - N.	11	0	0	- -	25	0 0	- - -	—	E. A. Atherton	5th	„
Baddow, Great - N.	10	0	0	- -	22	10 0	- - -	—	M. Dennis -	4th	May
Bardfield, Great - B.	16	10	0	- -	63	0 0	F. Smith - J. Young -	2nd 2nd	S. French (S.M.) S. Saunders (S.M.)	4th 4th	„ „
Billericay - - N.	25	0	0	- -	22	10 0	- - -	—	A. Cox - -	4th	„
Birdbrook - - N.	10	0	0	- -	17	10 0	- - -	—	M. A. French -	2nd	June
Braintree (Public Training). B.	15	0	0	- -	39	0 0	J. Cole - - F. Goss - -	3rd 3rd	- - -	—	May
Chalwell, St. Mary's N.	20	0	0	- -	- -	-	- - -	—	- - -	—	June
Chelmsford, Victoria N.	32	10	0	- -	121	10 0	C. W. Edwards T. Lucking - J.T. F. Sharman	5th 3rd 1st	S. A. Gusani - S. A. Howard - S. C. Howard -	5th 4th 3rd	May
Chelmsford, Great N.	15	0	0	- -	56	10 0	R. Rowley - W. Rowley -	4th 1st	M. A. Buckingham.	3rd	April
Clavering - - B.	20	0	0	- -	17	10 0	A. Key - -	2nd	- - -	—	May
Colchester, Blue - N.	31	0	0	25	71	0 0	A. Calver - W. Cant - W. Fincham -	1st 1st 1st	M. A. L. Burrell S. Farmer -	1st 1st	July
Colchester, North Hill, St. Peter's, Girls and Infants. N.	20	0	0	- -	- -	-	- - -	—	- - -	—	„
Colchester, St. Magdalen's. - N.	28	0	0	- -	49	0 0	J. H. Jones - A. P. Wire -	2nd 2nd	S. Mash - -	1st	June
Dunmow - - B.	25	0	0	- -	59	0 0	W. Prance - E. Aylett -	4th 3rd	E. Burton -	2nd	May
Farnham - - N.	10	0	0	- -	- -	-	- - -	—	- - -	—	March
Finchingfield - N.	33	0	0	- -	- -	-	- - -	—	- - -	—	June
Forest Gate - - N.	11	0	0	- -	- -	-	- - -	—	- - -	—	July
Greenstead, East - N.	12	0	0	- -	- -	-	- - -	—	- - -	—	June
Hadleigh - - N.	15	0	0	- -	- -	-	- - -	—	- - -	—	„
Halstead - - B.	31	0	0	- -	103	10 0	J. Arnold - W. Root -	5th 2nd	J. Evans - S. Wilson - H. Strutt -	4th 4th 3rd	May
Halstead, St. Andrew's. N.	16	10	0	- -	34	0 0	W. Stuck - A. Cooke -	3rd 1st	- - -	—	June
Halstead, Trinity N.	18	0	0	- -	35	0 0	W. Cooke -	2nd	E. Mannock -	2nd	May

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ESSEX—*cont.*	£ s. d.	£	£ s. d.						
Ham, West, Model N.	20 0 0	- -	126 0 0	C. W. Garrett -	5th	- - -	—		June
				T. H. Annett -	4th				
				J. London -	4th				
				A. E. Marshall	3rd				
				J. Outen -	2nd				
				T. W. Hosking	1st				
				J. A. London -	1st				
Ham, West, and Stratford (Boys). B.	15 0 0	- -	85 10 0	F. Norton -	3rd	- - -	—		July
				W. Sherrington	3rd				
				W. S. Wright	3rd				
				J. J. Mulley -	2nd				
				G. A. Shaw -	1st				
Ham, West, and Stratford (Girls). B.	18 0 0	- -	143 10 0	- - -	—	E. Cole - -	5th		,,
						A. Foreman -	5th		
						S. M'Chesney	4th		
						G. M. Smith -	4th		
						J. Hancock -	4th		
						M. A. Foreman	3rd		
						M. A. M'Chesney.	1st		
Hempstead - - N.	10 0 0	- -	15 0 0	- - -	—	E. Mortlock -	1st		March
Highwood - - N.	- -	- -	20 0 0	- - -	—	L. Middleditch	3rd		May
Hudson Town (Girls and Infants). N.	11 0 0	- -	34 0 0	- - -	—	A. Ritson -	3rd		June
						M.A.Thompson	1st		
Leigh - - - N.	10 0 0	- -	- - -	- - -	—	- - -	—		May
Lexden - - N.	15 0 0	- -	22 10 0	R. J. Barker -	4th	- - -	—		,,
Littlebury, Endowed Free School.	15 0 0	- -	50 0 0	W. Chinery -	5th	S. Green -	5th		June
Plaistow - - N.	20 0 0	- -	31 10 0	G. C. Hollawby	2nd	- - -	—		April
				A. Parker -	1st				
Romford - - N.	37 10 0	- -	51 10 0	J. W. Dolbe -	1st	C. Wilson -	4th		June
						E. Jackson -	1st		
Saffron Walden - N.	28 10 0	- -	75 10 0	W. Hills -	5th	E. Butcher -	2nd		May
				A. Hughes -	3rd	M. A. Godfrey	1st		
Saffron Walden - B. (Boys).	16 10 0	- -	62 0 0	H. M. Brooks	5th	- - -	—		,,
				T. Glover -	4th				
				W. Kittredge -	2nd				
				W. Brand - (*Honorary*)	1st				
Saffron Walden B. (Girls).	10 0 0	- -	49 0 0	- - -	—	C. Smith -	5th		,,
						E. J. Dare -	5th		
Springfield - - N.	30 0 0	- -	32 10 0	W. Turpin -	2nd	S. Pigg - -	1st		
Stanford Rivers - N.	10 0 0	- -	36 10 0	- -	—	M. A. Richard	3rd		July
						E. Dawkins -	2nd		
Stansted Mountfichet. N.	16 10 0	- -	- - -	- - -	—	- - -	—		March
Steeple Bumpstead N.	13 0 0	- -	39 0 0	- - -	—	M. Brooke -	4th		June
						E. Redcliffe -	2nd		
Stratford, Ch. Ch. - N.	15 0 0	- -	66 10 0	R. Ewing -	2nd	E. Byron -	5th		,,
						E. Hudson -	5th		
Stratford (Mechanics' Institution and Eastern Counties Railway). N.	18 0 0	- -	- - -	- - -	—	- - -	—		Jan.
Stratford, St. John's N.	25 0 0	- -	- - -	- - -	—	- - -	—		April
Waltham, Great - N.	20 0 0	- -	20 0 0	H. Holmes -	3rd	- - -	—		May
Walthamstow - N.	32 0 0	- -	111 10 0	R. Cossar -	3rd	F. Southgate -	4th		June
				T. Pledger -	2nd	E. Kelsey -	4th		
						S. W. Clifford	2nd		
						A. Day - -	2nd		
Warley, Great, N. Ch. Ch.	16 10 0	- -	15 0 0	C. Matts -	1st	- - -	—		March
Wettersfield - - N.	15 0 0	- -	- - -	- - -	—	- - -	—		
Witham - - N.	40 0 0	- -	90 10 0	W. H. Gaywood	3rd	A. Chalk -	3rd		Aril
						M. Hume -	2nd		June
						A. Dodson -	2nd		
						S. Blythes -	2nd		

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ESSEX—*cont.*	£ s. d.	£	£ s. d.					
Wivenhoe - - - N.	23 0 0	20	51 10 0	I. Harris -	4th	A. E. Oakley -	1st	June
						E. Fairs - -	1st	
Woodford - - N.	25 0 0	- -	15 0 0	- - -	—	E. Croxford -	1st	April
Total - -	951 0 0	45	1,080 10 0					
GLOUCESTERSHIRE.								
Almondsbury - N.	16 10 0	- -	39 0 0	C. Reynolds -	3rd	- - -	—	„
				J. Williams -	3rd			
Alstone, Ch. Ch., N. Infant.	10 0 0	- -	29 0 0	- - -	—	E. Summers -	1st	Feb.
						E. Harrison -	1st	
Ashchurch - - N.	12 0 0	- -	- - -	- - -	—	- - -	—	April
Avening - - N.	15 0 0	- -	20 0 0	J. Cox - -	3rd	- - -	—	Feb.
Bibury - - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Bourton-on-the-Hill. N.	10 0 0	- -	29 0 0	- - -	—	A. Denley -	1st	„
						A. Fardon -	1st	
Brimscombe - - N.	10 0 0	- -	20 0 0	- - -	—	A. Close -	3rd	„
Bristol, Benevolent Society of St. James' and St. Paul's - N.	13 0 0	- -	116 10 0	S. P. Howell -	5th	M. A. Lane -	4th	„
				J. Fryer - -	3rd	L. Thomas -	3rd	
				R. Walton -	1st	J. Sutton -	3rd	
Bristol, Brandon Hill, St. George's. N.	15 0 0	- -	83 0 0	C. Bryant -	5th	M. Forse -	5th	„
				J. Wotley -	2nd	E. Sprowles -	2nd	
Bristol, Deighton Street. R.C.	- -	- -	34 0 0	- - -	—	M. Regan -	3rd	May
						M. A. Regan -	1st	
Bristol Diocesan Trade. N.	21 10 0	25	- - -	- - -	—	- - -	—	April
Bristol (Hannah More's). N.	34 0 0	- -	252 10 0	L. E. Carey -	5th	M. E. Cuckow	5th	„
				E. H. Noye -	5th	H. Amery -	4th	
				F. Northam -	5th	R. J. Carey -	3rd	
				G. Tidcombe -	4th	M. J. Sage -	1st	
				H. Noye -	4th	(*Honorary*).		
				C. Northam -	4th	E. Vine -	4th	
				T. Weeks -	2nd	K. Roach -	4th	
				W. H. Jones -	1st			
				(*Honorary*).				
Bristol, Incorporation Poor School. P.U.	- -	- -	24 0 0	W. White -	3rd	- - -	—	June
				A. W. Legge -	3rd			
Bristol, Lewin's Mead. B.	42 0 0	- -	209 10 0	G. T. Derrick -	4th	E.E.Newcombe	4th	March
				W. Boaden -	3rd	E. J. Cooke -	4th	
				W. H. Guppy	1st	E. Parker -	4th	
						F. H. Bessell	2nd	
						C. Hardwidge	4th	
						E. J. Harris -	3rd	
						S. A. H. Murray	3rd	
						E. Hurst -	2nd	
Bristol, Meadow Street (Infant). B.	14 0 0	- -	34 0 0	- - -	—	E. Moss - -	2nd	„
						M. Tomkins -	2nd	
Bristol, Educ. & Indus. Pennywell Lane). B.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Bristol, Red Cross Street. B.	34 0 0	45	235 0 0	E. W. Whereat	5th	M. J. Harwood	3rd	March
				T. Rider -	5th	M. E. Shellard	2nd	
				H. C. Perry -	4th	J. Blackmore -	1st	
				R. Sampson -	4th	C. A. S. Hill -	1st	
				E. W. Lewis -	3rd			
				G. Houlson -	3rd			
				A. P. Monks -	3rd			
				H. Jones -	2nd			
				J. G. Davis -	1st			
Bristol, St. Augustine's. N.	27 10 0	- -	62 0 0	H. Hamment	2nd	S. Thomas -	2nd	April
						S. Quance -	1st	
						H. Todd -	1st	

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GLOUCESTERSHIRE—*cont.*								
Bristol, St. James' (Infant). N.	- - -	- -	34 0 0	- - -	—	J. Brookman -	2nd	Feb.
						R. Dursley -	2nd	
Bristol, St. Joseph's. R.C.	- - -	- -	49 0 0	W. Glassan -	5th	- - -	—	May
				M. Fitzgerald	5th			
Bristol, St. Mary on the Quay. R.C.	15 0 0	- -	22 10 0	P. Ewright -	4th	- - -	—	,,
Bristol, St. Michael's N.	25 0 0	- -	120 0 0	T. J. Richards	2nd	F. Avery -	3rd	March
				S. H. Wilson -	1st	J. Wilson -	2nd	
				W. M. L. Painter.	1st	H. Cartwright	1st	
						M. M. Jones -	1st	
						J. M. Higgins	1st	
Bristol, St. Nicholas' (Pennywell Road). R.C.	31 0 0	- -	65 10 0	J. M'Govern -	2nd	M. A. Loveridge	2nd	May
				R. Mahoney -	2nd	H. O'Neil -	1st	
Bristol, St. Paul's Far	29 0 0	- -	111 0 0	F. Cook - -	5th	H. Chaddock	4th	April
				J. Trinder -	5th	E. Tovey -	3rd	
				G. W. Bryant -	4th			
				S. A. Gould - (*Honorary*).	2nd			
Bristol, St. Philip's, Bread Street, (Ragged),	10 0 0	- -	- - -	- - -	—	- - -	—	,,
Bristol, Weir, St. Matthias'. N.	23 0 0	- -	- - -	- - -	—	- - -	—	,,
Bussage - - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	,,
Cainscross - - N.	30 0 0	- -	70 10 0	G. W. Hillier -	2nd	F. Cooke -	5th	,,
				F. H. Vines -	1st	J. Rowles -	1st	
Cerney, North - N.	15 0 0	- -	17 10 0	G. A. Lord -	2nd	- - -	—	March
Chalford - - N.	33 0 0	- -	66 10 0	G. Davis -	5th	S. J. Lidington	5th	Jan.
						J. M. Lidington	2nd	
						M. Tolley - (*Honorary*).	1st	
Charlton, Kings - N.	26 10 0	- -	92 10 0	C. W. Souray -	4th	T. Smith -	3rd	April
				R. Stewart - (*Honorary*).	1st	E. Hooper -	3rd	
						E. Burgess -	3rd	
						E. H. Smith -	1st	
Cheltenham - - B.	16 10 0	- -	134 10 0	R. W. Nelson -	5th	- - -	—	,,
				E. H. Bowles -	3rd			
				N. Smith -	3rd			
				S. A. Pegler -	2nd			
				W. T. Miggs -	2nd			
				C. A. Tarrant -	2nd			
				G. Everiss -	1st			
				J. Smith -	1st			
Cheltenham, N. (Bath Road). E.	a20 0 0 10 0 0	- -	20 0 0	- - -		E. Brown -	3rd	Jan.
Cheltenham, (Bethesda). Wes.	20 0 0	- -	49 0 0	W. Cotterell -	5th	- - -	—	April
				T. Healing -	5th			
Cheltenham, Ch. Ch. N.	35 0 0	- -	75 10 0	G. Capenor -	3rd	J. Horsley -	4th	Feb.
				J. J. Hodgson	2nd	E. Slater -	2nd	
Cheltenham, (Model) N.	68 0 0	- -	- - -	—	- - -	—	Jan.
Cheltenham, Old Charity. N.	20 0 0	- -	72 10 0	J. Wilkins -	4th	- - -	—	,,
				F. Wheeler -	3rd			
				W. Swift -	2nd			
				A. Clutterbuck	2nd			
Cheltenham, St. John's. N.	28 0 0	- -	37 10 0	J. Walker -	1st	M. A. Jessop -	4th	,,
Cheltenham, St. Mary's. N.	10 0 0	- -	39 0 0	- - -	—	M. A. White -	3rd	,,
						M. E. South -	3rd	
Cheltenham, St. Paul's. N.	20 0 0	- -	108 10 0	J. Saunders -	1st	E. C. Booker -	4th	,,
						S. A. Page -	3rd	
						S. A. Birbeck -	2nd	
						A. E. Grant	3rd	
						M. Freeman	2nd	

a Retiring pension.

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GLOUCESTERSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Cheltenham, Trinity. N.	35 0 0	- -	134 10 0	T. Braby -	5th	M. A. Evans -	5th	Jan.
				W. Cole - -	5th	H. Todd -	4th	
				A. Wilkins -	1st	E. Burden -	1st	
				H. Lewis -	1st	M. Cother -	1st	
				F. G. Pritchard (*Honorary*).	1st	(*Honorary*).		
						E. Dredge -	1st	
				G. H. Pear - (*Honorary*).	1st	(*Honorary*).		
Cirencester, N. (Endowed)	- -	- -	107 0 0	W. Powell -	2nd	S. A. Pickering	2nd	April
				W. A. Timbrill	2nd	M. J. Leadbeter	1st	
				C. Cook -	2nd	M. Albut -	1st	
				C. Green -	1st			
Churcham and Bulley. N.	16 10 0	- -	15 0 0	W. E. Pope -	1st	- - -	—	June
Clifton - - - N.	18 0 0	- -	114 10 0	J. I. Wilkins -	3rd	C. Wear -	2nd	March
				W. Kelly -	3rd	H. Pruett -	2nd	
				A. J. Davis -	2nd	M. Williamson	1st	
				E. G. Terrell -	1st			
Clifton - - P.U.	- -	- -	59 5 0	R. Haynes -	2nd	M. O'Brien -	4th	June
						S. Edwards -	4th	
						S. Charles -	2nd	
						H. Brown -	2nd	
Clifton, Church of the Apostles. R.C.	- -	- -	17 10 0	R. Palmer -	2nd	- - -	—	,,
Cromhall - - -	15 0 0	- -	15 0 0	S. Codrington	1st	- - -	—	April
Dean Forest, Trinity. N.	15 0 0	- -	49 0 0	J. H. Richmond	5th	- - -	—	March
				C. A. Blackwell	5th			
Dumbleton, Day School. - -	- -	- -	15 0 0	N. Burge -	1st	- - -	—	Feb.
Durdham Down, St. John's. N.	34 10 0	- -	54 10 0	- - -	—	M. A. Masters	3rd	April
						S. A. Evens -	3rd	
						L. Weekes -	3rd	
Dursley - - - N.	34 10 0	- -	37 10 0	C. Smith -	3rd	E. Purnell -	2nd	March
Fairford, Endowed N.	25 0 0	- -	61 10 0	J. Wilks - -	4th	B. Klamborowski.	5th	,,
				G. Manning -	1st			
Framilode - - B.	15 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Frampton Cotterell N.	15 0 0	- -	15 0 0	- - -	—	S. Powell -	1st	March
Gloucester - - N.	16 10 0	25	69 10 0	H. G. Meek -	5th	- - -	—	Feb.
				J. Lewis -	5th			
				S. Smith -	4th			
Gloucester, Bristol, and Oxford Diocesan Practising.	25 0 0	- -	60 0 0	- - -	—	E. C. Hitch -	2nd	April,
						M. A. Lambert	2nd	
						E. Lovell -	1st	
						E. W. Hulin -	1st	
Gloucester, Ch. Ch. N.	11 0 0	- -	41 10 0	- - -	—	S. Merriman -	5th	,,
						E. Webb -	2nd	
Gloucester - - B.	20 0 0	- -	20 0 0	R. N. Bolitho -	3rd	- - -	—	,,
Gloucester, St. James'. N.	21 0 0	- -	163 0 0	E. W. Berry -	5th	E. Hathway -	2nd	Feb.
				J. Allen -	5th	M. M. Starr	2nd	
						L. Evans -	5th	
						E. Sumner -	5th	
						H. Merriman -	2nd	
						M. Grimes -	2nd	
						E. Mann -	1st	
						(*Honorary*).		
						J. Wallace	1st	
						(*Honorary*).		
Gloucester, St Michael's. N.	- -	- -	66 10 0	- - -	—	H. King -	4th	,,
						E. Ireland -	4th	
						E. Sparrow -	4th	
Hanham - - N.	18 0 0	- -	60 0 0	T. R. Wade -	3rd	- - -	—	March
				L. Weston -	1st			
				W. Iles -	1st			
				C. Bryant -	1st			

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GLOUCESTERSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Hardwick, Reformatory.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Hatherley Down - N.	18 0 0	- -	15 0 0	T. P. Durrett -	1st	- - -	—	June
Hawkesbury - - N.	15 0 0	- -	25 0 0	E. Boulton -	5th	- - -	—	April
Highnam - - N.	15 0 0	- -	15 0 0	E. F. Woolton	1st	- - -	—	,,
Hucclecote - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	,,
Kemerton - - N.	- -	- -	20 0 0	C. Humphries	3rd	- - -	—	,,
Kingsdown, St. Mark's. - N.	10 0 0	- -	110 10 0	- - -	—	C. Crabbe -	4th	,,
						M. Robertson -	5th	
						M. A. Jones -	4th	
						M. A. Robertson	2nd	
						C. Evans -	1st	
						J. Simmons -	1st	
Kingsholme, St. Mark's. - N.	- -	- -	54 10 0	- - -	—	H. Robinson -	3rd	,,
						A. Packer -	3rd	
						E. M. Turk -	2nd	
Kingswood - - Wes.	28 0 0	- -	99 0 0	F. A. Tanner -	3rd	E. Nicholass -	2nd	March
				G. Lee - -	2nd	E. Wyatt -	2nd	
				W. Pullin -	2nd			
				J. Johnson -	1st			
Minchinhampton Par.	11 0 0	- -	46 10 0	- - -	—	C. Parke -	5th	Jan.
						E. B. Pearse -	4th	
Moreton-in-the Marsh. N.	10 0 0	- -	15 0 0	- - -	—	M. A. Fisher -	1st	April
Moreton-in-the Marsh. B.	- -	- -	40 0 0	W. Hodgetts -	3rd	E. A. Baker -	3rd	,,
Newent - - - N.	15 0 0	- -	29 0 0	R. Wood -	1st	- - -	—	,,
				W. Little -	1st			
Oddington - - N.	10 0 0	- -	15 0 0	- - -	—	A. M. Jeffery -	1st	June
Oldland (Bitton) - N.	15 0 0	- -	52 0 0	R. Short - -	3rd	- - -	—	March
				W. Perrott -	3rd			
				S. Long - -	1st			
Oldland Common - B.	23 0 0	- -	60 0 0	J. Moreton -	2nd	- - -	—	April
				P. H. Davis -	2nd			
				H. Gay - -	1st			
				W. Martin -	1st			
Olveston and Elbarton. N.	20 0 0	- -	29 0 0	A. Drewett -	1st			,,
				W. Arthur -	1st			
Painswick - - N.	18 0 0	45	- - -	- - -	—	- - -	—	Jan.
Parkend - - N.	15 0 0	- -	44 0 0	R. O. Whitehouse.	1st	C. J. Rogers -	1st	June
						S. Tovey - -	1st	
Pauntley - - N.	23 0 0	- -	49 0 0	G. Customs -	5th	- - -	—	,,
				J. Howell -	5th			
Pucklechurch - N.	15 0 0	- -	17 10 0	E. Nicholls -	2nd	- - -	—	March
Quedgeley - - N.	12 0 0	- -	20 0 0	- - -	—	E. Davis - -	3rd	April
Shipton Moyne - N.	15 0 0	- -	15 0 0	H. Pitt - -	1st	- - -	—	,,
Sodbury, Chipping N.	- -	- -	34 0 0	C. England -	3rd	- - -	—	,,
				E. Long - -	1st			
Stanley, St. Leonard's. N.	18 0 0	- -	- - -	- - -	—	- - -	—	,,
Stapleton (Dr. Bell's) N.	15 0 0	- -	17 10 0	T. Holder -	2nd	- - -	—	March
Stow-on-the-Wold N.	15 0 0	- -	36 10 0	H. Clarke -	4th	- - -	—	Jan.
				J. Gallop -	1st			
Stratton - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Stroud - - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	Jan.
Stroud - - - B.	10 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Tetbury - - N.	13 0 0	- -	199 0 0	J. Smith -	5th	E. Mann -	3rd	Feb.
				W. Cox - -	5th	E. Lang -	3rd	
				J. Bond - -	4th	E. Cave - -	4th	
				J. Wall - -	3rd	J. Robinson -	2nd	
				E. Read - -	3rd	J. Wall - -	2nd	
				W. Simpkins - (*Honorary.*)	1st			
Tewkesbury - - N.	32 0 0	- -	61 10 0	C. Cox - -	4th	M. Wood -	3rd	March
				W. Hemming	3rd			
Tewkesbury - - B.	16 10 0	- -	- - -	- - -	—	- - -	—	April

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GLOUCESTERSHIRE *cont.*	£ s. d.	£	£ s. d.					
Tewkesbury, Trinity (Infant). N.	16 10 0	- -	64 10 0	W. H. Frost -	2nd	A. Holder -	2nd	April
						E. Cole - -	2nd	
						E. R. Madge -	1st	
Thornbury - - N.	20 0 0	- -	52 0 0	J. Arthurs -	3rd	- - -	—	March
				C. Chambers -	3rd			
				W. Brown -	1st			
Tidenham - - N.	15 0 0	- -	15 0 0	T. J. Tamplin -	1st	- - -	—	June
Tormarton - - N.	18 0 0	- -	22 10 0	H. Morrey -	4th	- - -	—	April
Tortworth - B.	15 0 0	- -	35 0 0	R. Rodman -	3rd	E. J. Neale -	1st	„
Tutshill - - N.	10 0 0	- -	15 0 0	- - -	—	J. Watkins -	1st	June
Upton, St. Leonard's. N.	20 0 0	25	42 10 0	G. Eshelby -	5th	E. Martin -	3rd	April
				C. Brian - - (*Honorary*).	2nd	E. Marden -	2nd	
				A. E. Freeman (*Honorary*.)	2nd			
Water Moor, Holy Trinity. N.	10 0 0	- -	17 10 0	- - -	—	E. Cambridge	2nd	June
Westbury-on-Trym (Girls). N.	11 0 0	- -	29 0 0	- - -	—	R. C. Waters -	1st	March
						E. Shepperd -	1st	
Westbury-on-Trym (Infants) N.	11 0 0	- -	44 0 0	- - -	—	M. A. Cheese -	5th	„
						M. Webb -	3rd	
Westbury-on-Trym (Edmund's End.)	- -	- -	34 0 0	J. Parsons -	2nd	- - -	—	„
				E. Graham -	2nd			
Winterbourne - N.	15 0 0	- -	15 0 0	- - -	—	J. Webley -	1st	„
Wotton-under-Edge. B.	18 0 0	- -	83 10 0	J. Hayward -	2nd	S. A. Poole -	4th	April
				R. Derrett -	1st	J. M. Moore -	2nd	
				O. Pearce -	1st			
Total - -	1,782 10 0	165	5,137 15 0					
HAMPSHIRE.								
Abbott's Anne - N.	20 0 0	25	44 0 0	W. Rowden -	5th	- - -	—	Sept.
				G. Smith -	3rd			
Alresford, New - N.	21 10 0	- -	44 0 0	D. Gibson -	5th	- - -	—	Oct.
				J. Powell -	3rd			
Alresford, Old - N.	- -	- -	49 0 0	- - -	—	M. S. Godwin	5th	„
						G. Stanbrook -	5th	
Alresford - - B.	- -	- -	34 0 0	E. Bray - -	2nd	- - -	—	May
				G. Gunner -	2nd			
*Alresford, The Grange. N.	12 0 0	- -	20 0 0	- - -	—	M. Gray - -	3rd	Sept.
Alton - - - N.	10 0 0	- -	96 0 0	F. J. Ames -	3rd	M. Holm -	3rd	„
				G. Holland -	3rd	M. A. Davison	3rd	
						E. Knight -	3rd	
Alton (Boys) - - B.	25 0 0	- -	82 10 0	E. Clinker -	5th	- - -	—	May
				W. H. Blake -	4th			
				C. Fisher -	4th			
				C. Cann -	2nd			
Alton (Girls) - - B.	12 0 0	- -	70 0 0	- - -	—	F. J. Allen -	4th	„
						A. J. Allen -	3rd	
						S. Mills - -	2nd	
						A. Hale - -	1st	
Alverstoke - - N.	25 0 0	- -	59 0 0	H. Colyer -	3rd	C. Lawes -	4th	Aug.
				R. Avery -	2nd			
Alverstoke (Newtown), Infant. N.	- -	- -	15 0 0	- - -	—	E. R. Meatyard	1st	„
Beechwood - - B.	15 0 0	- -	41 10 0	- - -	—	E. Tame - -	4th	June
						S. Dunnings -	3rd	
Bentley - - - N.	15 0 0	- -	15 0 0	J. Bennett -	1st	- - -	—	April
Bighton - - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Bishopstoke - - N.	15 0 0	- -	17 10 0	G. Scorey -	2nd	- - -	—	Sept.
Bishop's Waltham N.	- -	- -	22 10 0	W. Mears -	4th	- - -	—	Aug.

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HAMPSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Bitterne - - N.	30 0 0	- -	80 10 0	A. R. Clarke -	4th	S. Noice - -	3rd	Oct.
				G. C. Brisley -	4th	M. Dewey -	2nd	
Botley - - - N.	15 0 0	- -	17 10 0	T. Atkins -	2nd	- - -	—	April
Bournemouth - N.	15 0 0	- -	15 0 0	E. Joy - -	1st	- - -	—	Sept.
Brading (I. of Wight) N.	21 10 0	- -	17 10 0	J. Henry -	2nd	- - -	—	July
Brixton (I. of Wight) N.	18 0 0	- -	30 0 0	W. Day - -	1st	E. Permam -	1st	Aug.
Broughton and Bossington. N.	15 0 0	- -	31 10 0	H. Crouch -	2nd	- - -	—	April
				C. Cooper -	1st			
Brown, Candover - Par.	15 0 0	25	39 0 0	- - -	—	E. Hall - -	3rd	Sept.
						L. Blunden -	3rd	
Buritan - - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	,,
Burley - - - N.	15 0 0	- -	45 0 0	C. Redman -	4th	M. A. Barnaby	4th	Oct.
Chawton - - N.	10 0 0	- -	17 10 0	- - -	—	M. A. Triggs -	2nd	Sept.
Church Oakley - N.	10 0 0	- -	36 10 0	- - -	—	E. Ford -	3rd	March
						S. Downton -	2nd	
Cowes, East - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Cowes, West - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	,,
Crawley - Par.	10 0 0	- -	17 10 0	- - -	—	S. Knellar -	2nd	Oct.
Dean, East - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Elson - - - N.	15 0 0	- -	15 0 0	W. Irving -	1st	- - -	—	July
Fareham - N.	32 0 0	- -	59 10 0	H. E. Adams -	2nd	J. Hammond	1st	Aug.
				H. Gilbert -	1st			
				G.A.Freemantle	1st			
Farringdon, near Alton. N.	10 0 0	- -	17 10 0	- - -	—	J. Sheet -	2nd	Sept.
Fordingbridge - N.	25 0 0	- -	32 10 0	E. Stubbings	1st	E. Horsey -	2nd	,,
Fordingbridge - B.	-	- -	57 0 0	G. T. Rawkins	3rd	- - -	—	May
				S. Eastman -	3rd			
				W. H. Rawkins	3rd			
Gosport, St. Matthew's. N.	27 0 0	- -	86 0 0	C. Carter -	4th	H. Horne -	3rd	Aug.
				W. Hoskins -	1st	H. Fitzgerald	2nd	
				G Hunt -	1st			
Havant and Bedhampton. N.	16 10 0	- -	22 10 0	H. Brumham -	4th	- - -	—	,,
Hurstbourne Prior's, (Earl of Portsmouth's)	16 10 0	- -	- - -	- - -	—	- - -	—	April
Hyde, St. Bartholomew's. N.	32 0 0	- -	39 0 0	H. Cole -	5th	- - -	—	Oct.
				W. Simpson -	1st			
Isle of Wight - P.U.	-	- -	25 5 0	G. Sharpe -	5th	- - -	—	,,
				W. W. White -	2nd			
King's Somborne - N.	33 10 0	- -	87 0 0	O. Breden -	3rd	H. Smith -	5th	Sept.
						S. Ford -	4th	
						H. Goddard -	4th	
Lymington - - N.	15 0 0	- -	59 10 0	J. St. John -	4th	- - -	—	Aug.
				F. Jenvey -	3rd			
				W. Cox -	3rd			
Lyndhurst - - N.	28 0 0	- -	46 10 0	J. Pearce -	2nd	F. S. Wolfe -	1st	Oct.
						E. Hillyer -	1st	
Meon, East - - N.	-	- -	31 10 0	- - -	—	L. Norman -	2nd	,,
						A. Head -	1st	
Meon, West - - N.	31 10 0	25	71 10 0	A. Hammond -	5th	E. Griffin -	5th	,,
						E. E. Hale -	4th	
Milford - - - N.	25 0 0	- -	15 0 0	- - -	—	M.A.A.Scarbrook	1st	July
Nether Wallop - N.	-	- -	25 0 0	- - -	—	F. Barnes -	5th	Sept.
Netley, St. Matthew's. N.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Newport (Isle of Wight). N.	31 10 0	- -	95 0 0	J. Dolman -	3rd	E. Broomfield	4th	July
				H. Woodford -	3rd			
				A. Redston -	3rd			
				H. Ballard -	2nd			
Newtown - - N.	-	- -	20 0 0	G. H. Banting	3rd	- - -	—	Oct.
Oakfield, St. John's N.	25 0 0	- -	46 10 0	G. A. Butcher	2nd	A. Monks -	1st	Aug.
				H. Matthews -	1st			
Odiham - - N.	28 0 0	- -	96 0 0	H. Mott -	5th	H. Cooper -	3rd	March
				J. Baldwin -	3rd	M. A. Carley -	3rd	
				J. Philpot -	1st			
Overton - - N.	18 0 0	- -	- - -	- - -	—	- - -	—	April

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	In Augmentation of Certificated Teachers' Salaries and in Retiring Pensions.	In Stipends to Assistant Teachers.	In Stipends to Apprentices, and Gratuities to Teachers instructing them.	Boys.		Girls.		
HAMPSHIRE—*cont.*	£ s.	£	£ s. d.					
Petersfield - - N.	32 0 0	25	78 0 0	H. Hoar -	5th	E. Isaac -	4th	Sept.
				J. Hammond	1st	L. C. Burnand	2nd	
Petersfield - - B.	18 0 0	- -	56 10 0	J. Holdaway -	2nd	S. J. Outridge	3rd	May
						H. Cole -	3rd	
						S. James -	2nd	
						(*Honorary*).		
Portsea, All Saints' N.	35 0 0	- -	178 10 0	J. Mallon -	5th	M. Simpson -	3rd	Aug.
				G. E. Smith -	5th	H. Wolferstan	3rd	
				C. Hunt -	3rd	C. Ford - -	1st	
				W. Alexander	3rd			
				J. Holmes -	2nd			
				J. Starkes -	1st			
				J. Harding -	1st			
Portsea (Beneficial Society's). N.	37 10 0	- -	114 10 0	H. Surman -	4th	A. M. Payne -	2nd	„
				E. Sparkes -	3rd	L. Backhurst	1st	
				J. Adams -	2nd			
				F. Carlow -	1st			
				J. Gregory -	1st			
Portsea Island - P.U.	- -	- -	56 0 0	W. Fuljumes	2nd	M. A. Urry -	5th	Nov.
				W. White -	2nd	J. Halstead -	2nd	
						E. Barnard -	2nd	
Portsea Town, St. John's. N.	26 0 0	- -	75 10 0	H. Hodge -	3rd	J. E. Watts -	3rd	Aug.
				W. F. Taylor -	2nd	J. E. Matthews	3rd	
Portsmouth - N.	31 10 0	- -	152 10 0	T. Jorden -	5th	A. J. Kinsman	5th	„
				W. H. Cook -	5th	J. E. Gregory -	2nd	
				A. H. Bone -	4th	J. Cook - -	1st	
				W. H. Rogers	2nd			
				G. H. Owen -	1st			
Ringwood - - N.	26 10 0	- -	135 0 0	S. Coles -	4th	C. Jeffries -	4th	Sept.
				A. Clarke -	2nd	S. Street -	3rd	
				T. Paskett -	1st	J. Bailey -	2nd	
				H. Spray -	1st	S. Cross - -	1st	
Romsey - - N.	27 0 0	- -	132 0 0	J. Hams -	4th	M. A. Cook -	5th	„
				G. Carter -	2nd	M. A. Newman	5th	
						E. Stevens -	2nd	
						C. Moody -	2nd	
						A. Feltham -	1st	
Romsey - - B.	25 0 0	- -	59 0 0	C. A. Curtis -	4th	M. Moody -	3rd	June
				J. B. Compton	2nd			
Ryde (Isle of Wight) N.	11 0 0	- -	56 10 0	W. B. Smith -	3rd	K. Storey -	3rd	Aug.
						A. Dunne -	2nd	
Selborne - - N.	- -	- -	36 10 0	- - -	—	A. Hopgood -	3rd	Oct.
						M. Morgan -	2nd	
Shalfleet (Isle of Wight). N.	- -	- -	25 0 0	R. Butler -	5th	- - -	—	Aug.
Shirley - - N.	11 0 0	- -	37 10 0	G. Ware -	1st	H. Bush -	4th	Oct.
Southampton, All Saints'. N.	27 10 0	- -	78 0 0	W. Head -	5th	E. L. Ball -	3rd	„
				T. Cummins -	2nd	S. J Croker -	2nd	
Southampton, Newtown District. N.	15 0 0	- -	44 0 0	F. Ramshaw -	4th	- - -	—	„
				G. Elford -	4th			
Southampton, St. Mary's. N.	36 10 0	25	166 10 0	G. Butler -	3rd	J. A. Day -	2nd	„
				P. G. Corbin -	2nd	A. Davy -	2nd	
				J. A. Yates -	2nd	L. Cundick -	1st	
				W. M. Sims -	2nd	A. Cave - -	3rd	
				H. White -	1st	E. Kitson -	3rd	
Southampton, Trinity. N.	10 0 0	- -	34 0 0	- - -	—	E. Burt - -	2nd	July
						M. Roberts -	2nd	
Southsea, St. Jude's. N.	38 0 0	- -	54 0 0	W. H. Phillips	4th	E. Parkinson -	2nd	Aug.
						E. Miller -	1st	
Stockbridge -	10 0 0	- -	22 10 0	- - -	—	A. Henwood -	4th	Oct.
Stoneham, South, and Portswood. N.	15 0 0	25	71 10 0	T. H. Winser -	5th	S. Wren - -	4th	Sept.
				C. L. Hartnell	5th			
Tisted, East - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Titchborne - N.	12 0 0	- -	17 10 0	- - -	—	E. Pile - -	2nd	Nov.
Twyford - - N.	21 10 0	- -	44 0 0	- - -	—	M. Carter -	5th	Sept.
						L. Young -	3rd	

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HAMPSHIRE—*cont.*	£	s.	d.	£		£	s.	d.					
Tytherley, East, Endowed.	-		-	-	-	30	0	0	A. Smith -	3rd	E. Barnes -	1st	April
Tytherley, West - N.	-		-	-	-	20	0	0	C. Edney -	3rd	- - -	—	Sept.
Warblington and Emsworth. N.	*a*20	0	0	-	-	30	0	0	J. Cooper	1st	S. Felton -	1st	July
	25	0	0										
Wellow - - N.	15	0	0	-	-	25	0	0	W. H. Knellar	5th	- - -	—	Sept.
Whippingham - N.	15	0	0	-	-	-	-	-	- - -	—	- - -	—	April
Whitchurch - N.	15	0	0	-	-	17	10	0	C. H. Crutch -	2nd	- - -	—	Sept.
Wickham - - N.	23	0	0	-	-	17	10	0	H. Dee - -	2nd	- - -	—	April
Winchester, Central. N.	34	10	0	-	-	124	0	0	J. H. Martin -	5th	A. Ward -	5th	Sept.
									H. Barnett -	5th	E. Bye - -	4th	
									J. J. Lay -	2nd			
									G. Dacre -	1st			
Winchester, St. Michael's. N.	37	0	0	-	-	39	0	0	E. Stroud -	4th	- - -	—	Oct.
									W. Targett -	2nd			
Winchester, St. Peter's. N.	15	0	0	-	-	17	10	0	J. E. Roach -	2nd	- - -	—	„
Winchester, St. Thomas'. N.	26	0	0	-	-	54	0	0	H. W. Coward	1st	E. Fencott -	4th	Sept.
											J. A. Savage -	2nd	
Winchester, Trinity (Boys). N.	15	0	0	-	-	25	0	0	R. Barnes -	5th	- - -	—	Oct.
Winchester, Trinity (Girls). N.	-		-	-	-	67	0	0	- - -	—	M. A. Alexander	5th	„
											A. Saville -	4th	
											E. Pettifar -	4th	
Woolton Hill - N.	-		-	-	-	41	10	0	R. Knapp -	5th	- - -	—	Sept.
									T. Edwards -	2nd	- - -	—	
Yarmouth (Isle of Wight). N.	-		-	-	-	15	0	0	A. Bannister -	1st	- - -	—	April
Total - -	1,551	0	0	150		4,153	5	0					
HEREFORDSHIRE.													
Bosbury (Boys) - N	15	0	0	-	-	22	10	0	J. Chadd -	4th	- - -	—	July
Bosbury (Girls) - N.	-		-	-	-	22	10	0	- - -	—	E. Floyd -	4th	„
Brampton Bryan - N.	15	0	0	-	-	15	0	0	A. P. Messer -	1st	- - -	—	„
Bridstow - - N.	10	0	0	-	-	25	0	0	- - -	—	C. Woodhouse	5th	„
Bromyard (Girls) - N.	10	0	0	-	-	-	-	-	- - -	—	- - -	—	Nov.
Bromyard - - B.	-		-	-	-	25	0	0	T. Green -	5th	- - -	—	April
Cradley (Girls) - N.	15	0	0	-	-	20	0	0	- - -	—	E. Evans -	3rd	Nov.
Croft and Yarpole N.	15	0	0	-	-	49	0	0	J. James -	5th	- - -	—	June
									E. Taylor -	5th			
Dewchurch (Much) N.	15	0	0	-	-	-	-	-	- - -	—	- - -	—	Aug.
Dilwyn - - N.	15	0	0	-	-	41	10	0	- - -	—	S. A. Powell -	5th	July
											M. Dayas -	2nd	
Goodrich - - N.	16	10	0	-	-	36	10	0	E. Peacock -	4th	- - -	—	Aug.
									G. Stonier -	1st			
Hentland and Hoarwithy. Par.	20	0	0	-	-	15	0	0	J. Etheridge -	1st	- - -	—	July
Hereford, Blue Coat N.	31	10	0	-	-	134	0	0	J. Kyte -	5th	S. Jones -	5th	„
									W. Ward -	5th	S. Watkins -	5th	
									R. Ward - -	3rd	E. Corner -	3rd	
											E. Mutlow -	2nd	
											(*Honorary*).		
Hereford, St. Martin's. Par.	-		-	-	-	29	0	0	- - -	—	F. Coates -	1st	Aug.
											M. Ward -	1st	
Hereford, Scudamore's Charity. N.	43	0	0	-	-	101	0	0	G. J. Caldwell	4th	M. A. Caldwell	4th	July
									P. Hodges -	3rd	E. Edmonds -	3rd	
											E. Sayce -	3rd	
Kington - - N.	15	0	0	-	-	29	0	0	R. Freeman -	1st	- - -	—	Aug.
									W. Moore -	1st			
Ledbury - - N.	11	0	0	-	-	44	0	0	- - -	—	S. J. Dix -	4th	July
											E. Walsh -	4th	
Leintwardine (Endowed) Free S.	16	10	0	-	-	37	10	0	J. Magness -	3rd	S. Handley -	2nd	„

a Retiring pension.

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HEREFORDSHIRE—*cont.*								
Leominster - - N.	16 10 0	- -	17 10 0	A. Huxley -	2nd	- - -	—	Aug.
Leominster (Boys) B.	15 0 0	- -	36 10 0	T. E. James -	3rd	- - -	—	April
				G. Weaver -	2nd			
Leominster (Girls) B.	10 0 0	- -	34 0 0	- - -	—	E. Peters -	2nd	„
						S. Smith -	2nd	
Madley - - N.	18 0 0	- -	20 0 0	B. South -	3rd	- - -	—	July
Mansell Lacey - N.	- -	- -	17 19 0	W. Brace -	2nd	- - -	—	„
Much Marcle - N.	25 0 0	- -	45 0 0	G. Saville -	5th	E. Bosley -	3rd	„
Ross and Archenfield. B.	- -	- -	36 10 0	A. London -	3rd	- - -	—	April
				F. W. Gretton	2nd			
Weobley - - N.	18 0 0	- -	22 10 0	T. Phillips -	4th	- - -	—	July
Total - -	366 0 0	- -	876 0 0					
HERTFORDSHIRE.								
Abbott's Langley - N.	20 0 0	- -	35 0 0	E. Sweeting -	3rd	E. Chalk -	1st	Aug.
Alban's, St., St. Peter's (Infant). N.	10 0 0	- -	29 0 0	- - -	—	E. Wright -	1st	May
						E. Franklin -	1st	
Albury - - - N.	10 0 0	- -	20 0 0	- - -	—	M. Cotton -	3rd	June
Amwell - - - N.	16 0 0	- -	72 10 0	- - -	—	S. Burgess -	5th	Aug.
						E. Perry -	3rd	
						E. Waller -	2nd	
						S. E. Campbell	1st	
Bengeo - - - N.	16 10 0	- -	45 0 0	W. Kefford -	4th	E. Dunn -	4th	July
Berkhampstead, Great, and North Church. N.	25 0 0	- -	29 0 0	G. Chester -	1st	- - -	—	May
				J. M. Gandy -	1st			
Bishop's Stortford - (Rochester Diocesan), Model.	23 0 0	- -	- - -	- - -	—	- - -	—	June
Bishop's Stortford N. (New Town)	10 0 0	- -	17 10 0	- - -	—	E. Goats -	2nd	„
Buntingford - - N.	20 0 0	- -	22 10 0	H. Carpenter	4th	- - -	—	July
"Bushey - - B.	- -	- -	22 10 0	F. J. Gladman	4th	- - -	—	Aug.
Cheshunt, Vicarage (Girls). N.	12 0 0	- -	15 0 0	- - -	—	M. A. Stevens	1st	May
Cheshunt, Vicarage (Infants). N.	- -	- -	29 0 0	- - -	—	C. J. Ward -	1st	„
						A. Tayler -	1st	
Cheshunt, Dewhurst's Charity. N.	18 0 0	- -	29 0 0	A. Winch -	1st	- - -	—	„
				W. Briggs -	1st			
Colney, St. Peter's N.	20 0 0	- -	51 10 0	W. Horsfield -	4th	E. Dockree -	1st	July
				E. Phillips -	1st			
Furneaux Pelham N.	15 0 0	- -	17 10 0	- - -	—	C. A. Ludlow -	2nd	June
Hatfield - - - N.	31 10 0	25	64 0 0	S. Smith -	5th	E. Kimpton -	4th	Aug.
				C. Ellis - -	2nd			
Hemel Hempstead N.	15 0 0	- -	29 0 0	W. Sanders -	1st	- - -	—	June
				J. Lines - -	1st			
Hertford (Cowper's Testimonial). N.	31 0 0	- -	103 10 0	J. Shambrook	4th	M. S. Mizen -	5th	July
				A. J. Spackman	2nd	H. Addison -	5th	
				E. G. Dunn -	2nd			
				F. Chandler -	1st			
				(*Honorary*).				
Hertford, Green Coat (Endowed). N.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Hertingfordbury N.	- -	- -	49 0 0	A. T. Peet -	2nd	E. H. Macartney	2nd	Aug.
						H. Digby -	1st	
High Cross - - N.	15 0 0	- -	17 10 0	W. H. Pigott -	2nd	- - -	—	July
Hitchin - - - B.	- -	- -	46 10 0	B. Olney -	5th	- - -	—	May
				H. Creasey -	4th			
Hitchin (St. Mary's) N.	36 0 0	- -	80 0 0	H. Hobson -	2nd	S. S. Wakenell	2nd	July
						S. E. H. Clarke	2nd	
						S. Fleming -	2nd	
						S. E. Webb -	1st	

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HERTFORDSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Hunsdon - - N.	12 0 0	- -	15 0 0	- - -	—	B. Hart - -	1st	May
Ickleford - - N.	20 0 0	- -	27 10 0	J. Foster -	2nd	E. E. Sabez -	1st	Aug.
Ippolyts, Saint - N.	11 0 0	- -	34 0 0	- - -	—	R. Croft -	3rd	July
						E. Loveday -	1st	
Kensworth - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	,,
Much Hadham - N.	10 0 0	- -	29 0 0	- - -	—	M. Cornwall -	1st	April
						S. E. Parker -	1st	
Mymms, North - {	a20 0 0	- -	36 10 0	- - -	—	S. Jones - -	3rd	July
{	15 0 0					C. Lawrence -	2nd	
Royston - - N.	29 0 0	- -	40 0 0	W. R. Beale -	3rd	R. Ginn - -	3rd	,,
Shenley - - N.	29 0 0	- -	34 0 0	- - -	—	M. A. Hooper -	3rd	,,
						A. Roberts -	1st	
Walkern - - N.	10 0 0	- -	20 0 0	- - -	—	J. Sparrow -	3rd	,,
Watford - - N.	- -	- -	29 0 0	H. Broom -	1st	- - -	—	June
				J. George -	1st			
Welwyn - - N.	20 0 0	- -	- - -	- - -	—	- - -	—	April
Weston - - N.	24 10 0	- -	17 10 0	J. Moss - -	2nd	- - -	—	May
				J. Francis - (*Honorary*).	1st			
Woodhill - - N.	21 10 0	25	37 10 0	W. Prosser -	3rd	M. Rossiter -	2nd	Aug.
Total - -	591 0 0	25	1,144 10 0					
HUNTINGDONSHIRE.								
Alwalton (Earl Fitzwilliam's) N.	16 10 0	- -	17 10 0	J. Sharpe -	2nd	- - -	—	May
Brampton - - N.	34 10 0	- -	87 0 0	H. Gamble -	5th	C. Slow - -	4th	April
						E. Gamble -	4th	
						M. Bellamy -	3rd	
Fenstanton, New - N.	20 0 0	- -	44 0 0	W. Newman -	5th	- - -	—	March
				J. Sneath -	3rd			
Holme - - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	,,
Huntingdon (Boys) N.	15 0 0	- -	22 10 0	G. Newman -	4th	- - -	—	,,
Huntingdon (Girls and Infants) N.	36 10 0	- -	17 10 0	- - -	—	S. A. Bangley -	2nd	April
Huntingdon, Walden's Charity. N.	15 0 0	- -	17 10 0	G. Dryden -	2nd	- - -	—	,,
Ives, Saint - - N.	26 0 0	- -	83 0 0	J. Newman -	5th	R. Hanscomb	5th	March
				J. James -	2nd	E. H. Probatt	2nd	
Ives, Saint - - B.	20 0 0	- -	101 0 0	J. Chambers -	3rd	- - -	—	,,
				W. Lightfoot -	3rd			
				J. T. Baker -	3rd			
				G. Curtis -	2nd			
				J. Tollady -	2nd			
				W. Austin -	1st			
Neot's, Saint (Girls and Infants). N.	11 0 0	- -	- - -	- - -	—	- - -	—	,,
Neot's, Saint (Free Charity)	15 0 0	- -	15 0 0	R. Anderson -	1st	- - -	—	,,
Neot's, Saint - Wes.	18 0 0	- -	52 0 0	G. Smith -	4th	- - -	—	Feb.
				G. Parris -	2nd			
				G. Jacobs -	1st			
Ramsey - Wes.	15 0 0	- -	15 0 0	J. Carter -	1st	- - -	—	March
Warboys - - N.	18 0 0	- -	56 10 0	F. D. King -	5th	M. Marsh -	2nd	,,
				G. K. Hitchcock	1st			
Total - -	277 0 0	- -	528 10 0					

a Retiring pension.

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KENT.								
Ashford - - N.	26 10 0	- -	181 10 0	S. Pittaway -	5th	K. B. Paine -	5th	June
				W. Boston -	4th	M. A. Mayturn	5th	
				J. G. Bennett	2nd	A. W. Elgar -	2nd	
				W. Hayward -	1st	N. Wood -	1st	
				J. Rose - -	1st	M. A. Leeds -	1st	
Ashford - - - B.	26 0 0	- -	52 0 0	- - -	—	A. Slingsby -	3rd	Aug.
						S. Gent - -	2nd	
						E. Thorne -	2nd	
Aylesford, Educational Society's. N.	14 0 0	- -	20 0 0	- - -	—	E. Wagon -	3rd	June
Aylesford, Preston Hall (Infant). N.	11 0 0	- -	- - -	- - -	—	- - -	—	„
Bapchild and Tonge N.	- -	- -	22 10 0	- - -	—	S. Turner -	4th	May
Barham - - N.	15 0 0	- -	54 0 0	E. Allen - -	3rd	E. Crouch -	3rd	June
				M. Hodges -	1st			
Bearstead - - N.	16 10 0	- -	22 10 0	J. Peirce - -	4th	- - -	—	May
Beckenham - - N.	13 0 0	- -	36 10 0	- - -	—	E. Wealsby -	4th	June
						E. Walding -	1st	
Bexley Heath - N.	10 0 0	- -	- - -	- - -	—	- - -	—	April
Boxley - - - N.	16 10 0	- -	41 10 0	- - -	—	L. Squier -	4th	June
						E. Fullager -	3rd	
Brabourne - - N.	- -	- -	22 10 0	A. Daniels -	4th	- - -	—	„
Brenchley - - N.	10 0 0	- -	37 10 0	J. Collins -	3rd	A. Austen -	2nd	„
Brenzett, District N.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Broadstairs - - N.	11 0 0	- -	31 10 0	- - -	—	H. M. Sackett	2nd	„
						E. A. Ansell -	1st	
Bromley - - N.	33 0 0	- -	40 0 0	W. Baker -	5th	M. A. Baker -	1st	Dec.
Brompton - - N.	25 0 0	- -	114 0 0	W. O'Brien -	5th	E. Dallison -	4th	March
				J. E. Lines -	3rd	H. Shute -	3rd	
				J. Dallison -	2nd			
				J. C. Inglis -	1st			
Canterbury, Model N.	10 0 0	- -	171 0 0	J. Nash - -	3rd	H. Stredwick -	4th	May
				G. Marsh -	3rd	E. Holman -	3rd	
				E. H. Fedarb -	2nd	J. Back - -	3rd	
						A. Skipps -	3rd	
						J. A. Lawson -	1st	
						M. A. Monger	1st	
						E. S. Fedarb -	1st	
Canterbury, St. George the Martyr's and St. Mary Magdalene's. N.	- -	- -	20 0 0	- - -	—	E. Hopper -	3rd	June
Canterbury, St. Mildred's. N.	25 0 0	- -	30 0 0	W. Fricker -	1st	E. Hammond	1st	„
Canterbury, St. Paul's N.	12 0 0	- -	82 10 0	- - -	—	F. Souther -	5th	May
						E. Roberts -	4th	
						M. E. White -	4th	
						E. Wyver -	2nd	
Charing - - - N.	15 0 0	- -	45 0 0	W. Elcombe -	5th	S. Downe -	3rd	„
Chatham - - N.	14 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Chatham, St. Paul's N.	10 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Chiselhurst - - N.	18 0 0	- -	- - -	- - -	—	- - -	—	June
Crayford - - N.	13 0 0	- -	22 10 0	- - -	—	A. A. Moore -	4th	„
Crockham - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Cuxton - - N.	15 0 0	- -	17 10 0	J. Vane - -	2nd	- - -	—	Feb.
Dartford (Boys) Wes.	16 10 0	- -	31 10 0	G. H. Saunders	2nd	- - -	—	May
				G. Ticehurst -	1st			
Dartford (Girls) Wes.	10 0 0	- -	34 0 0	- - -	—	E. Smith -	2nd	„
						M. Merritt -	2nd	
Deal - - - N.	15 0 0	- -	37 10 0	D. G. Douglas	2nd	E. Dyason -	3rd	June
Deal (Infant) - N.	- -	- -	57 0 0	- - -	—	F. Ratcliffe -	3rd	„
						M. Clark -	3rd	
						M. A. Lockyer	3rd	
Deal - - - Par.	23 0 0	- -	80 10 0	H. Carr - -	4th	M. B. Hocken	3rd	
				A. J. Norton -	3rd	M. E. Underwood.	3rd	

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KENT—*cont.*	£ s. d.	£	£ s. d.					
Deal - - Wes.	16 10 0	- -	59 0 0	H. J. Epsley -	3rd	E. A. Epsley -	3rd	Aug.
				C. C. Fitt -	3rd			
Deptford, St. John's N.	25 0 0	- -	102 0 0	W. J. Beck -	2nd	C. Burke -	2nd	April
				H. B. Palgrave	1st	C. Attwood -	1st	
				J. Hamlyn -	1st	S. Russell -	1st	
				C. Knowles -	1st			
Dover - - - B.	20 0 0	- -	72 0 0	E. R. Fitzgerald	4th	E. Brown -	1st	Aug.
				D. Dodd -	4th			
				J. Yeames -	1st			
Dover, Trinity District. N.	15 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Downe - - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	June
East Cliff, Dover - N.	13 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Edenbridge - - B.	15 0 0	- -	- - -	- - -	—	- - -	—	July
Elham - - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	May
Elham - - - B.	25 0 0	- -	15 0 0	- - -	—	M. Johnson -	1st	Aug.
Eltham - - - N.	10 0 0	- -	22 10 0	J. Kibblewhite	4th	- - -	—	July
Farleigh, East - N.	16 10 0	- -	39 0 0	A. Robarts -	3rd	- - -	—	June
				A. R. Robarts	3rd			
Faversham - - N.	36 0 0	- -	240 10 0	E. Fuller -	3rd	M. Davies -	3rd	"
				E. Fuller -	3rd	J. Murton -	3rd	
				S. Brenchley -	3rd	J. Whitewood	3rd	
				G. Foster -	3rd	E. J. Bodle -	3rd	
				E. S. Pay -	2nd	M. Page - -	3rd	
				G. W. Rook -	1st	M. E. Dane -	2nd	
				E. Bridal -	1st	S. J. Page -	2nd	
Faversham - - B.	10 0 0	- -	62 10 0	- - -	—	S. Hall - -	2nd	Aug.
						E. I. Orpin -	2nd	
						E. Ready -	2nd	
						R. Gregory -	1st	
Folkestone - - B.	28 10 0	- -	143 0 0	A. Greenland -	3rd	N. Cobb - -	4th	"
				T. Burvill -	1st	M. A. Porter -	3rd	
				J. Colyer -	1st	S. A. Le Butt	2nd	
						S. Burrows -	1st	
						H. E. Porter -	1st	
						E. Jordan -	1st	
Folkestone, St. Mary's and St. Eanswith's. N.	- -	- -	44 0 0	J. Weeks -	1st	M. E. Gammon	1st	Oct.
						C. Pope -	1st	
Goodnestone - Par.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Gravesend and Milton. N.	32 0 0	- -	119 0 0	J. Jackson -	4th	E. A. Pressley	4th	March
				F. Kirk - -	3rd	S. Thorogood -	4th	
				D. Corcoran -	2nd	M. E. Fane -	3rd	
Gravesend, Prince's Street. B.	23 0 0	- -	64 10 0	C. W. Graham	5th	- - -	—	June
				J. B. Cole -	4th			
				J. M. Clarke -	3rd			
Greenwich, East Branch, Roan's Grey Coat.	- -	- -	52 0 0	C. Tye - -	3rd	- - -	—	"
				J. Burke -	3rd			
				A. Taylor -	1st			
Greenwich, East Branch (Girls).	15 0 0	- -	47 0 0	- - -	—	E. M. Attwood	2nd	"
						R. Clark -	2nd	
						M. Loe - -	1st	
Greenwich, West Branch, Roan's Grey Coat.	15 0 0	- -	59 10 0	J. T. Hollman	4th	- - -	—	"
				A. W. Parks -	3rd			
				G. H. Dean -	3rd			
Greenwich, Trinity N.	26 10 0	- -	93 10 0	G. L. Palser -	4th	S. Baker -	3rd	Dec.
				C. J. Farrow -	3rd	J. A. Clinker -	2nd	
				W. Durban -	2nd			
Harrietsham - N.	31 0 0	- -	- - -	- - -	—	- - -	—	June
Hawkhurst - - N.	23 0 0	- -	15 0 0	F. Holloway -	1st	- - -	—	"
Herne Bay - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	"
Higham - - N.	15 0 0	- -	39 0 0	A. Armatage -	4th	- - -	—	Feb.
				A. Brown -	2nd			
Hougham, Ch.Ch. N.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Hythe - - - N.	30 0 0	- -	84 0 0	J. Sackett -	3rd	E. Horner -	5th	June
				T. Wood - -	1st	E. Piddock -	5th	
Ightham - - N.	- -	- -	25 0 0	W. Deadman -	5th	- - -	—	"

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KENT—*cont.*	£ s. d.	£	£ s. d.					
Lee - - - N.	10 0 0	- -	83 0 0	G. W. Hewitt -	5th	C. Stacey -	5th	July
				H. Wise -	1st	J. Rumgay -	3rd	
Lewisham Bridge - B.	15 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Lewisham, St. Mary's. N.	15 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Lydd - - - N.	15 0 0	- -	25 0 0	W. Tinnock -	5th	- - -	—	July
Lyminge - - N.	- -	- -	22 10 0	J. Reakes -	4th	- - -	—	June
Maidstone, All Saints'. N.	32 0 0	- -	127 0 0	B. Matthews -	5th	A. Constable -	3rd	,,
				H. G. Gillmore	3rd	R. Bradford -	3rd	
				J. Britter -	2nd	E. Sinden -	2nd	
						M. A. Upton -	1st	
Maidstone, Trinity (Model). N.	16 10 0	- -	163 19 0	E. Burgess -	4th	S. E. Jennings	5th	,,
				G. C. Swain -	2nd	M. A. Holmes	2nd	
				W. Smith -	2nd	S. Piper -	2nd	
				C. Seager -	2nd	C. Smallman -	3rd	
						M. A. Head -	2nd	
Malling, East - N.	15 0 0	- -	41 10 0	- - -	—	J. E. Bassett -	4th	May
						M. Baker -	3rd	
Malling, West - Par.	16 10 0	- -	- - -	- - -	—	- - -	—	,,
Malling, West - N. (Girls)	11 0 0	- -	17 10 0	- - -	—	A. Smallwood	2nd	,,
Margaret's, St., next Rochester. N.	33 0 0	- -	35 0 0	G. Wildish -	2nd	A. M. Langley	2nd	Feb.
Margate - - B.	25 0 0	- -	51 10 0	J. M. Jones -	2nd	M. A. M. Dixon	2nd	Aug.
						A. J. Pound -	2nd	
Margate, St. John's N.	35 0 0	- -	62 0 0	J. Dungate -	1st	E. Knight -	3rd	June
						E. Croucher -	1st	
						E. W. Andrews	1st	
Margate, Trinity - N.	25 0 0	- -	79 10 0	W. Bushell -	5th	S. A. Bax -	2nd	May
				A. H. Ansell -	5th			
				F. T. Dixon -	1st			
Milton - - - N.	16 10 0	- -	- - -	- - -	—	- - -	—	June
Milton, Ch. Ch. - N.	10 0 0	- -	15 0 0	- - -	—	S. Parrett -	1st	April
Milton, next Gravesend. B.	15 0 0	- -	67 10 0	H. T. Smith -	4th	- - -	—	June
				E. Clark -	2nd			
				D. W. Mayturn	2nd			
				W. R. Harris	1st			
Minster - - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	,,
Monkton - - N.	10 0 0	- -	- - -	- - -	—	- - -	—	May
Newington - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	,,
Northbourne, St. Augustine's N.	- -	- -	40 0 0	J. T. A. Wyman	1st	S. A. Smith -	5th	,,
Peckham, East - N.	13 0 0	- -	15 0 0	- - -	—	E. Leeds -	1st	June
Penshurst - - N.	15 0 0	- -	15 0 0	A. Winnifrith	1st	- - -	—	,,
Plaxtol - - - N.	15 0 0	- -	22 10 0	G. T. Ismay -	4th	- - -	—	,,
Pluckley - - N.	- -	- -	47 10 0	C. J. Bateman	4th	A. Coppins -	5th	May
Plumstead, Burrage Road. B.	10 0 0	- -	65 10 0	H. Egan -	2nd	E. Nicholls -	3rd	June
				R. G. Ham -	1st	L. E. Kesson -	1st	
Rainham - - N.	15 0 0	- -	15 0 0	T. Honey -	1st	- - -	—	Feb.
Ramsgate, Ch. Ch. N.	25 0 0	- -	44 0 0	G. Hooker -	1st	R. Tamblin -	1st	June
						S. J. Isaac	1st	
Ramsgate, St. George's. N.	25 0 0	- -	72 0 0	J.P.Faunthorpe	5th	E. Cavill -	1st	,,
				R. Harnett -	3rd			
				J. Paramour -	1st			
Ramsgate, St. Laurence's. N.	- -	- -	49 0 0	G. W. Tingley	5th	- - -	—	,,
				E. Ayres -	5th			
Rochester, St. Nicholas'. N.	43 0 0	- -	134 0 0	H. Thorpe -	4th	M. A. Morris -	4th	Feb.
				A. Hall - -	4th	M. A. Brown -	2nd	
				T. Bourne -	3rd	E. A. Siburn -	2nd	
						M. A. Holman	2nd	
Romney, New - N.	15 0 0	- -	17 10 0	H. Daniel -	2nd	- - -	—	May
Rusthall - - N.	30 0 0	25	15 0 0	- - -	—	E. Coppins -	1st	April
Sheerness, Trinity N.	15 0 0	25	- - -	- - -	—	- - -	—	Nov.
Sheldwick Leys - N.	20 0 0	- -	30 0 0	A. Hunt -	1st	F. Clifton -	1st	June
	16 10 0							
Shipbourne - - N.	11 0 0	- -	- - -	- - -	—	- - -	—	,,
Southborough - N.	10 0 0	- -	17 10 0	- - -	—	E. Taylor -	2nd	April

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KENT—*cont.*	£ s. d.	£	£ s. d.					
Stephen's, Saint - N.	15 0 0	- -	20 0 0	A. F. Studdy -	3rd	- - -	—	June
Strood - - - N.	25 0 0	- -	79 10 0	R. J. Clark -	5th	E. M. Langley	4th	Feb.
						M. Rogers -	3rd	
						J. A. Nelson -	1st	
Sutton-at-Hone - N.	31 10 0	- -	- - -	- - -	—	- - -	—	May
Sutton Valence, N. United.	26 10 0	- -	30 0 0	R. Knight -	1st	C. A. Farrance	1st	„
Sydenham - - N.	23 0 0	- -	57 10 0	J. S. Bates -	4th	J. Robinson -	3rd	Sept.
						M. A. M. Anset	1st	
Sydenham - Wes.	10 0 0	- -	20 0 0	- - -	—	L. Harding -	3rd	Feb.
Tenterden - N.	15 0 0	- -	17 10 0	J. Caplin -	2nd	- - -	—	June
Tenterden - - B.	29 0 0	- -	64 10 0	P. Wood -	3rd	C. R. Cock -	1st	Aug.
				J. Greenhill -	2nd			
				E. Fowler -	1st			
Teston - - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Thanet, St. Peter's N.	18 0 0	- -	59 0 0	S. T. Skudder	4th	M. P. Witherden	3rd	May
						S. J. T. Schartan	2nd	
Tunbridge - - Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	Aug.
Tunbridge Wells, Free Chapel.	20 0 0	- -	15 0 0	A. Greathurst	1st	- - -	—	April
Tunbridge, St. Stephen's. N.	15 0 0	- -	59 0 0	F. J. Seale -	3rd	M. S. Edwards	3rd	June
						E. Hope - -	3rd	
Tunbridge Wells, N. Trinity.	12 0 0	- -	31 10 0	- - -	—	E. J. Skinner -	2nd	April
						E. J. Wenham	1st	
Tunbridge Wells, N. Trinity, Middle.	20 0 0	- -	- - -	- - -	—	- - -	—	„
Walmer and Ringwould. N.	25 0 0	- -	54 0 0	G. Terry -	5th	E. Castle -	1st	May
				J. G. Bushell -	1st			
Wateringbury - N.	18 0 0	- -	69 0 0	A. Newman -	3rd	H. W. Reeve -	5th	June
						M. A. Goss -	5th	
Whitstable and Seasalter (Charity).	15 0 0	- -	116 10 0	A. Whorlow -	5th	E. Lott - -	3rd	May
				C. Pettman -	4th	M. A. Bell. -	3rd	
				A. Brown -	2nd	H. Kemp -	2nd	
Willesborough - N.	- -	- -	26 0 0	- - -	—	M. Rowland -	3rd	„
Woodchurch - N.	10 0 0	- -	35 0 0	A. G. Mannering	3rd	E. Hill - -	1st	„
Woolwich - - N.	28 0 0	- -	152 10 0	W. J. Ross -	5th	E. Wares -	3rd	Aug.
				T. Frater -	5th	E. J. Spalding	3rd	
				C. H. Carter -	4th	E. Morris -	2nd	
				H. H. Chorley	2nd			
				J. Steedman -	1st			
Woolwich, St. N. Thomas.	10 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Total - -	1,993 0 0	50	4,993 10 0					
LANCASHIRE.								
Abney (Mossley B. Brow).	15 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Accrington, Ch. Ch. N.	15 0 0	- -	- - -	- - -	—	- - -	—	
Accrington, St. N. James's.	18 0 0	- -	29 0 0	J. Green -	1st	- - -	—	„
				S. Briggs -	1st			
Accrington, St. R.C. Oswald's.	10 0 0	- -	31 10 0	- - -	—	W. Quinlan -	2nd	March
						L. Burscough -	1st	
Accrington - - Wes.	10 0 0	- -	- - -	- - -	—	- - -	—	May
Aigburth - - N.	21 10 0	- -	20 0 0	J. Sewart -	3rd	- - -	—	Nov.
Altcar - - - N.	14 0 0	- -	- - -	- - -	—	- - -	—	June
Ancoats Lyceum - B.	- -	- -	116 10 0	W. Buckley -	4th	- - -	—	April
				J. Richmond -	3rd			
				G. Wensley -	3rd			
				J. Tynan -	2nd			
				W. Harland -	2nd			
				J. Probert -	1st			
				G. Walker -	1st			
Ardwick, St. Thomas' N.	15 0 0	- -	- - -	- - -	—	- - -	—	Jan.

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LANCASHIRE—*cont.*	£ s. d.	£	£ s. d.					
Ashton in Maker - R.C. field.	33 0 0	- -	64 10 0	T. E. Blinston	1st	J. Jameson -	2nd	Jan.
						E. Ince -	2nd	
						A. Roberts -	2nd	
Ashton in Maker- N. field, St. Thomas'.	18 0 0	- -	69 0 0	J. Ingham -	5th	M. Byrom -	5th	Oct.
						E. Hunt -	3rd	
Astley - - - N.	10 0 0	- -	29 0 0	- - -	—	A. Makinson -	1st	April
						E. A. Stones -	1st	
Atherton - - N.	20 0 0	- -	54 10 0	H. Aldred -	3rd	- - -	—	March
				R. Lawson -	3rd			
				E. J. France -	2nd			
Audenshaw - - N.	15 0 0	25	- - -	- - -	—	- - -	—	Feb.
Bacup - - Wes.	27 0 0	- -	75 10 0	J. Mitchell -	3rd	D. Clegg -	4th	March
				E. Jackson -	3rd	A. Barker -	1st	
						R. Markland -	3rd	
Bacup, St. John's - N.	14 0 0	- -	20 0 0	- - -	—			July
Belfield (Messrs. Beneche's). N.	16 10 0	- -	- - -	- - -	—	- - -	—	March
Bickerstaffe - N.	27 10 0	- -	70 10 0	J. Berry -	3rd	A. Reynolds -	4th	April
				R. Stockley -	1st	J. Mallison -	1st	
Birch in Manchester, St. James'. N.	21 10 0	- -	17 10 0	W. Cooper -	2nd	- - -	—	March
Blackburn (Mr. Sparrow's). R.C.	- - -	- -	88 0 0	- - -	—	M. Whiteside -	5th	,,
						M. A. Nightingale.	5th	
						M. Marsland -	1st	
						A. Marsland -	1st	
						M. Parkinson	1st	
Blackburn, St. Anne's. R.C.	- - -	- -	72 0 0	J. Doyle -	5th	- - -	—	,,
				G. Barton -	5th			
				M. Harden -	5th			
Blackburn, St. John's. N.	10 0 0	- -	63 0 0	T. Whewell -	1st	A. Haworth -	2nd	Nov.
				C. West -	1st	E. Walsh -	2nd	
Blackburn, St. Michael's. N.	16 10 0	25	- - -	- - -	—	- - -	—	July
Blackburn, Holy Trinity. N.	15 0 0	- -	73 0 0	T. Pye - -	3rd	A. Lord -	3rd	Nov.
				J. Wilkinson -	3rd	E. J. Harrison	1st	
Blackrod - - N.	15 0 0	- -	54 10 0	- - -	—	L. A. Watmough	5th	March
						S. Leigh - -	2nd	
						M. E. Liptrot	1st	
Bolton - - - B.	- - -	- -	41 10 0	W. E. Thornley	4th	- - -	—	April
				J. Bates - -	3rd			
Bolton, Bridge Street. Wes.	30 0 0	50	127 0 0	J. Kevan -	5th	M. L. Broadbent	5th	Sept.
				J. W. Mathwin	2nd			
				W. Tonge -	2nd	E. Higson -	3rd	
						S. A. Entwisle	1st	
						E. Entwisle -	1st	
Bolton, Ch. Ch. - N.	25 0 0	20	104 0 0	J. Livesey -	4th	M. Crook -	3rd	June
				G. Yates -	2nd	R. Welsby -	3rd	
				J. Birnie -	1st	M. J. Baxter -	1st	
Bolton, Emanuel - N.	14 0 0	- -	175 10 0	T. Bryers -	5th	A. Vickers -	3rd	May
				D. Whittle -	4th	M. Jackson -	3rd	
				J. Yates -	4th	E. Lomax -	3rd	
				F. W. Mellor -	3rd	A. Kershaw -	2nd	
				J. Taylor -	3rd			
Bolton, Fletcher Street. Wes.	27 0 0	- -	85 10 0	E. Barton -	5th	I. Higson -	5th	April
				J. Tayler -	4th	M. A. T. Crompton.	1st	
Bolton, All Saints' N.	25 0 0	- -	158 0 0	S. H. Walsh -	4th	S. Tilling -	4th	June
				E. Howarth -	3rd	C. Tilling -	4th	
				T. Chadband -	1st	A. Wolstenholme.	4th	
				J. Taylor -	1st			
						E. Hughes -	1st	
						L. Lord - -	1st	
Bolton, Little, St. George's. N.	20 0 0	- -	65 0 0	G. A. Mort -	3rd	- - -	—	,,
				J. Brindle -	2nd			
				A. Cross -	2nd			
				W. Stead -	1st			

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LANCASHIRE—*cont.*								
Bolton, St. Peter's R.C. and St. Paul's.	15 0 0	- -	104 0 0	T. Tonson -	4th	H. M'Corwille	3rd	Dec.
				J. Harrison -	2nd	E. M'Corwille	2nd	
				J. Greeson -	2nd	S. Burns -	1st	
Bolton, Trinity - N.	26 10 0	- -	188 10 0	T. Ryley -	5th	E. Walsh -	4th	June
				E. Crossley -	4th	M. Lord -	4th	
				J. Morris -	3rd	S. A. Chambers	3rd	
				J. Lumley -	3rd	H. Walsh -	2nd	
						M. A. Sowcroft	2nd	
						M. Smith -	1st	
Bootle - - - N.	36 10 0	- -	88 10 0	R. Lunt -	4th	M. Leech -	2nd	Sept.
				J. Leech -	2nd	M. Gillies -	2nd	
						E. Taylor -	2nd	
Briercliffe - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	July
Brooksbottoms - Wes.	15 0 0	- -	67 0 0	P. Spencer -	2nd	M. Ainsworth	3rd	Sept.
				T. Yates -	2nd			
				J. Nuttal -	1st			
Buersill and Lower N. Place.	15 0 0	- -	15 0 0	R. Greenhalgh	1st	- - -	—	April
Burnley, Lane Head N.	- -	- -	15 0 0	H. Stultard -	1st	- - -	—	June
Burnley - - N.	30 0 0	- -	206 10 0	W. A. Lee -	5th	S. Read -	4th	July
				C. Hargreaves	5th	S. Whitaker -	4th	
				B. Stuttard -	4th			
				J. Cryer -	3rd			
				L. Taylor -	3rd			
				J. Moorhouse -	3rd			
				J. Hargreaves	1st			
				R. Sharpe -	1st			
				W. Robinson -	1st			
Burnley, St. James' N.	15 0 0	- -	113 10 0	E. Parkinson -	5th	M. Veevers -	5th	„
				W. Goddard -	4th	H. Owen	5th	
				C. Pollard -	3rd			
Burnley, St. Mary's R.C.	15 0 0	- -	47 0 0	- - -	—	M. Sutcliffe -	3rd	March
						M. Smith -	1st	
						E. Riley - -	1st	
Burnley, St. Paul's N.	16 10 0	- -	52 0 0	G. Parish -	3rd	- - -	—	July
				B. Windle -	2nd			
				W. L. Scarr -	2nd			
Burnley - - Wes.	37 0 0	25	132 0 0	W. B. Smith	4th	M. Higgin -	5th	Sept.
				T. Hargreaves	3rd	A. Mason -	2nd	
				J. Eaxin -	1st	M. Dickenson	1st	
				R. Titterington	1st			
Bury, Clarke Wes. Street.	25 0 0	- -	144 0 0	J. Wright -	5th	M. A. M'Neal -	4th	Sept.
				J. Ingham -	5th	S. Wilcock -	3rd	
				T. Brown -	4th	J. T. Ankers -	1st	
				J. E. Whitehead	3rd			
Bury, Trinity - N.	41 10 0	- -	116 0 0	W. Barton -	5th	H. Thrift -	4th	April
				R. Entwisle -	3rd	M. A. Kay -	4th	
				A. Townhead -	1st	H. Pixton -	1st	
Castleton Moor - B.	25 0 0	- -	35 0 0	F. W. Evans -	2nd	A. Pilling -	2nd	March
Caton - - - N.	15 0 0	- -	41 10 0	W. Layfield -	5th	- - -	—	May
				A. Holmes -	2nd			
Chatburn - - N.	15 0 0	- -	40 0 0	J. Robinson -	1st	M. Veevers -	5th	June
Cheetham Hill, St. Mark's. N.	32 10 0	- -	62 0 0	T. Collinge -	2nd	M. Houlding -	2nd	Feb.
						I. oulding -	1st	
						S. Scarborough	1st	
Cheetham Hill - Jews Road.	26 10 0	- -	22 10 0	S. Goodheim -	4th	- - -	—	March
Cheetham Hill - Wes.	- -	- -	44 0 0	H. Openshaw	4th	- - -	—	Oct.
				S. Collins -	4th			
Chorley, St. George's. N.	18 0 0	- -	41 10 0	E. Gent -	5th	- - -	—	March
				P. Langton -	2nd			
Chorley, St. Mary's R.C.	25 0 0	- -	42 0 0	- - -	—	E. Lucas -	1st	Dec.
						C. Welsby -	1st	
						M. Lucas -	1st	
Chorlton-on-Medlock (Grosvenor Square) Presb.	28 10 0	- -	119 0 0	J. Dinwiddie -	3rd	S. Ferguson -	5th	Sept.
				W. Ferguson -	2nd	S. M. Ewen -	5th	
				J. A. M'Leod -	1st	R. Latimer -	4th	

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LANCASHIRE—*cont.*								
Colne - - - N.	15 0 0	- -	96 0 0	A. Baldwin -	4th	- - -	—	July
				J. Harker -	3rd			
				M. Veevers -	2nd			
				D. Higson -	1st			
				T. Kellet -	1st			
				T. Kennedy -	1st			
Colne, Waterside N.	15 0 0	- -	29 0 0	J. Blackburn	1st	- - -	—	„
				J. Fishwich -	1st			
Colton-in-Milnthorpe. N.	20 0 0	- -	17 10 0	J. Wood -	2nd	- - -	—	June
Coppull - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Cowhill - - Wes.	15 0 0	- -	15 0 0	W. Brierley -	1st	- - -	—	Sept.
Crompton, High - N.	15 0 0	- -	15 0 0	J. Platt - -	1st	- - -	—	April
Crumpsall, Lower N.	25 0 0	- -	- - -	- - -	—	- - -	—	„
Davyhulme - Wes.	16 10 0	- -	29 0 0	H. J. Gilbody -	1st	- - -	—	Nov.
				W. Blears -	1st			
Deane - - - N.	18 0 0	25	15 0 0	J. Partington -	1st	- - -	—	June
Denton, Ch. Ch. - N.	15 0 0	- -	59 10 0	E. Harwood -	5th	- - -	—	Feb.
				J. Whitehead -	4th			
				M. Birch -	1st			
Didsbury - - N.	31 10 0	- -	73 0 0	J. Bradshaw -	5th	A. R. Wood -	2nd	March
				S. Renshaw -	2nd	A. White -	1st	
Droylesden - - B.	25 0 0	25	132 10 0	C. Leigh - -	4th	M. Bates -	5th	Oct.
				J. Kershaw -	3rd	E. Swindells -	1st	
				W. Baguley -	1st	A. Grayson -	1st	
				S. Haughton -	1st			
				E. Simister -	1st			
Eagley Mills - - B.	15 0 0	- -	70 0 0	J. Rostron -	5th	- - -	—	April
				E. Rushton -	3rd			
				R. Mellody -	1st			
				R. Brodie -	1st			
Farlestown, District, Infant. N.	- -	- -	29 0 0	- - -	—	E. Williams -	1st	Oct.
						M. E. Owen -	1st	
Eccles (Broomhouse Lane). N.	18 0 0	25	- - -	- - -	—	- - -	—	Feb.
Egerton - - B.	- -	- -	34 0 0	J. Mason -	2nd	- - -	—	Sept.
				J. G. Ainsworth	2nd			
Everton, Ch. Ch. - N.	25 0 0	- -	166 0 0	T. Lane - -	3rd	A. Nelson -	4th	Oct.
				E. Crook - -	2nd	E. Bennett -	3rd	
						M. Willis -	3rd	
						F. Turton -	4th	
						M. Morris -	4th	
						H. Balmer -	1st	
						E. Shore -	1st	
Everton, St. Chrysostom's. N.	35 0 0	- -	181 0 0	T. C. Howarth	5th	E. C. Kissack -	5th	„
				R. Twendell -	2nd	E. Carter -	4th	
				T. Newby -	1st	E. A. Marks -	4th	
						E. Smalley -	3rd	
						M. Christian -	2nd	
						T. A. Middleton	1st	
						S. Crierie -	1st	
Everton and Kirkdale. N.	23 0 0	- -	140 0 0	- - -	—	C. Hale - -	5th	„
						A. Hivey -	3rd	
						A. L. Brooker -	1st	
						L. Toulmin -	1st	
						A. Williams -	4th	
						H. B. Burrell -	3rd	
						E. Redman -	2nd	
						M. M'Millan -	1st	
Everton, St. Peter's N.	18 0 0	- -	82 0 0	T. Barber -	4th	L. Cole - -	4th	Sept.
						M. Parker -	4th	
						A. E. Walker -	2nd	
Failsworth - - N.	15 0 0	25	57 10 0	B. Rydings -	2nd	- - -	—	March
				J. Schofield -	1st			
				T. Clayton -	1st			
				W. H. Wood -	1s			

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LANCASHIRE—*cont.*	£ s. d.	£	£ s. d.					
Fairfield, Moravian	15 0 0	- -	31 10 0	R. Pickles	2nd	- - -	—	March
				W. Holt	1st			
Farnworth, St. John's (near Bolton). N.	21 10 0	- -	57 0 0	S. Woolstencroft.	4th	- - -	—	June
				C. Timperley	4th			
				G. Parker	1st			
Farnworth (near Bolton). Wes.	16 10 0	- -	49 0 0	J. Sharples	2nd	A. Nuthall	2nd	April
				G. T. Duffy	1st			
Farnworth (near Warrington). N.	28 0 0	- -	35 0 0	J. Clarke	3rd	J. Parr	1st	Oct.
Fernyhalgh, St. Mary's. R.C.	- -	- -	20 0 0	- - -	—	E. Corbishley	3rd	April
Fleetwood, Testimonial. N.	15 0 0	- -	47 10 0	J. Bonny	5th	L. Cowell	4th	May
Flowery Field	15 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Garstang R.C.	15 0 0	- -	35 0 0	W. Noblet	2nd	M. Turner	2nd	March
Gillmoss, St. Swithin's. R.C.	15 0 0	- -	15 0 0	P. Swift	1st	- - -	—	Jan.
Glenn, Great N.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Golborne N.	16 10 0	- -	35 0 0	W. Gunner	2nd	M. Byrom	2nd	June
Habergham, All Saints'. N.	42 0 0	25	153 0 0	R. Gabbott	5th	M. Hitchin	5th	Aug.
				E. Harwood	4th	C. Birtwell	1st	
				R. Yates	2nd	A. Blackburn	3rd	
						S. A. Whitehead.	3rd	
						E. A. Sutcliffe	1st	
Habergham Eaves N.	21 10 0	- -	116 0 0	T. Thornton	5th	- - -	—	July
				S. Wilde	th			
				J. Pickup	4th			
				W. Dearden	3rd			
				W. Height	2nd			
				R. M. Lupton	2nd			
Haigh N.	15 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Halewood N.	15 0 0	- -	- - -	- - -	—	- - -	—	,,
Halliwell, Dean Mills. B.	21 10 0	- -	76 0 0	M. Maysh	2nd	A. Smith	1st	April
				J. Lomax	2nd	E. Seddon	1st	
						J. Adamson	1st	
Halliwell, St. Paul's N.	- -	- -	15 0 0	J. Greenhalgh	1st	- - -	—	June
Halsall N.	29 10 0	- -	40 0 0	C. Blundell	3rd	J. Blundell	3rd	April
Halton N.	- -	- -	17 10 0	G. Richmond	2nd	- - -	—	June
Harpurhey N.	30 0 0	- -	30 0 0	G. Slater	1st	S. E. Clough	1st	March
Harwood, Ch. Ch. N.	10 0 0	- -	17 10 0	- - -	—	M. A. Wearden.	2nd	July
Harwood, Great N.	33 0 0	- -	29 0 0	E. Marsden	1st	- - -	—	Nov.
				E. B. Loynd	1st			
Hawkshead N.	16 10 0	- -	22 10 0	J. B. Twist	4th	- - -	—	June
Healey N.	18 0 0	- -	17 10 0	R. Clegg	2nd	- - -	—	April
Helen's, Saint Wes.	25 0 0	- -	57 0 0	J. Billinge	1st	J. Vass	1st	May
						E. Burrows	1st	
						C. F. Clay	1st	
Helen's, Saint, Lowe House. R.C.	31 10 0	- -	140 0 0	C. Rourke	4th	A. Taaffe	3rd	Jan.
				J. Bonney	3rd	M. A. Smith	3rd	
				J. Callagher	2nd	M. Matthews	3rd	
						R. A. Devlin	1st	
						M. A. Kean	1st	
Helen's, Saint, Morefiat. N.	37 0 0	- -	105 0 0	J. Lydiatt	5th	E. J. Marsh	2nd	Feb.
				M. Murrey	2nd	E. M. Marsh	1st	
				S. Hasleden	2nd			
				W. Lamb	2nd			
Heywood, Mechanics' Institution. B.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Heywood, New Jerusalem Church, Factory School.	25 0 0	25	29 0 0	E. Munday	1st	- - -	—	March
				A. Taylor	1st			
Heywood, Queen Street. Wes.	10 0 0	20	20 0 0	- - -	—	M. A. Mills	3rd	,,

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LANCASHIRE—*cont.*	£ s. d.	£	£ s. d.					
Heywood, St. James'. - N.	30 0 0	- -	130 0 0	J. Dearden -	4th	M. Livsey -	1st	March
				W. Booth -	3rd	A. L. Fowles -	1st	
				J. Smith -	3rd			
				H. Hallgate -	2nd			
				T. Fairbrother	1st			
				J. Riley - -	1st			
Heywood, St. Luke's. - N.	30 10 0	50	137 10 0	T. Wolstenholme.	3rd	E. Richardson	2nd	„
						E. Wolstenholme.	2nd	
				A. Buckley -	3rd			
				J. Ainsworth -	3rd			
				R. Wild - -	3rd			
				W. Greenhalgh	2nd			
				N. Howard -	1st			
Hindley - - N.	26 10 0	- -	15 0 0	J. Chadwick -	1st	- - -	—	Jan.
Hippings - Wes.	25 0 0	- -	29 0 0	W. Haworth -	1st	- - -	—	April
				J. R. Ratcliffe	1st			
Hoddlesden - - N.	15 0 0	- -	17 10 0	J. Walsh -	2nd	- -	—	Nov.
Holland Moor - N.	15 0 0	- -	25 0 0	J. Basnett -	5th	- - -	—	Dec.
Holland, Up - N.	11 0 0	- -	20 0 0	- - -	—	E. Atherton -	3rd	„
Holly Mount - B.	25 0 0	- -	44 0 0	A. Hoyle -	1st	M. Siddall -	1st	Feb.
				M. Hollows -	1st			
Hulme, Free School N.	16 10 0	25	29 0 0	T. Griffiths -	1st	- - -	—	„
				R. Evans -	1st			
Hulme, St. George's N.	10 0 0	- -	41 10 0	- - -	—	M. A. Ash -	4th	„
						L. C. M. Lucas	3rd	
Hulme, St. John the Baptist. N.	33 0 0	- -	- - -	- - -	—	- - -	—	„
Hulme, St. Mark's N.	27 0 0	- -	94 0 0	S. Clegg - -	2nd	H. L. Lucas -	2nd	April
				C. Barlow -	2nd	P. Holmes -	2nd	
						M. A. Fox -	1st	
						M. Goodhand -	1st	
Hulme, Trinity - N.	20 0 0	- -	97 10 0	J. Robinson -	4th	M. E. Clarke -	3rd	Feb.
				G. Grainger -	4th			
				G. Taggart -	3rd			
				J. Tallantire -	2nd			
				H. Alsop -	2nd			
				(*Honorary*).				
Hurst - - - B.	18 0 0	- -	105 0 0	S. Leigh - -	5th	S. Brooksbank	2nd	Sept.
				H. Ball - -	5th			
				J. Duxbury -	5th			
				G. Thornley -	2nd			
Hurst Green - R.C.	15 0 0	- -	31 10 0	O. Cockshott -	2nd	- - -	—	March
				A. Hornby -	1st			
Ince - - - N.	- -	- -	51 10 0	R. Knowles -	3rd	C. Smith -	2nd	Dec.
				E. Lees - -	1st			
Ince Blundell R.C.	- -	- -	15 0 0	- - -	—	E. Hayes -	1st	Feb.
Irlams o'the Height B. (Heywood's school).	25 0 0	- -	36 10 0	J. Lindley -	4th	- - -	—	Oct.
				W. Wilson -	1st			
Irwell - - - N.	22 0 0	- -	66 10 0	- - -	—	R. A. Haworth	5th	March
						E. Ormerod -	4th	
						E. Sharrock -	3rd	
Kersall, St. Paul's - N.	20 0 0	- -	34 0 0	J. Davies -	2nd	- - -	—	„
				J. Jefferson -	2nd			
Kirkby - - - N.	13 0 0	- -	41 10 0	- - -	—	E. Sephton -	4th	Aug.
						E. Boyes -	3rd	
Kirkdale, Industrial. P.U.	- -	- -	83 0 0	T. Kerswell -	1st	A. O'Hare -	5th	Nov.
				E. O'Connor -	1st	C. Fullard -	1st	
				J. O'Hara -	1st	A. Burns -	1st	
				R. Calvelly -	1st			
				A. Buchannan	1st			
				R. Barry - -	1st			
Kirkham - - N.	15 0 0	- -	57 0 0	J. Fairclough -	4th	- - -	—	April
				A. Holt - -	3rd			
				J. Comall -	2nd			
Knotty Ash, St. John's. N.	15 0 0	- -	17 10 0	T. C. Wright -	2nd	- - -	—	Sept.
Knowsley - - N.	15 0 0	- -	22 10 0	T. Ashley -	4th	- - -	—	June

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LANCASHIRE—*cont.*	£ s. d.	£	£ s. d.					
Lancaster - - N.	20 0 0	25	160 0 0	W. Bayliff -	5th	- - -	—	May
				W. Butler -	5th			
				T. Nicholson -	4th			
				W. Downie -	3rd			
				J. Ashton -	3rd			
				R. Satterthwaite	2nd			
				R. Gregson -	1st			
				E. Johnson -	1st			
				R. Bowker -	1st			
Lancaster (Girls and Infants). N.	- -	- -	60 0 0	- - -	—	M. Willock -	2nd	"
						G. Williamson	2nd	
						R. Todd - -	1st	
						E. Winston -	1st	
Lancaster - - B.	15 0 0	- -	77 10 0	J. Andrew -	5th	- - -	—	"
				E. S. Forster -	4th			
				R. Simpson -	2nd			
				G. A. Hall -	2nd			
Lancaster - R.C.	32 0 0	- -	62 0 0	J. Green -	4th	M. Gardner -	5th	March
						E. Gardner -	3rd	
						S. Gardner -	3rd	
Lancaster, St. - N.	- -	- -	31 10 0	- - -	—	H. Makinson -	2nd	May
						A. Hall - -	1st	
Lathom, St. James' N.	10 0 0	- -	- - -			- - -	—	"
Lees, Zion, Methodist New Connexion, Day School.	15 0 0	- -	152 0 0	W. Deakin -	4th	A. Nicholson -	2nd	March
				J. Shaw -	4th			
				E. Shaw -	3rd			
				S. Robinson -	3rd			
				J. Johnson -	2nd			
				D. A. Bradbury	1st			
				T. Proctor -	1st			
				J. Hibbert -	1st			
Levenshulme - N.	- -	- -	15 0 0	- - -	—	A. W. Armstrong	1st	Jan.
Leyland (Infants) N.	10 0 0	- -	41 10 0	- - -	—	E. Clarkson -	4th	March
						H. S. Smith -	3rd	
Litherland - R.C.	27 0 0	- -	35 0 0	J. Cooper -	2nd	B. Duffey -	2nd	Jan.
Liverpool, All - N.	31 10 0	- -	86 0 0	R. W. Peet -	2nd	M. M. Hill -	4th	Sept.
Saints'.				J. Spencer -	1st	E. Nelson -	2nd	
						E. A. Cooper -	2nd	
Liverpool, Bond - N. Street, North.	30 10 0	40	255 10 0	W. Patterson -	4th	E. M'Minn -	4th	"
				J. Police -	4th	M. Higginson -	4th	
				E. Jackson -	3rd	M. Jones -	3rd	
				I. Chappell -	3rd	M. A. Lee -	3rd	
				J. Holroyd -	2nd	M. Routledge	3rd	
				H. Seibuhr -	2nd	A. Kynaston -	3rd	
						E. Roberts -	2nd	
						J. Miller -	1st	
Liverpool (Bruns- Wes. wick).	- -	- -	29 0 0	- - -	—	L. Hebblewhite	1st	Nov.
						M. I. Heaps -	1st	
Liverpool, Ch. Ch. - N.	35 0 0	- -	337 10 0	T. H. Ellam -	5th	M. J. Read -	4th	Oct.
				J. Kewley -	5th	E. Crowther -	4th	
				W. D. Jones -	4th	R. Read - -	3rd	
				R. Shaw - -	4th	M. Holmes -	3rd	
				R. Williams -	4th	J. Craik - -	1st	
				C. Goldsworthy	3rd	A. Craik -	5th	
						J. Clague -	5th	
						S. Wilkinson -	4th	
						S. Hughson -	4th	
						E. Pritchard -	1st	
						I. Hampson -	1st	
Liverpool, Cornwallis Street, South. N.	25 0 0	25	154 0 0	C. M. Daringer	3rd	I. Taylor	4th	Sept.
						M. Lyons -	4th	
						M. Lloyd -	3rd	
						S. Manifold -	1st	
						F. Lancaster -	4th	
						A. Chesterton -	4th	
						M. Green -	3rd	

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LANCASHIRE—*cont.*	£ s. d.	£	£ s. d.					
Liverpool, Cranmer. Wes.	18 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Liverpool, Hackin's Hey, Free.	- -	- -	17 10 0	J. B. Jones -	2nd	- - -	—	„
Liverpool, Harrington. B.	33 10 0	- -	229 10 0	R. S. M'Gee -	4th	E. Greenfield -	5th	„
				J. Jones - -	4th	I. Bell - -	5th	
				C. Taaffe -	4th	J. Robinson -	5th	
				J. Jones - -	3rd	J. Holmes -	3rd	
				E. Johnston -	1st	C. Heppard -	3rd	
				E. Lawson -	1st	T. Williams -	1st	
Liverpool, Hibernian. B.	36 0 0	- -	150 0 0	J. Owens -	5th	B. Bennett -	5th	
				T. Lindsay -	2nd	E. Farquhar -	4th	
				J. Smith -	1st	M. Grieve -	3rd	
						M. Coleman -	2nd	
						E. Taylor -	2nd	
Liverpool, Holy Cross. R.C.	28 0 0	- -	181 10 0	M. Mullarkey -	3rd	M. Curran -	3rd	Feb.
				E. M'Dermott -	2nd	C. Hickey -	3rd	
				R. Gillhooley -	1st	S. Fitzsimon -	3rd	
				B. Scanlon -	1st	M. Foley -	3rd	
						M. A. Murphy -	3rd	
						A. M. Slattery -	1st	
						B. Scanlon -	1st	
Liverpool, Hope Street. B.	21 10 0	- -	119 0 0	J. Jones -	5th	M. A. Healy -	4th	Dec.
				E. Walburn -	3rd	M. A. Looney -	4th	
				T. Clegg - -	2nd	C. Noble -	2nd	
Liverpool, Jordan Street. Wes.	28 0 0	- -	116 0 0	J. Carmichael-	4th	W. Jones -	1st	Nov.
				J. Lawson -	4th	B. Loftus -	5th	
				A. Chicken -	3rd	A. H. Young -	1st	
Liverpool, Moorfields Old Church, Charity.	31 10 0	- -	66 10 0	J. R. Oates -	5th	E. J. Whitby -	5th	Sept.
						E. Kay - -	2nd	
Liverpool, Mount Pleasant. B.	15 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Liverpool, Naylor Street, St. Bartholomew's. N.	26 0 0	- -	132 10 0	T. Connorton -	3rd	M. Wilson -	4th	Oct.
				W. Lloyd -	3rd	G. E. Cave -	3rd	
				S. Brown -	1st	M. E. Robinson.	1st	
				E. Jones -	1st			
						M. Joyce -	1st	
Liverpool, St. Andrew's. N.	25 0 0	- -	88 10 0	J. Williams -	4th	M. E. Gibson -	4th	Sept.
				J. Rathbone -	2nd	M. Morgan -	1st	
						S. Edwards -	1st	
Liverpool, St. Anne's. R.C.	- -	- -	140 0 0	J. J. G. Harrison	3rd	M. M. Lyons -	4th	Jan.
				W. J. Holden -	3rd	M. J. Lynch -	3rd	
				E. Cavanagh -	2nd	E. Farrell -	2nd	
						E. Doran -	2nd	
						S. A. Jones -	1st	
Liverpool, St. Anthony's. R.C.	- -	- -	254 10 0	J. A. Fitzsimons	5th	M. Delaney -	5th	„
				J. Murphy -	5th	C. McLoughlin.	5th	
				P. White -	5th			
				T. Kelly -	3rd	E. O'Connor -	5th	
				P. Quinn -	2nd	E. Carter -	4th	
				C. Quinn -	2nd	C. Field -	4th	
						M. Murphy -	4th	
Liverpool, St. Augustine's. N.	26 0 0	50	198 10 0	W. Stubbs -	4th	E. Birch -	5th	Oct.
				J. Phillips -	3rd	A. Laing -	5th	
				A. J. Rawlinson	1st	S. E. McNay -	5th	
						E. Wright -	4th	
						M. Birch -	4th	
						I. A. Wall -	2nd	
						S. Worrall -	2nd	
Liverpool, St. Barnabas'. N.	46 10 0	- -	127 10 0	T. J. Alsop -	3rd	S. Apperson -	3rd	„
				F. Frier -	2nd	E. Hassalwood	2nd	
						J. Moore -	2nd	
						(*Honorary.*)		
						L. Veacock -	3rd	
						A. Williams -	3rd	
						M. Feeling -	2nd	

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LANCASHIRE—*cont.*	£ s. d.	£	£ s. d.					
Liverpool, St. Bride's N.	28 0 0	- -	246 0 0	W. Williams -	2nd	A. Pugh -	5th	Sept.
				R. Unwin -	2nd	H. Williams -	5th	
				J. Martin -	1st	M. A. Unwin -	3rd	
				W. R. Sephton	1st	A. Roberts -	3rd	
				R. Thompson	1st	L. Mercer -	2nd	
						R. Vasey -	2nd	
						M. L. Kynaston	2nd	
						E. Hodgson -	2nd	
						R. Sharpe -	1st	
						M. Pitch -	1st	
Liverpool, St. Catherine's. N.	20 0 0	- -	- -	- - -	—	- - -	—	„
Liverpool, St. Francis Xavier's. R.C.	25 0 0	25	164 0 0	W. O'Donnell	3rd	E. Gaunt -	2nd	Jan.
				T. Parrell -	2nd	E. Chisnall -	2nd	
				J. O'Hauldu -	1st	M. Dowling -	2nd	
				J. Cooney -	1st	C. Stafford -	1st	
				W. Laurenson	1st	A. Jenkins -	1st	
						M. A. McClusky	1st	
Liverpool, St. Helen's. R.C.	- -	- -	123 10 0	- - -	—	E. Flynn -	4th	Oct.
						M. Burns -	4th	
						M. Redmond -	4th	
						M. Costello -	4th	
						S. Eiffe -	4th	
						M. Gray -	3rd	
Liverpool, St. John's. N.	25 0 0	45	62 10 0	- - -	—	S. Lewis -	2nd	Nov.
						A. Roberts -	2nd	
						E. Mudge -	2nd	
						M. E. Danby -	1st	
Liverpool, St. Jude's N.	30 0 0	- -	175 0 0	W. Freeston -	5th	S. Lunt -	5th	Oct.
				J. Ascroft -	4th	M. Smith -	5th	
				R. Perraton -	4th	L. Bushell -	5th	
				C. Freeston -	1st	I. Craig -	5th	
						M. Dryland - (*Honorary*).	1st	
Liverpool, St. Luke's N.	14 0 0	- -	93 0 0	R. Davies -	3rd	C. Hudson -	4th	Sept.
				W. Brownlow	3rd	M. A. Boaler -	2nd	
						E. Hudson -	1st	
Liverpool, St. Mark's N.	46 10 0	- -	181 10 0	J. T. Porter -	5th	J. Kenyon -	4th	Oct.
				H. Coward -	4th	A. Madeley -	3rd	
				F. Greening -	1st	A. Henshaw -	2nd	
						A. J. Derbyshire.	2nd	
						H. Miller -	2nd	
						R. Watkins -	2nd	
						J. Copeland -	2nd	
Liverpool, St. Martin's. N.	30 0 0	- -	34 0 0	J. A. Harms -	2nd			„
				J. Unsworth -	2nd			
Liverpool, St. Mary's. R.C.	10 0 0	- -	279 10 0	D. Mylan -	4th	C. Scanlon -	3rd	Feb.
				F. Cox - -	4th	J. Warner -	3rd	
				W. M'Crave -	4th	A. Maher -	2nd	
				J. Augustine -	4th	E. Daley -	2nd	
				H. Kelly -	2nd	B. Kelly -	2nd	
				J. Thompson	1st	E. Kelly -	2nd	
						C. Leadbetter	1st	
						K. McCluskey	1st	
						C. Keeler -	1st	
						M. Smith -	1st	
						M. A. Smith -	1st	
Liverpool, Edge-Hill, St. Mary's. N.	39 0 0	25	158 10 0	J. G. Kitts -	3rd	S. A. Rummens	4th	Oct.
				J. Davies -	2nd	J. Young -	3rd	
						C. Smeatham -	1st	
						M. J. Bulman	1st	
						E. Thomas -	5th	
						H. Williams -	2nd	
						A. Kitts -	1st	

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LANCASHIRE—*cont.*	£ s. d.	£	£ s. d.						
Liverpool, St. Nicholas'. - R.C.	10 0 0	- -	284 0 0		- - -	—	M. J. Walsh -	5th	Jan.
							B. M'Dermott	5th	
							E. Hagan -	4th	
							A. Atkinson -	3rd	
							M. C. Casey -	3rd	
							C. O'Brien -	3rd	
							M. Doran -	2nd	
							M. A. Devereux	2nd	
							T. Walsh -	2nd	
							A. Donnelly -	2nd	
							E. Rickarby -	2nd	
							S. A. Brady -	2nd	
							M. Curran -	2nd	
							A. Dobson -	1st	
							E. Otty - -	1st	
							C. Sedgeley -	1st	
							S. Cavanagh -	1st	
Liverpool, St. Oswald's. - R.C.	25 0 0	- -	89 0 0		W. Middleton	1st	M. McNally -	3rd	,,
					P. Calland -	1st	J. Middleton -	1st	
							C. Doherty -	1st	
							M. A. Kelly -	1st	
Liverpool, St. Paul's, Prince's Park. - N.	28 0 0	- -	151 0 0		W. Matthews -	3rd	A. Tyson -	4th	Oct.
					J. H. Brough -	1st	J. Richardson	2nd	
					J. F. Dodd -	1st	M. A. Medhurst	1st	
					J. Davies -	1st	A. I. Morrison	1st	
							S. J. Tate -	1st	
							E. M. Dodd -	1st	
Liverpool, St. Peter's. - R.C.	10 0 0	- -	160 10 0		- - -	—	M. Gill -	4th	Jan.
							M. Taylor -	3rd	
							M. F. Goodwin	3rd	
							B. M'Mahon -	3rd	
							C. Foley -	2nd	
							M. A. McArdle	2nd	
							A Shields -	1st	
							E. Martin -	1st	
							M. Foley -	1st	
							M. M'Wade -	1st	
Liverpool, St. Saviour's. - N.	11 0 0	- -	47 0 0		- - -	—	M. E. Griffiths	2nd	Nov.
							F. E. Gardiner	2nd	
							A. Stone -	1st	
Liverpool, St. Thomas'. - N.	- -	- -	15 0 0		R. Gibson -	1st	- - -	—	Aug.
Liverpool (Mount Vernon Street), St. Thomas'. - R.C.	- -	- -	105 10 0		- - -	—	M. White -	5th	Jan.
							M. Cloke -	5th	
							M. Murphy -	4th	
							M. Gaunt -	3rd	
							M. Walker -	3rd	
Liverpool, St. Thomas' and St. William's, (Blackstock Street). - R.C.	43 0 0	25	81 0 0		J. Murphy -	3rd	M. Power -	1st	,,
					C. Nultry -	3rd	E. M'Garigle -	1st	
					D. Gorman -	1st			
Liverpool, Windsor, St. Clement's. - N.	31 0 0	- -	160 10 0		T. Quine -	4th	E. Brickell -	4th	Oct.
					A. Jones -	1st	M. Howden -	4th	
					H. Strange -	1st	E. A. Riley -	3rd	
							E. Smith -	3rd	
							M. J. Riley -	2nd	
							M. Gutridge -	2nd	
Longsight, St. John's. - N.	32 0 0	- -	32 10 0		E. Garside -	2nd	M. A. Meikle -	1st	April
Lytham, St. John's - N.	25 0 0	- -	- - -		- - -	—	- - -	—	Jan.
Manchester, All Souls'. - N.	15 0 0	- -	- - -		- - -	—	- - -	—	,,
Manchester, Argyle Street. - B.	16 10 0	- -	101 10 0		J. Thompson -	4th	E. Gore -	1st	Sept.
					J. Magee -	3rd	E. Johnson -	1st	
					R. Clough -	2nd			
					T. Southern -	2nd			

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LANCASHIRE—*cont.*								
Manchester (Bradford Road) St. Philip's. N.	25 0 0	- -	86 0 0	J. Smith S. Lees	4th 1st	A. Whittaker E. Smethurst M. J. Nield	2nd 2nd 2nd	Jan.
Manchester, Cathedral. N.	36 10 0	- -	85 10 0	J. Shields J. Shields	5th 2nd	E. Gaunt E. Shepherd	5th 3rd	Feb.
Manchester, Cathedral, Charity.	10 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Manchester, Jerusalem Chapel.	10 0 0	- -	194 0 0	E. Rogers J. Lees J. O. Morris D. Robinson J. Kellett J. Green J. Walker	5th 3rd 3rd 2nd 1st 1st 1st	B. Taylor E.T.Smethurst M. Moss M. P. Irving	5th 4th 3rd 1st	Oct.
Manchester, Lower Moseley Street. B.	39 10 0	- -	212 0 0	T. Dunkerley J. Thompson J. Martin W. Freeston D. Kelly J. Reynolds	5th 5th 5th 4th 2nd 1st	A. Brindley A. V. Vickers E. Passman F. I. Billingsley. M. Allen	3rd 3rd 2nd 3rd 2nd	„
Manchester, Marshall Street. B.	33 0 0	50	281 10 0	J. Bertenshaw J. Mitton T. Bradbury C. Imeloch J. Newton J. Humphreys T. Garside W. Emsall J. L. White	5th 2nd 2nd 2nd 2nd 1st 1st 1st 1st	S. J. Webster A. Hill H. Barningham. H. M. M'Connell. M. A Bermingham. H. Hodgson E. Garside	5th 5th 5th 4th 4th 2nd 1st	Sept.
Manchester, Ancoats (Mill Street), Chalmers' Presbyterian.	40 0 0	- -	109 10 0	E. Fitzgerald W. Scott	3rd 3rd	M. Ross S. Walker H. Brickhill A. Longdin	3rd 3rd 2nd 1st	Nov.
Manchester, Red Bank, St. Thomas'. N.	40 10 0	- -	100 10 0	S. Moore R. Emsley	4th 2nd	M. Jackson S. N. Cooper M. Denison	4th 3rd 3rd	Feb.
Manchester, Wes. Rusholme Road.	37 10 0	- -	140 10 0	T. H. Hunt J. Ostler T. Booth	4th 4th 1st	E. Herod M. Rhodes L. Webster H. T. Sibley E. Bermingham.	3rd 2nd 2nd 2nd 1st	Oct.
Manchester, St. Alphonsus'. R.C.	10 0 0	- -	- - -	- - -	—	- - -	—	Dec.
Manchester, St. Andrew's. N.	28 0 0	- -	104 0 0	H. F. Jackson T. Hunter	4th 3rd	J. M'Lillan E. Madders P. E. Leeson E. Stow	4th 1st 1st 1st	Feb.
Manchester, St. Anne's, N.	10 0 0	- -	47 0 0	- - -	—	E. Edgar R. Lilley E. Hulme	2nd 2nd 1st	Jan.
Manchester, St. Barnabas'. N.	25 0 0	- -	150 0 0	L. England D. Hutton J. Barnes W. Clarke	5th 4th 3rd 1st	M Follows M. Pollock M. Fearns M. M. Tottie	5th 4th 1st 1st	Feb.
Manchester, St. Chad's. R.C.	23 0 0	- -	62 10 0	P. Farrell J. Goggin J. Lynch J. Lavin	4th 1st 1st 1st	- - -	—	Dec.
Manchester, St. James'. N.	30 0 0	- -	87 0 0	E. Barrow	5th	E. Mathison E. Davies S. A. Nickson	5th 3rd 3rd	Feb.

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LANCASHIRE—*cont.*	£	s.	d.	£	£.	s. d.					
Manchester, St. John's. - N.	39	0	0	-	151	0 0	W. Semmonds G. Richards - R. Davies -	2nd 2nd 2nd	E. Pimlott - S. J. Stokes - E. Pavey - S. Jackson - S. A. Pimlott - F. Brougham -	2nd 1st 5th 3rd 1st 1st	Feb.
Manchester, St. Jude's. - N.	26	0	0	-	96	0 0	R. Thomas - H. F. Schofield	4th 4th	M. E. Harper M. A. Cowburn H. A. Tomkin	4th 2nd 1st	"
Manchester, St. Mary's. - R.C.	28	0	0	-	44	0 0	G. Tierney -	1st	A. Murray - M. Griffin -	1st 1st	Nov.
Manchester, St. Matthews'. - N.	35	0	0	-	30	0 0	C. H. Clubb -	1st	E. Wood -	1st	Feb.
Manchester, St. Michael's, - N.	15	0	0	-	15	0 0	W. Turner -	1st	- - -	—	March
Manchester, St. Patrick's. R.C.	-		-	-	167	10 0	- - -	—	E. Conolly - E. Moore - C. Cowley - M. Goggin - L. Watts - S. A. Bennett M. M'Garth - C. Bennett - E. Ainsworth	5th 5th 5th 4th 3rd 3rd 1st 1st 1st	Nov.
Manchester (Paddington), St. Paul's. N.	28	0	0	-	80	0 0	W. Bentley -	1st	S. A. Withers-	1st	Jan.
Manchester, St. Saviour's. - N.	13	0	0	-	155	10 0	J. Willoughby F. Coventry -	4th 2nd	A. E. Wainwright. I. L. Murray - M. Edeson - E. Stopford - M. Parkinson E. Fox -	4th 3rd 3rd 3rd 3rd 3rd	Feb.
Manchester, St. Wilfred's. - R.C.	10	0	0	-	77	10 0	- - -	—	M. Moore - A. Daniels - E. Bradshaw - M. Sullivan	4th 4th 4th 1st	Dec.
Marsden, Great - N.	18	0	0	-	61	10 0	H. Stuttard - O. Sagar -	5th 1st	E. Heap -	4th	July
Mayfield - - B.	25	0	0	-	134	0 0	B. J. Williamson. I. Jones - J. Prescott -	5th 5th 3rd	M. Shaw - S. J. Mills - H. Jones -	5th 4th 4th	Oct.
Michael's, Saint, on Wyre. - N.	23	0	0	-	39	0 0	J. Newsham - R. Blight -	5th 1st	- - -	—	May
Middleton - - N.	20	0	0	-	52	0 0	W. Rushton - J. Steeple - J. Kenyon -	4th 2nd 1st	- - -	—	March
Middleton, Barrowfields (Infants).	10	0	0	-	59	10 0	- - -	—	E. Howarth - E. Thornley - E. Robinson -	5th 3rd 2nd	"
Milnrow - - N.	15	0	0	-	34	0 0	J. Cunliffe - S. Schofield -	2nd 2nd	- - -	—	May
Newton Heath, All Saints. N.	-		-	-	54	10 0	E. Walmsley - T. Ashton - T. Partington	3rd 3rd 2nd	- - -	—	April
Oldham, St. Domingo Street. Wes.	10	0	0	-	176	0 0	T. Butterworth T. Wild - J. Noton - J. B. Daniel - W. Greenup - J. Taylor -	5th 4th 4th 3rd 2nd 1st	E. Sudlow I. A. Stansfield S. A. Wildgoose M. Bright -	2nd 2nd 2nd 1st	Sept.
Oldham, St. Peter's N.	-		-	-	57	10 0	J. Lees - J. Lees - H. Bates - J. Platt -	2nd 1st 1st 1st	- - -	—	April

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LANCASHIRE—*cont.*	£ s. d.	£	£ s. d.					
Openshaw - - N.	18 0 0	- -	36 10 0	J. D. Ainsworth	3rd	- - -	—	April
				W. Walker -	2nd			
Ormskirk, United - Charity.	27 0 0	- -	170 0 0	W. V. Yates -	5th	S. Singleton -	5th	May
				J. Pimlett -	5th	J. Cartledge -	5th	
				J. Slater -	5th	E. Watts -	5th	
				H. Finch -	1st	C. Fraser -	1st	
				(*Honorary*)		M. A. Watts -	1st	
Osbaldeston - -R.C.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Oswaldtwistle, N. New Lane.	15 0 0	- -	- - -	- - -	—	- - -	—	July
Padiham - - B.	15 0 0	- -	15 0 0	E. Pollard -	1st	- - -	—	April
Padiham - Wes.	- -	- -	32 10 0	B. Foster -	1st	C. E. Goulding	2nd	May
Parr - - - N.	15 0 0	- -	15 0 0	R. Eden -	1st	- - -	—	Jan.
Patricroft (Mechanics' Institution). B.	18 0 0	- -	86 0 0	H. Hindley -	3rd	C. M. Ellwood	4th	Oct.
				W. Lawton -	2nd	E. M. Ellwood	1st	
						E. Wilson -	1st	
Pendlebury - - N.	30 10 0	- -	80 10 0	D. Taylor -	4th	E. Chapman -	5th	March
				P. Taylor -	2nd	J. Thompson -	2nd	
Pendleton (Charles-town) St. George's. N.	20 0 0	- -	44 0 0	E. Ivens -	1st	E. Hibbert -	1st	Jan.
				T. Holt -	1st	- - -	—	
Pendleton, St. Thomas'. N.	31 0 0	- -	49 0 0	B. Withers -	3rd	E. Lees -	1st	March
						E. Rothwell -	1st	
Pilkington (Park Lane). B.	10 0 0	- -	108 0 0	W. Gregory -	5th	H. Blunt -	3rd	April
				T. Eckersall -	5th			
				S. Norris -	1st			
				E. Grundy -	1st			
				J. Kay -	1st			
Preston, All Saint's N.	25 0 0	- -	31 10 0	J. Goring -	2nd			Dec.
				S. J. Wilson -	1st			
Preston, Central - N.	26 0 0	- -	127 0 0	- - -	—	J. Crane -	3rd	Nov.
						M. Higson -	3rd	
						S. J. Nelson -	3rd	
						A. Sherrington	3rd	
						M. Wilson -	3rd	
						S. Crane -	2nd	
						A. Major -	2nd	
Preston, Ch. Ch. - N.	28 10 0	- -	194 0 0	T. Bromley -	5th	M. A. Crook -	4th	"
				W. Parkinson	5th	J. Higginson -	3rd	
				T. Rigby -	2nd	A. McMullen -	2nd	
				R. Casson -	2nd	J. Singleton -	2nd	
				J. Jackson -	2nd	M. A. Heathcote	1st	
				H. Cumming -	1st			
Preston, Croft - Wes. Street.	15 0 0	- -	60 0 0	T. Gardner -	3rd	- - -		Sept.
				J. D. Bullen -	1st			
				J. Gardner -	1st			
				R. Fallowfield	1st			
Preston, St. Augustine's. R. C.	10 0 0	20	103 10 0	- - -	—	M. E. Hayes -	5th	April
						E. J. Parkinson	3rd	
						E. Whittle -	2nd	
						M. A. Critchley	2nd	
						M. A. Smith -	2nd	
						M. Wilcock -	1st	
Preston, St. Ignatius'. R. C.	- -	- -	249 0 0	- - -	—	M. Myerscough	5th	"
						M. Hunt -	5th	
						E. Jones - -	5th	
						B. Capel -	5th	
						E. Jones -	4th	
						A. Brennan -	4th	
						M. A Canning	4th	
						F. M. D. Kerr	4th	
						M. Cogan -	3rd	
						L. Waterhouse	3rd	
						E. Atkinson -	3rd	
						A. Charneley -	3rd	
Preston, St. James' N.	27 0 0	- -	78 0 0	T. Westworth	4th	A. J. Johnston	3rd	Nov.
				R. Dawson -	2nd	M. J. Stanfield	3rd	
Preston, St. Johns' N.	15 0 0	- -	- - -	- - -	—	- - -	—	"

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LANCASHIRE—*cont.*	£ s. d.	£	£ s. d.					
Preston, St. Mary's N.	13 0 0	- -	119 0 0	- -	—	M. H. Hall -	4th	Dec.
						M. Bradshaw -	4th	
						H. Barton -	3rd	
						F. Bilsbrough	2nd	
						M. Waring -	2nd	
						M. J. Meteyard	1st	
						E. Alston -	1st	
Preston, St. Paul's, N.	43 0 0	-	354 0 0	J. E. Marshall	4th	M. A. Bannister	3rd	„
				T. Hartley -	3rd	M. A. Salts -	3rd	
				J. T. Joel - -	3rd	E. Ward -	3rd	
				J. Teare - -	3rd	F. Seward -	2nd	
				W. Ratcliff -	3rd	M. J. Tinkler -	2nd	
				W. Richardson	2nd	S. Allsebrook -	1st	
				W. Rowe -	2nd	B. Serjeant -	1st	
				J. Westley -	2nd	M. Wigglesworth	5th	
						M. Thomson -	5th	
						C. Heathcote -	3rd	
						A. E. Macbeth	3rd	
						M. Atkinson -	1st	
Preston, St. Peter's, N. (Boys).	23 0 0	- -	75 10 0	J. H. Holden -	2nd	- - -	—	„
				H. Spencer -	2nd			
				W. Redmayne	2nd			
				W. T. Bilsborough	1st			
				G. Wilson -	1st			
Preston, St. Peter's, N. (Girls).	13 0 0	- -	137 0 0	- - -	—	A. Jones -	5th	„
						J. Jowitt -	5th	
						E. Jowitt -	3rd	
						A. Houghton -	2nd	
						E. Danson -	2nd	
						F. Coward -	1st	
						E. Goodier -	1st	
						M. Jones -	1st	
Preston, St. Thomas'. N.	26 10 0	- -	81 0 0	E. Banister -	2nd	E. Pendlebury	2nd	„
				J. Threlfall -	2nd	M. Troughton	1st	
				T. Hall - -	2nd			
Preston, St. Wilfred's (Fox Street). R.C.	10 0 0	- -	114 0 0	W. Ferguson -	5th	A. H. Smith -	2nd	April
				F. M'Namara	5th	E. Kearney -	2nd	
				M. Connell -	3rd	F. Waterhouse	1st	
Preston (The Talbot). R.C.	31 10 0	- -	112 0 0	J. Holden -	3rd	M. Cooper -	2nd	March
				J. M'Namara -	3rd	A. Horn - -	2nd	
						M. Hall - -	1st	
						I. Greenwood	1st	
						M. Balshaw -	1st	
Preston (The Talbot) (Night School). R.C.	- -	25	- - -	- - -	—	- - -	—	„
Preston, Trinity - N.	25 0 0	- -	36 10 0	J. Ireland -	3rd	- - -	—	Dec.
				E. Brierley -	2nd			
Preston (Upper Walker Street). R.C.	21 10 0	25	108 10 0	J. Moores -	5th	- - -	—	April
				T. Callan -	4th			
				M. Redhead -	3rd			
				W. Newsham -	3rd			
				T. Ribchester	1st			
				F. Gafney -	1st			
Prestwich - - N.	36 0 0	- -	40 0 0	A. Coope -	4th	M. Groves -	2nd	„
Quernmore - - N.	16 10 0	- -	41 10 0	E. B. Cragg -	4th			June
				J. Jackson -	3rd			
Radcliffe Close - Wes.	15 0 0	- -	69 0 0	G. Taylor -	5th	M. A. Dearden	4th	April
				J. Yates -	4th			
Radcliffe Institution. B.	15 0 0	- -	75 0 0	W. Hilton -	2nd	M. Wilson -	1st	March
				J. W. Holt -	2nd			
				J. Davenport -	1st			
				F. C. Partington	1st			
Radcliffe Hall - N.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Rainhill Church - N.	16 10 0	- -	22 10 0	J. Bixter -	4th	- - -		Sept.
Rainhill - - R.C.	20 0 0	- -	- - -	- - -	—	- - -	—	Jan.

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LANCASHIRE—*cont.*		£	*s.*	*d.*	£	£	*s.* *d.*					
Ravenhead (British Plate Glass Company's).	B.	35	0	0	- -	120	0 0	H. Grice -	1st	E. Stubbs -	5th	April
								J. Shuffle-botham.	1st	S. Kerans -	5th	
										J. Bartley -	1st	
										C. Molyneux -	1st	
										E. Ashall -	1st	
Rawtenstall - -	N.	15	0	0	- -	75	10 0	M. Brown -	2nd			
								W. Foster -	2nd			"
								J. Noble -	2nd			
								R. Terry -	1st			
								H. Taylor -	1st			
Rhodes - -	N.	20	0	0	- -	-	- -	- - -	—	- - -	—	"
Rochdale - -	N.	18	0	0	- -	173	0 0	J. Turner -	5th	- - -	—	March
								L. Halliwell -	4th			
								D. Whitehead	4th			
								R. Stott - -	3rd			
								J. Shore - -	3rd			
								J. Ellis - -	2nd			
								W. Bradley -	1st			
								S. Clegg - -	1st			
								J. Norris -	1st			
								J. Butterworth	1st			
Rochdale - -	Wes.	26	0	0	- -	56	10 0	J. B. Stephenson.	3rd	S. A. Arthur -	2nd	Feb.
								S. Taylor -	3rd			
Rooden Lane -	B.	18	0	0	- -	64	0 0	D. Allen - -	4th	E. Coope - -	4th	March
								O. Lees - -	3rd			
Rycroft - -	B.	43	0	0	- -	114	0 0	N. B. Bayley -	4th	M. Thompson	3rd	Nov.
								D. Woodhouse	3rd	E. Taylor -	3rd	
								H. Hurst -	3rd			
								J. Mellor -	2nd			
Salford (Broughton Road).	Wes.	20	0	0	- -	62	10 0	J. K. Dearden	3rd	- - -	—	March
								J. Green -	2nd			
								J. Brown -	1st			
								P. Green -	1st			
Salford, Ch. Ch. -	N.	47	0	0	- -	205	0 0	J. Foden -	4th	M. Jones -	4th	Feb.
								W. Whittaker	3rd	A. Harrison -	4th	
								T. Foden -	2nd	S.A.Armstrong	2nd	
								S. Williamson	2nd	H. Douglas -	2nd	
										K.M.Robinson	2nd	
										R. Smith -	1st	
										E. Crompton -	1st	
										H. Robinson -	1st	
Salford, Great George Street (Model).	N.	43	0	0	45	145	10 0	J. S. Chapman	5th	M. Barlow -	4th	Jan.
								H. Stanley -	4th	E. Barlow -	3rd	
								M. Martin -	2nd	E. Balrow -	1st	
										E. Mc Laren -	1st	
										M. Lawton -	1st	
Salford, New Jerusalem.		25	0	0	- -	160	10 0	E. Seddon -	5th	J. Thomson -	5th	Oct.
								J. E. Roberts -	4th	M. A. Bury -	2nd	
								G. H. Hadfield	3rd	E. A. Yates -	1st	
								W. Varley -	2nd	M. Galloway -	1st	
								W. Turner -	1st			
Salford, St. Bartholomew's.	N.	15	0	0	- -	64	10 0	B. Dooley -	2nd	E. Buxton -	2nd	Jan.
										S. Clegg - -	2nd	
										S. Kelly - -	1st	
Salford, St. Mathias'	N.	42	0	0	- -	148	0 0	J. Mullock -	2nd	A. Jones - -	5th	Feb.
								M. Banks -	1st	M. Powell -	1st	
										M. A. Barnes -	4th	
										J. M. Hudson	4th	
										E. Carleton -	4th	
										F. Chapman -	1st	
Salford (Mount Street), Scotch Presbyterian, (Boys).		16	10	0	25	41	10 0	G. Edwards -	4th	- - -	—	Oct.
								J. Edwards -	3rd			
Salford (Chapel Street), Scotch Presbyterian, (Girls).		12	0	0	- -	54	10 0	- - -	—	S. Higginson -	4th	"
										E. Hargreaves	2nd	
										M. A. Walker -	2nd	

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LANCASHIRE—*cont.*	£ s. d.	£	£ s. d.					
Salterthwaite and Rusland. - N.	15 0 0	- -	41 10 0	W. Stewart -	5th	- - -	—	June
				D. Dawson -	2nd			
Scarisbrick - - N.	- -	- -	25 0 0	- - -	—	M. Singleton -	5th	May
Scorton - - - B.	- -	- -	45 0 0	J. Hall - -	3rd	E. Charnley -	5th	June
Sharples (Ashworth's). - B.	32 0 0	- -	20 0 0	J. Garstang -	3rd	- - -	—	Sept.
Shaw - - Wes.	16 10 0	25	15 0 0	J. Hall - -	1st	- - -	—	April
Smallbridge, St. John's. - N.	15 0 0	- -	93 0 0	T. Law - -	4th	- - -	—	"
				T. Butterworth	4th			
				J. H. Thompson	3rd			
				J. Taylor -	2nd			
				S. Stott - -	2nd			
Southport, Ch. Ch. N.	- -	- -	42 0 0	- - -	—	E. Smallshaw	1st	Oct.
						A. M. Withnell	1st	
						A. Gorstige -	1st	
Southport, Trinity N.	25 0 0	- -	31 10 0	H. Finch -	2nd	- - -	—	July
				S. G. Randle -	1st			
Standish - - N.	28 0 0	- -	- - -	- - -	—	- - -	—	
Stanley, St. Ann's N.	- -	- -	39 0 0	W. Unsworth	3rd	- - -	—	Nov.
				S. Croft - -	3rd			
Stretford - - N.	20 0 0	- -	41 10 0	J. Moore -	4th	- - -	—	Feb.
				F. Young -	3rd			
Sutton - - N.	25 0 0	- -	32 10 0	J. Bartley -	1st	H. Leddra -	2nd	Nov.
Tottington - - N.	- -	- -	25 0 0	W. Hamer -	5th	- - -	—	April
Towneley (Infants) R.C.	12 0 0	- -	34 0 0	- - -	—	S. A. Bamford	2nd	March
						M. Walmsley -	2nd	
Toxteth - - B.	10 0 0	- -	34 0 0	- - -	—	J. Robinson -	2nd	Dec.
						S. Kendall -	2nd	
Toxteth, St. James' N.	40 0 0	25	155 10 0	E. Hawkins -	1st	M. Tomlinson	4th	Sept.
				E. Francis -	1st	B. Pearson	2nd	
						M. E. Shakespeare	2nd	
						M. Woodhouse	5th	
						J. Peace - -	5th	
						L. Kidd - -	5th	
Toxteth, St. Thomas' N.	27 0 0	20	308 0 0	J. Andrews -	5th	R. Robinson -	3rd	"
				H. D. Mercer -	4th	L. Gyles - -	3rd	
				R. Pearce -	3rd	E. Culshaw -	2nd	
				S. Murphy -	3rd	M. Connor -	2nd	
				H. Fletcher -	2nd	M. Pearce -	1st	
				J. Walton -	2nd	J. Gelling -	1st	
				W. Ashton -	2nd	J. Huntington	4th	
						J. McTaggart	3rd	
						J. Nettleton -	2nd	
						E. Matkin -	1st	
						M. Millington	1st	
Ulverstone - - N.	16 10 0	- -	49 10 0	M. Wilson -	3rd	- - -	—	June
				G. Swainson -	2nd			
				A. Threlfall -	1st			
Urswick - - N.	28 0 0	- -	17 10 0	W. Martin -	2nd	- - -	—	"
Walkden Moor, (Countess of Ellesmere's). N.	36 0 0	- -	128 10 0	M. B. Birbeck	4th	B. Ridyard -	3rd	Dec.
				W. Ridyard -	3rd	C. Morris -	5th	
						A. Molineux -	5th	
						E. Bagott -	3rd	
Walmersley, Ch. Ch. N.	15 0 0	- -	34 0 0	T. Darney -	2nd	- - -	—	March
				J. Hall - -	2nd			
Walton-on-the-Hill N.	11 0 0	- -	34 0 0	- - -	—	E. Sunderland	3rd	Nov.
						A. Duke - -	1st	
Wargrave - - N.	32 10 0	- -	88 10 0	C. Boardman	4th	B. Atkinson -	3rd	Oct.
				R. Horridge -	2nd	M. F. Kay -	2nd	
				T. Goff - -	1st			
Warrington - - Par.	51 0 0	- -	288 0 0	J. Sharrocks -	5th	M. C. Johnson	5th	"
				W. Gandy -	5th	M. Richardson	5th	
				J. Scotson -	5th	M. A. Smith -	5th	
				J. H. Potter -	5th	E. Masters -	5th	
				H J. Cromley	1st	M. Wainwright	4th	
				R. G. Clarke -	1st	B. Craik -	4th	
				F. Cunliffe -	1st	E. J. Williams	3rd	

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LANCASHIRE—*cont.*	£ s. d.	£	£ s. d.					
Warrington (Heath-side), St. Paul's and Trinity. N.	44 10 0	- -	97 0 0	J. Hodgins -	2nd	E. Turton -	2nd	Nov.
				G. Woods -	2nd	A. Hodgins -	1st	
						S. A. Barlow -	2nd	
						A. E. Jackson	1st	
Warrington, St. Alban's. R.C.	27 10 0	- -	47 0 0	T. Halehurst	3rd	- - -	—	Feb.
				H. Callaghan -	1st			
				J. Ashton -	1st			
Wavertree (Infants) B.	10 0 0	- -	44 0 0	- - -	—	E. Harrison -	4th	Nov.
						E. Davies -	4th	
Weaste Lane - N.	16 10 0	- -	- - -	- - -	—	- - -	—	May.
West Derby - - N.	30 0 0	- -	35 0 0	J. Lamb -	2nd	A. Holden -	2nd	Nov.
Widnes Docks - N.	10 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Wigan, Presbyterian -	- -	- -	30 0 0	J. Coates -	1st	M. A. Forbes -	1st	April
Wigan, St. John's R.C.	25 0 0	25	180 10 0	S. Johnson -	5th	M. Worsley -	5th	Nov.
				J. Hilton -	3rd	H. Rowe -	5th	
				W. Wood -	1st	M. Barlow -	5th	
						E. Barlow -	5th	
						E. Tierney -	2nd	
						E. Wood -	1st	
Wigan, St. Joseph's R.C.	10 0 0	- -	55 0 0	- - -	—	A. Johnson -	1st	„
						A. Sloane -	1st	
						M. Greatorex	1st	
						M. A. Donohoe	1st	
Wigan, St. Mary's R.C.	15 0 0	-	- - -	- - -	—	- - -	—	„
Wigan, St. Patrick's. R.C.	- -	-	34 0 0	- - -	—	J. Griffin -	2nd	„
						S. Kenyon -	2nd	
Wigan, St. Thomas' N.	28 0 0	- -	42 0 0	J. Hardaker -	1st	- - -	—	Dec.
				H. Wilcockson	1st			
				H. Hilton -	1st			
Wigan, - - Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Withington - - N.	- -	- -	55 10 0	E. Worsley -	3rd	E. Blake -	2nd	Feb.
				R. Barber -	3rd			
Withnell Mill Wes.	- -	- -	35 0 0	J. Birtwistle -	1st	B. C. Wilcocks	3rd	March
Worsley - - N.	33 0 0	- -	176 0 0	J. Holker -	3rd	S. Mugg -	5th	Dec.
				J. Cawood -	2nd	E. Berry -	5th	
				J. Hulse -	2nd	H. Clare -	4th	
						E. M. Taylor -	3rd	
						A. Towers -	3rd	
						S. Berry -	2nd	
Total - -	6,017 10 0	935	23,094 10 0					
LEICESTERSHIRE.								
Ashby-de-la-Zouch N.	10 0 0	- -	42 0 0	- - -	—	E. Newton -	1st	June
						S. Babington -	1st	„
						J. K. Knowles	1st	„
Barkestone - - N.	25 0 0	- -	34 0 0	- - -	—	A. Kelham -	3rd	„
						F. Watson -	1st	„
Breedon-on-the-Hill N.	15 0 0	- -	- - -	- - -	—	- - -	—	
Burbage - - Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Dalby, Old - - B.	15 0 0	- -	78 0 0	W. A. Hodges	3rd	S. Goodacre -	5th	Dec.
				R. Wilson -	2nd	S. J. B. Hodges	2nd	
Gilmorton - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Griffydam - - Wes.	15 0 0	- -	30 0 0	J. Fletcher -	1st	A. Stinson -	1st	Dec.
Hathern - - N.	20 0 0	- -	29 0 0	W. Wallis -	1st	- - -	—	June
				W. Tyres -	1st			
Hinckley - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Ibstock - - - B.	15 0 0	- -	20 0 0	J. Woodward -	3rd	- - -	—	Jan.
Kegworth - - N.	26 10 0	- -	32 10 0	S. Oldershaw -	1st	S. E. Murfin -	2nd	June
Kibworth, Harcourt School. N.	- -	- -	15 0 0	- - -	—	E. Love - -	1st	May
Knipton - - N.	15 0 0	- -	20 0 0	J. Ward - -	3rd	- - -	—	June
Leicester, County N.	34 0 0	- -	155 0 0	J. Ludlow -	5th	K. E. Goodman	5th	„
				H. Dodge -	4th	R. Choice -	5th	„
				J. Booth - -	1st	E. Brandreth -	4th	„
				C. Pepper -	1st	A. M. Beck -	1st	„

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LEICESTERSHIRE—*cont.*	£	s.	d.	£	£	s. d.					
Leicester, Curzon Street. N.	18	0	0	- -	34	0 0	G. Orton -	3rd	- - -	—	June
							A. Hearm -	1st			
Leicester, Great-Meeting, Day S. B.	16	10	0	- -	96	0 0	T. Freestone -	5th	- - -	—	Jan.
							J. Faire -	2nd			
							R. Kirby -	2nd			
							T. S. Gee -	1st			
							R. Collins -	1st			
							H. Hickman -	1st			
Leicester, Hill Street. B.	27	10	0	- -	248	0 0	R. Wormall -	4th	A. Jarratt -	5th	,,
							E. Barkby -	3rd	E. Findley -	4th	
							G. Hull - -	3rd	S. A. Nicholls	4th	
							J. H. Buckley	3rd	F. Jarratt -	3rd	
							G. West - -	2nd	S. J. Hill -	2nd	
							J. H. Gamble -	2nd	A. Barwick -	1st	
							C. Parker -	1st	A. Stead -	1st	
Leicester, Knighton Street. N.	12	0	0	- -	63	0 0	- - -	—	E. Griffin -	2nd	June
									C. Whiting -	2nd	
									E. Woodford -	1st	
									M.J.Chesterton	1st	
Leicester, St. Margaret's. N.	27	0	0	- -	44	0 0	W. Richards -	1st	E. Jennings -	1st	May
							T. Peters -	1st			
Loughborough, Emanuel. N.	10	0	0	- -	29	0 0	- - -	—	E. Hopewell -	1st	June
									F. Cutler -	1st	
Loughborough, Lancasterian.	15	0	0	- -	132	10 0	J. Kirk - -	4th	L. Brown -	2nd	Dec.
							W. Handford	3rd	E. Windley -	2nd	
							J. Clarke -	4th			
							R. Gibbs -	3rd			
							T. W. Spencer	2nd			
Loughborough - R.C.	10	0	0	- -	-	- -	- - -	—	- - -	—	Aug.
Market Harborough N.	13	0	0	- -	17	10 0	- - -	—	E. Pass - -	2nd	July
Melton Mowbray - N. (Free).	46	10	0	- -	192	0 0	R. Godfrey -	5th	S. Whalley -	5th	May
							J. Bamford -	3rd	F. Mason -	2nd	
							F. Ashwell -	3rd	M. S. Pugh -	1st	
							J. Perkins -	2nd	E. Ellis - -	3rd	
							A. G. Pugh -	1st	M. A. Line -	1st	
									M. A. Lockton	1st	
Melton Mowbray - B.	25	0	0	- -	58	0 0	J. Cavill - -	1st	E. Fardell -	1st	Dec.
							G. Manton -	1st	C. Gibbs -	1st	
Moira - - - N.	26	0	0	- -	15	0 0	- - -	—	H. L. Baron -	1st	May
Nailstone - - N.	10	0	0	- -	-	- -	- - -	—	- - -	—	June
Sheepshed - - N.	27	0	0	20	124	0 0	T. Foston -	5th	J. E. Jacques -	5th	May
							E. Colban -	5th	S. Blood - -	1st	
							T. Geary -	3rd			
							G. H. Wale -	3rd			
Shilton, Earl's - N.	30	0	0	- -	17	10 0	W. Viner -	2nd	- - -	—	June
Thurlaston - N.	20	0	0	- -	17	10 0	J. Boyles -	2nd	- - -	—	July
Thurmaston - N.	-	-	-	- -	17	10 0	J. S. Forster -	2nd	- - -	—	May
Twyford - - N.	15	0	0	- -	-	- -	- - -	—	- - -	—	June
Waltham-le-Wolds N.	23	0	0	- -	-	- -	- - -	—	- - -	—	,,
Wigston Magna - N.	15	0	0	- -	-	- -	- - -	—	- - -	—	May
Wymeswold - N.	15	0	0	- -	-	- -	- - -	—	- - -	—	,,
Total - -	637	0	0	20	1,561	0 0					
LINCOLNSHIRE.											
Barton-on-Humber. Wes.	26	10	0	- -	108	10 0	H. Grasby -	5th	E. A. Bearman	5th	July
							G. Wiles -	4th	E. Ginnever -	4th	
							E. J. Bearman	2nd		—	
Bassingham - - N.	18	0	0	- -	15	0 0	- - -	—	S. Cauherty -	1st	Feb.
Bassingham - Wes	16	10	0	- -	-	- -	- - -	—	- - -	—	Nov.
Bennington, Long N.	15	0	0	- -	41	10 0	J. Bailey -	4th	- - -	—	Feb.
							E. Bullimore -	3rd			

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LINCOLNSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Boston - - - N.	15 0 0	- -	77 10 0	J. Jackson -	4th	E. Hammond	1st	Feb.
				C. H. Day -	1st			
				C. F. Clifton -	1st			
				J. H. Machin -	1st			
Boston, West Church N.	25 0 0	- -	72 0 0	- - -	—	E. Allison -	5th	„
						A. M. Porter -	2nd	
						A. R. Allison -	2nd	
						E. A. Warsup -	1st	
Boston - - - B.	26 0 0	- -	147 10 0	R. J. Bimrose	4th	B. J. Garnham	4th	July
				W. Ray - -	3rd	M. Munkman-	3rd	
				W. Liddall -	3rd	E. J. Wells -	2nd	
				E. B. Hedgman	2nd			
				H. S. Price -	2nd			
Boston - - Wes.	16 10 0	- -	124 0 0	R. Dickenson -	5th	J. A. Halford -	5th	„
				C. Smithie -	5th	M. Shawson -	5th	
				J. A. Bell -	1st	M. Warwick -	1st	
Brant, Broughton Wes.	- -	- -	20 0 0	J. Rimmington	3rd	- - -	—	Nov.
Brocklesby Park - N.	16 10 0	- -	39 0 0	C. Hannath -	5th	- - -	—	Feb.
				W. Wright -	1st			
Butterwick, West - N.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Claypole - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Colsterworth - N.	- -	- -	44 0 0	R. Robinson -	4th	- - -	—	„
				J. Porter -	4th			
Covenham, St. Mary's. N.	21 10 0	- -	- - -	- - -	—	- - -	—	„
Gainsborough - N.	28 0 0	- -	111 10 0	H. Burnett -	5th	E. Milnes -	4th	„
				J. Jackson -	4th	S. Layne -	4th	
				T. Drust -	4th			
Gainsborough - Wes.	25 0 0	- -	75 10 0	T. Wise - -	3rd	M. Barlow -	3rd	Jan.
				A. Grinold -	3rd	M. A. Blundy-	2nd	
Glandford Brigg N.	16 10 0	- -	49 0 0	W. T. Berridge	2nd	E. A. Probert -	1st	Feb.
				W. J. Darley -	2nd			
Goxhill - - Wes.	15 0 0	- -	15 0 0	J. Smith -	1st	- - -	—	June
Grantham - - N.	15 0 0	- -	95 10 0	E. Kemm -	4th	- - -	—	Feb.
				W. Lord -	4th			
				W. Ward -	4th			
				T. S. Hancock	3rd			
				W. Wilson -	1st			
Grantham - - B.	18 0 0	- -	17 10 0	E. B. King -	2nd	- - -	—	Dec.
Grimsby - Wes.	10 0 0	- -	39 0 0	G. Danby -	3rd	- - -	—	July
				O. Abbott -	3rd			
Halton Holegate - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Harmston - - N.	15 0 0	- -	41 10 0	J. Limon -	4th	- - -	1st	„
				F. Walker -	3rd			
Heighington - - N.	13 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Horncastle - - N.	- -	- -	44 0 0	E. B. Gregory	1st	C. Folley -	1st	„
				E. Badley -	1st			
Laceby - - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Laceby - Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	„
Leake, New - Wes.	- -	- -	39 0 0	J. T. Cowham	3rd	- - -	—	Aug.
				J. Graham -	3rd			
Lincoln, Central - N.	28 0 0	25	32 10 0	J. Castles -	1st	E. Vickers -	2nd	Feb.
Lincoln (Miss Cookson's). N.	- -	- -	57 0 0	- - -	—	J. Bellamy -	4th	„
						M. A. Vickers	4th	
						M. J. Tonge -	1st	
Lincoln, North - N. District.	25 0 0	- -	34 0 0	G. E. Lister -	2nd	- - -	—	Aug.
				R. Stevenett -	2nd			
Lincoln - Wes.	25 0 0	- -	117 0	J. Richardson	5th	A. Kent - -	1st	Jan.
				G. Hill -	4th	L. Jamieson -	1st	
				G. P. Stather -	3rd	M. E. Gash -	1st	
				T. G. Leary -	1st			
Louth - - - B.	30 0 0	- -	198 10 0	E. R. Brown -	5th	J. Carr -	5th	Aug.
				J. H. Reed -	5th	S. Holinshead	4th	
				T. Chatterton-	3rd	G. E. Bailey -	4th	
				W. F. Kimm -	2nd	R. Furnish -	3rd	
				C. Mager -	2nd	S. Abbott -	2nd	
Marsh Chapel - N.	31 0 0	- -	- - -	- - -	—	- - -	—	Jan.

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LINCOLNSHIRE—*cont.*	£ s. d.	£	£ s. d.					
Messingham - N.	15 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Metheringham - Wes.	- - -	- -	20 0 0	T. L. Haldenby	3rd	- - -	—	Dec.
Pinchbeck, East - N.	15 0 0	- -	36 10 0	F. Hull - -	3rd	- - -	—	Feb.
				J. A. Robinson	2nd			
Pinchbeck, West - N.	15 0 0	- -	44 0 0	R. Thomas -	5th	- - -	—	Jan.
				G. Broome -	3rd			
Scotter and Scotten N.	16 10 0	- -	25 0 0	H. Guilliatt -	5th	- - -	—	Feb.
Skirbeck - - N.	26 0 0	- -	44 0 0	J. Johnson -	1st	M, E. Smalley	1st	„
						M. A. Ostler -	1st	
Sleaford - Wes.	18 0 0	- -	31 10 0	H. J. Gardner	2nd	- - -	—	Nov.
				H. Nightscales	1st			
Sleaford, Alvey's N. Charity.	20 0 0	- -	- - -	- - -	—	- - -	—	March
Spalding - - N.	31 10 0	- -	44 0 0	F. Sewell -	1st	E. Rice - -	1st	Feb.
				R. Plumpton -	1st			
Spalding - - B.	16 10 0	25	29 0 0	T. Bennett -	1st	- - -	—	July
				J. W. Pratt -	1st			
Spittlegate - - N.	10 0 0	- -	17 10 0	- - -	—	S. A. Holt -	2nd	Jan.
Spittlegate - Wes.	15 0 0	- -	20 0 0	F. Woodruff -	3rd	- - -	—	Aug.
Stainford - - N.	10 0 0	- -	34 0 0	- - -	—	S. Hensham -	2nd	Feb.
						E. Crowe -	2nd	
Tetford - Wes.	15 0 0	- -	- - -	- - -	—	- - -	—	Nov.
Thoresby, North - Wes.	15 0 0	- -	17 10 0	J. Button -	2nd	- - -	—	Sept.
Waddington - - N.	18 0 0	- -	34 0 0	J. Cotton -	3rd	- - -	—	Feb.
				J. Butler -	1st			
Wainfleet, St. Mary's N.	15 0 0	- -	15 0 0	A. Peele -	1st	- - -	—	„
Wainfleet - Wes.	21 10 0	- -	37 10 0	W. J. Foster -	2nd	H. Dodds -	3rd	Aug.
Welton - - Par.	15 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Welton-le-Wolds - N.	- - -	- -	22 10 0	E. Knowles -	4th	- - -	—	„
Weston, St. Mary's N.	15 0 0	- -	15 0 0	J. Adlard -	1st	- - -	—	„
Winteringham - N.	15 0 0	- -	34 0 0	W. Foulger -	2nd	- - -	—	Jan.
				D. Evans -	2nd	- - -	—	
Winterton - N.	15 0 0	- -	25 0 0	J. L. Boards -	5th	- - -	—	Feb.
Winterton - Wes.	28 0 0	- -	64 0 0	G. Cross -	5th	D. Dent -	2nd	July
				T. Walsham -	4th			
Wrawby - - N.	15 0 0	- -	15 0 0	- - -	—	H. M. Porter -	1st	Jan.
Total - -	962 0 0	50	2,280 0 0					
MIDDLESEX.								
Acton - - - N.	25 0 0	- -	15 0 0	- - -	—	C. Hall -	1st	Sept.
Acton - Wes.	10 0 0	- -	- - -	- - -	—	- - -	—	June
Albany Street, R.C. Little.	10 0 0	- -	34 0 0	- - -	—	P. Mullen -	3rd	Jan.
						A. T. Boyle -	1st	
Ashford - - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Audley Street, - N. North, St. Mark's	36 0 0	- -	166 0 0	A. Sutton -	5th	C. Rymer -	4th	Oct.
				E. Arthur -	4th	F. Thornton -	2nd	
				J. Jones -	3rd	C. Martin -	1st	
						J. A. Oxley -	3rd	
						A. Glazard -	2nd	
						C. M. A. Martin	1st	
Audley Street, N. South, Grosvenor Chapel.	- -	- -	41 10 0	- - -	—	J. M. Armstrong	4th	„
						J. Holder -	3rd	
Baldwin's Gardens N.	30 0 0	- -	96 0 0	A. Broomfield	4th	C. A. Senior -	5th	April
				J. W. Mell -	1st	S. Brennan -	4th	
				W. A. Brennan	1st	M. A. Pitt -	1st	
						(*Honorary.*)		
Baldwin's Place, N. St. John's.	28 0 0	- -	131 10 0	W. J. J. Knight	1st	E. Sell -	4th	„
						A. Carter -	2nd	
						J. Langley -	2nd	
						S. Hull -	2nd	
						E. Carter -	2nd	
						E. Pearson -	2nd	
						S. A. Berry -	2nd	

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MIDDLESEX—*cont.*	£ s. d.	£	£ s. d.					
Barnet, Friern N.	25 0 0	- -	15 0 0	- - -	—	E. Smeeton -	1st	July
Bayswater - - N.	16 10 0	- -	140 0 0	J. Bourton -	4th	E. Clarke -	3rd	Dec.
				H. Jonks -	4th	M. E. Almond	3rd	
				W. H. Crocker	3rd	C. J. Almond -	1st	
				T. Chaff - -	1st			
				W. Brown -	1st			
Bell Lane - Jews.	15 0 0	- -	154 10 0	G. Emanuel -	5th	- - -	—	June
				H. Silver -	5th			
				J. Cohen -	4th			
				J. Hart -	4th			
				L. Abrahams -	4th			
				J. Cohen- -	2nd			
				S. Landeshut -	2nd			
				M. H. Isaacs -	1st			
Bethnal Green, Gascoigne Place. B.	26 10 0	- -	77 0 0	J. Wickett -	5th	M. A. Trinder	5th	„
						E. A. Gumbleton.	1st	
						E. Styles -	1st	
Bethnal Green, - B. Abbey Street.	42 0 0	- -	291 10 0	B. Simmonds	5th	M. Burnett -	5th	„
				J. Foster -	5th	M. Wise -	3rd	
				G. Gage -	5th	L. Crosby -	3rd	
				A. W. Brittain	5th	R. Buckley -	2nd	
						S. Masson -	2nd	
						F. Brown -	2nd	
						S. J. Messer -	5th	
						J. E. Read -	3rd	
						L. Alford -	3rd	
						J. N. Crouch -	1st	
						E. Crane -	1st	
Bethnal Green, St. Bartholomew's. N.	28 0 0	- -	221 10 0	P. S. Bacon -	5th	E. M. Taylor -	5th	March
				F. J. Hobbins	3rd	E.K.Thompson	5th	
				J. Hipwell -	3rd	M. A. Short -	5th	
						E. Catturall -	4th	
						A. H. Blake -	3rd	
						L. M. Cotterell	3rd	
						M. A. Long -	2nd	
						E. Dobbin -	2nd	
Bethnal Green, St. James' the Great. N.	15 0 0	- -	- - -	- - -	—	- - -	—	April
Bethnal Green, St. Jude's. N.	31 10 0	- -	80 10 0	J. H. W. Carr -	5th	S. E. Baker -	4th	March
				A. Love - -	1st	M. Beck - -	3rd	
Bethnal Green, St. Matthews'. N.	30 0 0	- -	54 0 0	W. H. Moffat	2nd	J. C. Grieve -	4th	April
				R. Moss - -	1st			
Bethnal Green, St. Matthias'. N.	15 0 0	- -	15 0 0	F. Cheshire -	1st	- - -	—	„
Bethnal Green, St. Peter's. N.	20 0 0	- -	49 0 0	J. S. Snow -	5th	- - -	—	„
				F. W. Manders	5th			
Bethnal Green, St Simon Zelotes'. N.	15 0 0	- -	- - -	- - -	—	- - -	—	March
Bethnal Green, St. Thomas'. N.	20 0 0	- -	- - -	- - -	—	- - -	—	„
Blandford Square R.C.	-	- -	111 0 0	- - -	—	A. Sheenan -	5th	Feb.
						J. Prendergast	4th	
						C. Brown -	3rd	
						F. Gahagan -	3rd	
						E. Duffy -	2nd	
						E. Kirby -	1st	
Bloomsbury, - N.	33 0 0	- -	132 10 0	C. W. Gorringe	2nd	E. A. Freckleton.	4th	Nov.
				S. Reeve - -	1st			
				E. Jackman -	1st	M. A. Tavener	4th	
						L. Riddick -	2nd	
						E. Duck -	2nd	
						E. H. Harris -	1st	
Bloomsbury, St. - N. George the Martyr's.	42 10 0		132 10 0	J. G. Coldham	2nd	J. Taylor -	4th	
				W. G. Collings	1st	E. Blackwell -	3rd	
				W. T. J. Baxter	1st	M. R. Kennedy	3rd	
				J. G. Nobbs -	1st	A. L. Fisher -	2nd	

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MIDDLESEX—*cont.*	£ s. d.	£	£ s. d.					
Brentford - - B.	37 0 0	- -	185 10 0	R. Pearce -	5th	M. A. Cartman	5th	April
				J. Harris -	4th	A. M. Lowne -	5th	
				J. J. Brown -	4th	A. Forrow -	2nd	
				F. Crampton -	4th	L. A. Gillingham.	2nd	
				W. T. Holmes	3rd			
Bromley - - N.	10 0 0	- -	137 0 0	J. Smith -	4th	H. M. Cocks -	5th	Nov.
				H. Marshall -	3rd	E. M. Hunt -	3rd	
						M. Alley -	3rd	
						S. L. Beacham	3rd	
						A. Tatam -	2nd	
						E. A. How - (*Honorary*)	2nd	
						G. Alley - (*Honorary*)	2nd	
Brompton, West, N. St. Mary's.	15 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Buckingham Palace, (Royal Mews).	20 0 0	- -	- - -	- - -	—	- - -	—	June
Camden Town - N.	38 0 0	- -	217 10 0	J. Silley -	3rd	C. Cookson -	5th	March
				G. Parker -	3rd	M. A. Griffith	4th	
				W. Hume -	2nd	M. A. Hayes -	3rd	
				R. Pawley -	2nd	F. Allday -	2nd	
				C. Taylor -	1st	E. Billinghurst	3rd	
						M. E. Bland -	3rd	
						M. A. Stapleton	2nd	
Charterhouse, St. Thomas'. N.	65 0 0	- -	428 10 0	W. P. Barret -	4th	M. F. Hale -	5th	Sept.
				J. Berriman -	3rd	E. Sweeting -	5th	
				W. Warner -	3rd	E. May -	5th	
				A. C. Huetson	3rd	S. J. Buck -	5th	
				T. Mawer -	3rd	A. Speaight -	4th	
				H.W.Springate	2nd	L. E. Sawyer -	3rd	
				J. Goodman -	2nd	S. A. Trent -	3rd	
				W. Chalk -	2nd	M.S.M.Burrows	2nd	
				F. Jones -	1st	M. A.Lockwood	2nd	
				A. Wilkins -	1st	A. Upton -	1st	
				J. Hopwood -	1st	A. Feather -	1st	
				G. J. Cooper -	1st	B. Easter -	1st	
						M. Rignall -	1st	
Chelsea, Ch. Ch. - N.	18 0 0	- -	91 10 0	R. W. Morse -	3rd	A. Grant -	2nd	Jan.
				C. Robson -	1st	E. Newton -	1st	
				W. A. Grimes	1st			
				J. Law - -	1st			
Chelsea, St. Joseph's. R.C.	- -	- -	149 0 0	- - -	—	M. Pearson -	5th	Feb.
						A. Halligan -	5th	
						J. Heffernan -	5th	
						M. White -	5th	
						M. Shean -	5th	
						M. Reading -	3rd	
						F. Robertson -	1st	
Chelsea, St. Jude's N.	33 10 0	- -	51 10 0	R. J. Odam -	3rd	N. Johnson -	2nd	Nov.
						A. Cartwright	1st	
Chelsea, St. Luke's N.	16 10 0	25	31 10 0	C. Brown -	2nd	- - -	—	Feb.
				C. J. Housden	1st			
Chelsea, St. Luke's N. (Park Chapel).	36 0 0	- -	36 10 0	W. S. Ridewood	3rd	- - -	—	„
				J. Strike -	2nd			
Chelsea, St. Mark's N.	53 0 0	- -	149 10 0	H. Kemp -	4th	- - -	—	March
				J. S. Rawle -	4th			
				S. Blacker -	3rd			
				R. Magee -	3rd			
				T. Eboral -	3rd			
				T. Stothard -	3rd			
				E. Ramsay -	3rd			
				E. Fagg -	2nd			
Chelsea, St. Saviour's N.	31 0 0	- -	100 0 0	J. G. Williams	4th	S. A. Garner -	4th	Feb.
						J. Osborn -	4th	
						A. S. Johns -	4th	
						M. A. Camp -	1st	

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MIDDLESEX—*cont.*	£	s.	d.	£	£	s. d.					
Chelsea, Upper, Trinity.	N. 31	0	0	25	176	0 0	A. W. Vellenoweth. C. Gooding C. W. Rintoul	4th 3rd 1st	S. A. Barrell S. Oborne L. Durant A. Davies L. Wiltshire E. S. Cooper	5th 5th 4th 3rd 3rd 1st	Jan.
City Road, St. Matthew's.	N. 30	0	0	- -	56	10 0	G. Broome J. Udall	3rd 2nd	M. A. Manning	3rd	Dec.
Commercial Road (John Street), St. Patrick and St. Augustine.	R.C. -		-	- -	125	0 0	H. Finncane D. Green D. Regan W. M'Allister	2nd 2nd 2nd 1st	B. Green H. Filton M. Russell E. Barry	2nd 2nd 2nd 1st	March
Covent Garden, Hart Street.	B. 10	0	0	- -	29	0 0	- - -	—	E. Adams E. Fleming	1st 1st	May
	a25	0	0								
Dufour's Place (Broad Street,) St. Edward's.	R. C. 20	0	0	- -	67	10 0	" " "	—	M. Longhurst J. A. Smith C. Brosnan M. A. Bourke	4th 2nd 2nd 1st	Feb.
Enfield	N. 25	0	0	- -	37	10 0	I. J. Penny	2nd	J. Arthur	3rd	June
Enfield, Lock (Government School).	N. 10	0	0	- -	15	0 0	- - -	—	E. Bush	1st	"
Enfield, Highway, St. James'.	N. 25	0	0	20	17	10 0	T. Wadsworth	2nd	- - -	—	"
Finchley, Trinity	N. -		-	- -	15	0 0	E. J. Dowlen	1st	- - -	—	"
Finsbury, St. James'	N. 26	10	0	- -	105	0 0	W. R. Porter	4th	H. Evans J. Oakley J. Jenkins E. Dell	4th 4th 4th 3rd	Feb.
Finsbury, Whitecross Place.	B. 15	0	0	- -	17	10 0	W. H. Munns	2nd	- - -	—	Jan.
Finsbury, Wilson Street.	Wes. 15	0	0	- -	-	- -	- - -	—	- - -	—	March
Fulham, All Saints	N. 47	0	0	- -	72	0 0	S. Bridges	1st	C. Barber H. F. Popple A. J. B. Stubbs	4th 4th 1st	May
Fulham, St. Thomas'.	R.C. -		-	- -	39	0 0	J. Forrest R. Price	4th 2nd	- - -		Feb.
Gate Street, Lincoln's Inn Fields.	R.C. 10	0	0	- -	70	0 0			H. Robson M. M'Namara M. Hagan M. Monteath	4th 4th 1st 1st	"
George's, St., in the East, Ch. Ch., Lower, Walburgh Street.	N. 31	10	0	- -	194	0 0	J. Haysman J. Duke G. H. Stephenson. J. Barber	4th 4th 2nd 1st	F. Fox E. Gray E. A. Whitfield E. A. Coker H. K. Purvis M. A. Cox R. Dowsett	4th 3rd 3rd 3rd 2nd 2nd 1st	Nov.
George's, St., in the East, Pell Street.	R.C. -		-	- -	97	0 0	P. Cunningham E. Donohue P. Hynes D. J. Coakley	1st 1st 1st 1st	J. Ryan E. Rayner S. Crean	1st 1st 1st	Feb.
George's, St., in the East, St. Mary's (Upper).	N. 25	0	0	- -	202	0 0	G. T. Clifton D. J. McKinlay J. T. Peters	3rd 3rd 1st	J. Purvis S. Bull R. Jamson E. Harris B. L. Coombes F. J. Clifton M. J. Heddle L. Upcraft	5th 5th 5th 5th 2nd 2nd 1st 1st	Nov.
George's, St., in the East, St. Matthew's.	N. 23	0	0	- -	-	- -	- " "	—	- " "	—	"
Giles, St., and Bloomsbury.	Par. 15	0	0	- -	-	- -	- " "	—	- " "	—	Oct.

a Retiring pensions.

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MIDDLESEX—*cont.*		£	s. d.	£	£	s.	d.					
Giles', St., in the Fields.	N.	26	10 0	- -	62	0	0	W. H. Griffin	2nd	A. Robins E. A. Everett J. N. Day	2nd 1st 1st	Oct.
Giles, St., in the Fields (Trinity).	N.	15	0 0	- -	22	10	0	W. Cornell	4th	- - -	—	„
Gordon Square, All Saints'.	N.	-	-	- -	22	10	0	M. Southan	4th	- - -	—	Nov.
Hackney Road, Gloucester Street, Adelphi Chapel.	B.	10	0 0	- -	-	-	-	- - -	—	- - -	—	March
Hackney Road, Weymouth Terrace.	B.	26	10 0	- -	212	0	0	W. Carter E. Potter R. Starr A. Peake W. Grover	5th 3rd 3rd 1st 1st	S. E. Edwards E. Crouch A. Fountain M. E. Stevens M. A. Olfield E. Windus E. Martin	5th 4th 3rd 3rd 2nd 1st 1st	June
Hackney, South, Charity.	N.	29	10 0	- -	51	10	0	A. Bright R. C. Buck	3rd 1st	E. Beresford	2nd	Oct.
Hackney, West	N.	26	0 0	- -	75	10	0	J. Mason J. Woollett	3rd 2nd	A. Watson K. M. Jordan F. J. Holland (*Honorary*).	3rd 3rd 2nd	March
Haggerstone, St. Mary's.	N.	35	0 0	- -	101	0	0	J. Collins R. Pascoe	4th 4th	E. Thomas E. Potts M. A. Wythe	4th 4th 1st	April
Hammersmith, St. Mary's.	R.C.	30	0 0	- -	36	10	0	J. Murray M. Lynch	5th 2nd			Feb.
Hammersmith, St. Peter's.	N.	23	0 0	- -	45	0	0	- - -	—	E. A. Godfrey S. Healey	4th 4th	Sept.
Hampstead, Ch. Ch.	N.	30	0 0	- -	44	0	0	G. Hyde	1st	M. A. Boswell E. C. Capper	1st 1st	May
Hampstead, St. John's.	Par.	57	0 0	- -	111	10	0	J. W. Mobbs H. King T. G. Hayter	1st 1st 1st	L. M. Brett E. Ford A. Maskell M. A. Farr	5th 2nd 1st 1st	March
Hampstead, St. John's, Downshire Hill.	N.	30	0 0	- -	41	10	0	T. Gardiner R. Shockley	4th 3rd	- - -	—	April
Hampton Wick	N.	10	0 0	- -	17	10	0	- - -	—	W. Wheatley	2nd	March
Hanwell	N.	26	10 0	25	51	10	0	W. T. Weblin	1st	S. Edwards M. A. Battey	4th 1st	June
Harrow	N.	36	0 0	- -	98	10	0	G. Webb T. Payne	4th 4th	H. Page E. Armstrong E. Jenkins	4th 2nd 2nd	May
Hatton Garden, St. Andrew's.	Par.	33	0 0	- -	70	10	0	G. Connor B. S. Le Beare	5th 1st	C. M. M. Duck L. E. Evans	2nd 1st	Nov.
Highbury, Model	N.	15	0 0	- -	-	-	-	- - -	—	- - -	—	Jan.
Highbury	B.	18	0 0	- -	35	0	0	R. Watson	3rd	C. Taylor	1st	June
Highgate, St. Michael's.	N.	46	0 0	- -	206	10	0	J. Reading E. Kell J. W. Corbett	4th 3rd 2nd	S. J. Taylor A. Cotton C. Laking M. Graham E. Graham S. Knight A. Trune	5th 4th 2nd 5th 4th 4th 4th	April
Hillingdon, (Girls)	N.	10	0 0	- -	15	0	0	- - -	—	H. Carter	1st	May
Hillingdon and Cowley, (Boys).	N.	23	0 0	- -	15	0	0	J. R. Wells	1st	- - -	—	„
Holborn, Dunn's Passage.	R.C.	30	0 0	- -	-	-	-	- - -	—	- - -	—	Feb.
Holborn, St. Andrew's, Trinity District.		28	0 0	- -	35	0	0	J. Withey	2nd	M. Axten	2nd	April

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MIDDLESEX—*cont.*								
Home and Colonial, Gray's Inn Lane, Model.	54 0 0	- -	325 10 0	R. T. Gomm -	4th	C. Dunning -	5th	Aug.
				E. A. Ford -	4th	M. Henderson	4th	
						M. A. Cragg -	3rd	
						E. Howell -	3rd	
						E. Pugh -	1st	
						E. Pett -	1st	
						E. Gregg -	1st	
						A. Howell -	5th	
						E. Shaw -	5th	
						S. Lord -	4th	
						S. Cornish -	3rd	
						M. A. Darlington.	2nd	
						S. Lovegrove -	5th	
						A. Matthews -	2nd	
						K. Haydon -	2nd	
Homerton, - Par.	15 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Homerton, Rams Epjs.	10 0 0	- -	- - -	- - -	—	- - -	—	Jan.
Hornsey - - N.	30 0 0	- -	64 0 0	W. Cutbush -	1st	S. A. Armitage	5th	April
						E. Palmer -	5th	
Hoxton, St. John's N.	28 10 0	- -	175 10 0	G. F. Gilbey -	4th	E. Dawson -	5th	"
				H. Rose - -	3rd	C. Coleman -	4th	
				H. Thrower -	2nd	E. Edwards -	4th	
				W. T. Osborn	2nd	M. A. Geddes -	3rd	
						J. E. Solomon	3rd	
Isleworth - - N.	32 0 0	50	- - -	- - -	—	- - -	—	June
Isleworth, St. Mary's. -R.C.	25 0 0	- -	- - -	- - -	—	- - -	—	Feb.
Islington, All Saints' N.	45 0 0	- -	117 10 0	W. J. J. Reynolds.	2nd	E. M. Ablett -	1st	Nov.
						H. J. Ablett -	1st	
				J. L. Bell -	2nd	A. Woolley -	1st	
				W. R. High -	2nd	A. Baker -	1st	
				E. A. Sturman	1st			
Islington, St. James'. N.	30 0 0	- -	129 0 0	E. C. Williams	4th	A. Bourne -	4th	Aug.
				S. Hassell -	1st	S. Hassell -	3rd	
				H. J. Field -	1st	M. Hassell -	3rd	
						M. P. Seward	3rd	
Islington (Upper), St. John's. N.	26 10 0	- -	110 10 0	J. Clark - -	4th	C. Leonard -	4th	Nov.
						M. Jones -	4th	
						E. S. Burton -	3rd	
						A. Adcock -	1st	
						S. Atkins -	1st	
						L. M. Schneegans (*Honorary*)	1st	
Islington, St. Mary's. N.	15 0 0	- -	82 10 0	J. F. Clifton -	5th	- - -	—	April
				W. Davis -	4th			
				R. Stratton -	4th			
				J. Nickele -	2nd			
Islington, St. Michael's. N.	31 0 0	-	157 10 0	W. J. Green -	4th	E. A. Cressell -	4th	Oct.
				J. Bush - -	3rd	B. Fox - -	4th	
				C. H. Beardon	2nd	C. M. Reedman	4th	
						E. J. Hatt -	4th	
						E. C. Brooks -	2nd	
Islington, St. Peter's. N.	25 0 0	- -	104 10 0	J. A. Kelly -	2nd	J. Donaldson -	4th	Sept.
				C. J. Ansell -	2nd	E. Agleton -	3rd	
						F. Donaldson -	2nd	
						L. M. Porter -	1st	
Islington, St. Stephen's. N.	25 0 0	- -	44 0 0	- - -	—	M. A. Sharratt	5th	Jan.
						M. Paterson -	3rd	
Islington, South, and Pentonville. B.	31 0 0	- -	153 0 0	H. Phillips -	1st	E. Stevens -	4th	June
				T. F. Smith -	1st	M. Ryder -	4th	
				F. Gomm -	1st	E. Landrey -	3rd	
						E. Dunkinson	3rd	
						E. Roberts -	2nd	
						M. Roberts -	2nd	
Islington, Union Chapel. B.	18 0 0	- -	44 0 0	J. Nicholls -	4th	- - -	—	May
				T. White -	4th			

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MIDDLESEX—*cont.*	£ s. d.	£	£ s. d.					
John's Wood, St., N. St. John's.	40 0 0	- -	124 10 0	H. C. Shaw -	4th	R. Parker -	4th	April
				J. Wheeler -	4th	E. Waller -	1st	
				G. J. Row -	3rd	S. Heath -	1st	
				W. W. Lane -	1st			
John's Wood, St. R.C.	25 0 0	- -	75 0 0	J. Wells - -	4th	- - -	—	Feb.
				J. O. Neal -	4th			
				P. Daly - -	2nd			
				W. Love -	2nd			
Kensal Green, St. N. John's.	- -	- -	70 0 0	J. Lewis -	1st	M. A. Pringle -	1st	Dec.
						E. Bayne -	1st	
						R. Ransom -	1st	
						S. F. Read -	1st	
Kensington, Free - School.	36 0 0	- -	132 10 0	A. Onslow -	3rd	E. Morton -	3rd	Feb.
				A. Clarke -	2nd	H. Theobald -	2nd	
				W. Cox - -	2nd	A. J. Jewell -	2nd	
				W. Hawkins -	2nd	E. A. Price -	1st	
Kensington and - N. Notting Hill.	15 0 0	- -	29 0 0	S. Cole -	1st	- - -	—	Sept.
				W. Perrin -	1st			
Kensington, St. N. Barnabas'.	25 0 0	- -	84 10 0	D. Drover -	5th	L. S. Marsh -	4th	Oct.
						L. Hidey -	3rd	
						M. A. Stanley	3rd	
Kensington, Vicar R.C. Place.	30 0 0	- -	72 10 0	- - -	—	E. Mara - -	4th	Feb.
						J. Murphy -	4th	
						A. Kington -	2nd	
						J. Elmes -	1st	
Kentish Town - N.	36 0 0	- -	78 0 0	- - -	—	M. M. Dibben	3rd	April
						E. A. Pullinger	2nd	
						E. Bradberry -	5th	
						E. A. Darkin -	2nd	
Limehouse - - Wes.	27 0 0	- -	129 10 0	J. Brody - -	4th	E. A. Murch -	5th	June
				H. English -	3rd	C. Box - -	4th	
				J. L. Hicks -	2nd			
				J. Hellen -	1st			
				W. Rogers -	1st			
Limehouse, St. N. Anne's.	28 0 0	- -	224 10 0	J. Corr - -	5th	A. M. Patmore	3rd	Dec.
				J. E. Pearse -	5th	S. M. Weedon	3rd	
				H. Plumley -	3rd	E. J. Allison -	3rd	
				J. Goodhew -	3rd	J. S. McRae -	3rd	
				G. Fleming -	3rd	E. Blanks -	2nd	
				W. Bales -	2nd			
				J. H. Lammas	2nd			
Limehouse, St. N. John's	30 0 0	25	122 0 0	W. G. Layton -	3rd	E. Brand -	3rd	Feb.
				E. Chatterton	3rd	M. A. E. Sandham	3rd	
						S. E. Ladbury	2nd	
						M. E. Holleby	2nd	
						C. L. Coe -	1st	
Lisson Grove, St. Paul's (the Bentinck Schools).	25 0 0	- -	44 0 0	W. Hatcher -	1st	A. M. Ross -	1st	March
						Z. Cotton -	1st	
London, Aldersgate N. Ward, Packlington Schools.	33 0 0	25	15 0 0	- - -	—	H. Bennett -	1st	June
London (Chapel Street) Domestic Mission.	25 0 0	- -	86 0 0	D. Blay -	5th	E. Kemp -	2nd	,,
				W. J. Hawkins	1st	C. Cox - -	2nd	
						M. A. Blay -	1st	
London, East - R.C.	- -	- -	75 10 0	- - -	—	C. Long - -	2nd	Jan.
						A. Cline - -	2nd	
						S. Dunn - -	2nd	
						E. Hayes -	1st	
						M. Wilkinson	1st	
London, East, Red R.C. Lion Street.	15 0 0	- -	68 0 0	P. Hayes -	1st	- - -	—	Feb.
				D. Burke -	1st			
				J. McElligott -	1st			
				T. Coakley -	1st			
				J. Shea -	1st			
London, St. Dunstan's in the West.	34 0 0	- -	80 10 0	G. Minear -	4th	J. Willson -	3rd	,,
				J. T. Wood -	3rd	S. Sparks -	3rd	

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MIDDLESEX—*cont.*	£ s. d.	£	£ s. d.					
London, Farringdon B. Street, Harp Alley.	10 0 0	- -	62 0 0	- - -	—	M. F. Barnes -	5th	June
						S. Anderson -	5th	
						E. Acons -	1st	
London, Fox and - B. Knot Court.	13 0 0	- -	- - -	- - -	—	- - -	—	March
London, Second - N. School, Shoe Lane.	28 0 0	- -	30 0 0	E. Lloyd -	1st	M. A. Thomas	1st	,,
London, Fourth - N. School.	27 0 0	- -	44 0 0	R. Fuller -	1st	M. M. Brooks	1st	,,
						E. E. Brooks -	1st	
Martin's, St., in the N. Fields.	28 0 0	- -	173 10 0	G. A. Clark -	2nd	E. Wood -	5th	April
				W. R. Ellis -	2nd	E. Long -	5th	
				H. Farrell -	1st	J. E. Boarder -	4th	
				E. B. Cayzer -	1st	E. Hutchins -	2nd	
						A. H. Wolling	2nd	
						E. J. Cole -	1st	
Martin's, St., in the Fields (Northern).	30 10 0	- -	130 0 0	W. J. Carley -	5th	M. S. Haig -	2nd	,,
				R. Williams -	3rd	S. Hambleton	2nd	
				C. Salisbury -	1st	M. E. Evans -	1st	
						E. Howard -	1st	
						A. Sedcole -	1st	
Marylebone, Cent. - N.	36 0 0	- -	- - -	- - -	—	- - -	—	May
Marylebone, Christ's N. Chapel.	- -	- -	120 0 0	J. A. Price -	1st	S. M. Bevan -	3rd	Oct.
				W. G. Harold -	1st	S. Adams -	2nd	
				E. Leamark -	1st	A. Macro -	2nd	
						F. Atkins -	1st	
						M. Stidolph -	1st	
Marylebone, Ch. Ch. N.	37 0 0	25	212 10 0	E. Jarvis -	3rd	L. Rogers -	4th	,,
				J. Judd - -	2nd	L. Nash -	4th	
				C. E. Cooper -	2nd	M. Riley -	3rd	
						M. A. Glazebrook	3rd	
						S. Jones -	3rd	
						V. Davis -	2nd	
						S. H. Rogers -	2nd	
						C. Donaldson -	2nd	
						M. A. Lee -	1st	
Marylebone, Eastern (Boys). N.	20 0 0	- -	111 0 0	W. Piggott -	4th	- - -	—	Sept.
				G. Piggott -	4th			
				W. H. Woodrow	4th			
				A. J. Watts -	2nd			
				J. H. Richardson	2nd			
				G. Bentley -	2nd			
Marylebone, Eastern (Girls). N.	14 0 0	- -	62 10 0	- - -	—	E. Stone -	2nd	,,
						E. Connor -	2nd	
						E. Adams -	2nd	
						M. Stone -	1st	
Marylebone, High R.C. Street, St. James'.	10 0 0	- -	75 0 0	- - -	—	M. B. Wholley	5th	Jan.
						M. T. Sullivan	5th	
						S. Casserly -	1st	
						E. Brans -	1st	
Marylebone, Western, St. Mary's. N.	25 0 0	- -	199 10 0	A. Jones - -	3rd	L. A. Page -	5th	March
				W. S. Jack -	3rd	E. Colborn -	3rd	
				W. Smart -	3rd	E. R. Bromley	2nd	
				R. Billingham	1st	M. A. Colborn	2nd	
				I. Rogers -	1st	E. Jones - -	nd	
						E. Lewis -	1st	
						S. L. Bate -	1st	
Marylebone, St. Matthew's. N.	15 0 0	- -	- - -	- - -	—	- - -	—	Oct.
Marylebone, Nutford Place, Diocesan. N.	31 0 0	- -	78 10 0	R. Leaver -	3rd	E. Batson -	1st	April
				H. Smith -	2nd	A. S. Robinson	1st	
						L. A. Hills -	1st	
Marylebone, Trinity. N.	45 0 0	- -	199 0 0	G. Glass - -	4th	A. Main - -	4th	Oct.
				H. J. Bristo -	3rd	C. E. Wood -	4th	
				J. Lord - -	3rd	M. Shearlock -	4th	
				C. Ferguson -	3rd	C. Butcher -	2nd	
				T. T. Tucker -	2nd	E. White -	1st	
				G. Driver -	1st			

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	£	s.	d.	£		£	s.	d.					
MIDDLESEX—*cont.*													
Metropolitan, Jews. West.	25	0	0	-	-	-	-	-	- - -	—	- - -	—	Jan.
Mile End, Newtown, B. Church Street.	15	0	0	-	-	-	-	-	- - -	—	- - -	—	May
Moorfields, Bunhill R.C. Row.	-		-	-	-	22	10	0	D. Collins -	4th	- - -	—	Feb.
Northwood - - N.	10	0	0	-	-	-	-	-	- - -	—	- - -	—	March
Notting Hill, St. John's N.	10	0	0	-	-	-	-	-	- - -	—	- - -	—	Sept.
Paddington, All Saints'. N.	10	0	0	-	-	96	0	0	E. M'Millan -	3rd	M. A. Denton -	5th	Dec.
									T. Lofts - -	3rd	M. Franklin -	3rd	
											E. Jones -	1st	
Paddington, Harrow Road, Woodfield S. N.	10	0	0	-	-	-	-	-	- - -	—	- - -	—	March
Paddington, St. John's. N.	35	10	0	-	-	91	0	0	T. G. Stokes -	4th	A. Stimpson -	5th	Dec.
									J. A. Aarons -	1st	M. A. Llewhellin	2nd	
									H. J. Prior -	1st			
Paddington Green, St. Mary's. N.	31	0	0	-	-	113	10	0	C. T. West -	4th	S. Hall -	4th	Nov.
									W. Dixey -	3rd	M. A. Anthony	2nd	
									G. Nurthen -	3rd	S. Sterne -	1st	
Pancras, St. - N.	45	0	0	25		209	10	0	H. A. Nash -	5th	M. Sedgwick -	1st	April
									A. Learner -	5th	C. Coupees -	1st	
									J. Turner -	5th	M. A. McKenzie	5th	
									T. Mousley -	4th	M. H. Cook -	3rd	
									W. R. Matthews.	1st	E. Latta -	2nd	
											E. Squire -	2nd	
Pancras, St., Ch. Ch. N.	42	0	0	-	-	170	10	0	W. Allen -	4th	E. Straight -	4th	"
	(a)20	0	0						H. Hencher -	3rd	M. Kemplin -	4th	
									H. Woodman	2nd	A. M. Richardson.	3rd	
											E. H. Russell -	3rd	
											M. J. Cheese -	3rd	
											M. A. Goldstone.	2nd	
Pancras, St., East - N.	35	0	0	-	-	165	10	0	J. Dowling -	4th	M. A. Shinn -	4th	Oct.
									G. P. Clarke -	4th	E. J. White -	4th	
									J. Rennison -	2nd	C. A. Simms -	3rd	
									A. Jenner -	1st	M. A. Hopkinson	2nd	
											E. Jones - -	2nd	
Pancras, St., Percy Chapel, Russel School of Industry. N.	11	0	0	-	-	39	0	0	- - -	—	J. Badcock -	4th	Sept.
											E. Edwards -	2nd	
Pancras, St., St. John the Evangelist's District. N.	11	0	0	-	-	72	10	0	R. W. Hinton	1st	F. Pallett -	2nd	June
											S. Collis - -	1st	
											C. M. Combe -	1st	
											S. J. Beard -	1st	
Pancras, St., Trinity, N.	25	0	0	-	-	173	0	0	W. Howitt -	4th	S. Dennis -	5th	April
									J. Ide - -	4th	H. E. Western	5th	
									G. L. Butler -	3rd	E. O. H. Chapman (*Honorary*).	2nd	
									G. Howitt -	2nd			
											A. Topper -	5th	
											L. Dale -	4th	
											S. E. Burnett - (*Honorary*).	1st	
Pancras, St. Wo- burn Chapel. Epis.	12	0	0	-	-	55	0	0	- - -	—	E. H. Cooper -	1st	Sept.
											S. Hilton -	1st	
											J. Lindsay -	1st	
											F. Ford - -	1st	
Pentonville (Infant) N.	12	0	0	-	-	20	0	0	- - -	—	E. A. Martin -	3rd	Oct.
Pimlico, Eaton Chapel. N.	15	0	0	-	-	-	-	-	- - -	—	- - -	—	Feb.
Pimlico, St. Barnabas'. N.	25	0	0	-	-	106	10	0	W. Alexander	4th	L. A. Clarke -	3rd	Jan.
									G. Taylor -	3rd	E. Beer - -	3rd	
											H. Roberts -	1st	
											S. Scarsbrook -	1st	
											M. A. Roberts (*Honorary*).	1st	

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MIDDLESEX—*cont.*	£ s. d.	£	£ s. d.					
Pimlico, St. Michael's. N.	44 0 0	- -	158 10 0	J. R. Dare -	4th	M. A. Atkinson	5th	Feb.
				W. Manser -	2nd	E. S. Burrows	2nd	
				J. E. Coomber	2nd	M. H. Foster -	3rd	
				J. G. Hands -	1st	A. C. Turner -	2nd	
						E. L. Brown -	1st	
Pimlico, St. Peter's N.	10 0 0	- -	93 0 0	H. R. Heasman	5th	E. Cruickshank	5th	Dec.
				W. Heasman -	4th	M. Woodland -	4th	
Poplar and Blackwall, Free School. B.	16 10 0	- -	- - -	- - -	—	- - -	—	April
Poplar, Regent Street. B.	11 0 0	- -	106 0 0	- - -	—	M. A. Fielder -	3rd	July
						S. A. Godwin -	3rd	
						E. Downton -	3rd	
						M. E. Blackmore	3rd	
						L. A. Overington	3rd	
						A. Whittenbury	1st	
Poplar - - R.C.	15 0 0	- -	54 10 0	S. Shea -	4th	- - -	—	Jan.
				W. Shea -	2nd			
				J. Allwell -	2nd			
Portman Chapel, East Street. N.	16 10 0	- -	57 0 0	G. Copus -	4th	- - -	—	April
				J. Shinn -	3rd			
				J. W. Buckner	2nd			
Portman Square - N.	10 0 0	- -	111 0 0	W. H. Linthwaite.	5th	S. Berry -	5th	"
						J. Gibson -	5th	
				H. Wells -	4th			
				G. Brady -	2nd			
Queen Street, Wes. Great.	27 0 0	- -	75 10 0	W. J. Moister	3rd	M. M. Oats -	3rd	May
				W. D. Elgar -	2nd	S. M. Churchman.	3rd	
Radnor Street, Wes. City Road.	18 0 0	- -	240 10 0	T. B. Kirkham	4th	J. Olney -	4th	June
				G. Speer -	3rd	E. C. Adams -	3rd	
				W. South -	3rd	E. Owen -	3rd	
				J. Bingham -	3rd	L. Lloyd -	2nd	
				W. R. Olney -	3rd	A. Yolland -	1st	
				R. Best - -	2nd	R. Hughes -	1st	
				W. J. Frehane	2nd			
				G. West -	1st			
Saffron Hill, St. Peter's. N.	36 0 0	- -	88 10 0	W. E. Jordan	2nd	J. Vincent -	4th	April
				T. Turner -	2nd	J. Riley - -	3rd	
						F. E. Blyde -	1st	
Sepulchre's, St., London (Boys). N.	20 0 0	- -	15 0 0	W. Devonshire	1st	- - -		Dec.
Sepulchre's, St., London (Girls). N.	10 0 0	-	15 0 0	- - -	—	E. Russell -	1st	"
Shepherd's Bush, Parl. St. Stephen's.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Shepperton - - N.	15 0 0	- -	- - -	- - -	—	- - -	—	June
Soho, Greek Street R.C.	- -	- -	49 10 0	- - -	—	M. A. Buckley	2nd	Feb.
						E. Byrne -	2nd	
						M. Brown -	2nd	
Soho, St. Anne's Parl.	20 0 0	- -	15 0 0	T. French -	1st	- - -	—	"
Soho, Tudor Place, R.C. St. Patrick's.	- -	- -	42 0 0	- - -	—	C. Crawley -	1st	"
						E. Daley -	1st	
						A. Barrett -	1st	
Somer's Town - B.	16 10 0	- -	206 10 0	N. S. Batterbee	5th	M. Dungey -	5th	June
				T. Whitford -	5th	C. Clarke -	4th	
				J. J. Hartley -	4th	E. Hollingshed	1st	
				T. Hollingshed	4th			
				F. Todd - -	3rd			
				H. Cornelius -	1st			
				H. Clark -	1st			
				L. T. Edwards	1st			
Somer's Town, Presb. Middlesex Street.	15 0 0	- -	- - -	- - -	—	- - -	—	May
Southgate - - N.	- -	- -	20 0 0	- - -	—	E. Turner -	3rd	"
Spitalfields, Parl. - N.	10 0 0	- -	15 0 0	- - -	—	L. A. Debonnaire	1st	Sept.
Spitalfields, Spicer Street. R.C.	- -	- -	34 0 0	D. Martin	2nd	- - -	—	Jan.
				D. Stanton -	2nd			

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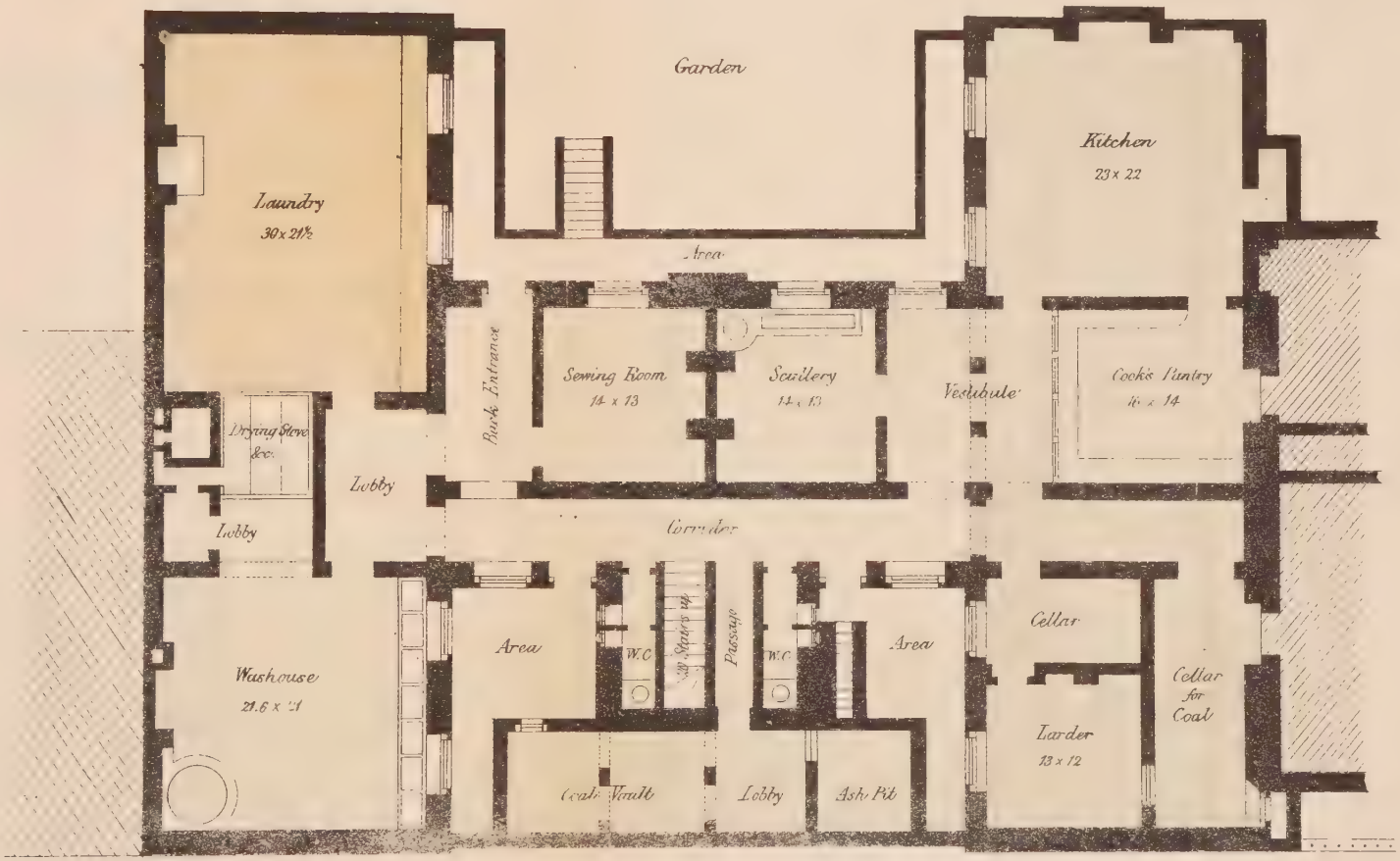
MIDDLESEX—*cont.*	£ s. d.	£	£ s. d.					
Spitalfields, Wood Street. B.	25 0 0	- -	137 0 0	E. Stiff - 5th W. Baker - 5th F. W. Gibbs - 1st		M. Dutton - 4th C. Dutton - 3rd M. A. Williams 3rd C. Kusel - 2nd		June
Staines - - - N.	26 10 0	- -	75 10 0	H. Ford - 4th S. H. Harris - 1st		A. Asquith - 4th E. Rew - - 2nd		May
Stepney - - I.U.	- -	- -	47 5 0	W. Taylor - 2nd W. G. Ray - 1st G. Bondfield - 1st		E. Burgess - 1st J. Munro - 1st		"
Stepney, All Saints' N.	25 0 0	- -	107 10 0	A. Robinson - 4th		J. Kentish - 5th A. Campbell - 5th C. Barrow - 4th L. Kentish - 2nd		Sept.
Stepney, Red Coat N.	33 0 0	- -	116 10 0	R. Kidman - 5th J. W. Parker - 3rd J. W. Slaughter 3rd C. R. Woodman 2nd		A. M. Wilson - 3rd H. Baker - 3rd		Oct.
Stepney, Redman's Row (Infant). N.	15 0 0	- -	70 0 0	- - - —		E. Lavers - 3rd A. Yates - 3rd S. A. Little - 2nd M. Gates - 2nd		"
Stepney, St. Peter's N.	31 10 0	- -	130 0 0	E. Moon - - 1st W. Johnson - 1st		S. A. Hollington. 4th M. A. Pearl - 3rd S. M. Appleton 2nd A. Smith - 2nd E. Walker - 2nd M. B. Crews - 1st		"
Stepney, St. Thomas'. N.	36 0 0	- -	273 10 0	A. R. Dyer - 4th T. W. Williams 2nd W. J. Tapling - 1st H. R. Parry - 1st		M. I. Reeves - 5th J. E. Hone - 5th F. E. Bareham 4th C. E. Meitar - 4th S. J. Lepard - 4th S. L. Hayes - 4th M. F. Harris - 3rd E. Cattrall - 3rd E. Brinkman - 2nd E. A. Dunn - 1st S. A. Rotherham 1st		"
Stepney, Trinity - N.	43 0 0	- -	117 0 0	W. H. Wilkins 4th W. Nice - - 1st		F. L. Goodwin 5th S. Porter - 1st H. Porter - 4th M. J. Holland 3rd		Sept.
Stoke Newington - N.	32 10 0	- -	61 10 0	T. Warren - 3rd		E. Richardson 4th E. Tallant - 3rd		Nov.
Stoke Newington Wes.	18 0 0	- -	- - -	- - - —		- - - —		Dec.
Sunbury - - Par.	10 0 0	- -	37 10 0	W. T. Cotsford 2nd		F. Thurkle - 3rd		Oct.
Tottenham - - N.	18 0 0	- -	15 0 0	R. J. Leman - 1st		- - - —		July
Tottenham, School of Industry.	10 0 0	- -	15 0 0	- - - —		P. Morley - 1st		June
Tottenham - - B.	- -	- -	65 0 0	G. Lewis - 3rd C. Lovebond - 3rd J. Burbridge - 1st T. Wrench - 1st G. Mesley - 4th H. James - 2nd		- - - —		May
Twickenham Common (Archdeacon Cambridge's). N.	15 0 0	- -	39 0 0					"
Waltham Green, St. John's. N.	26 10 0	- -	51 10 0	W. R. Marchant 1st - - - —		A. M. Walker - 3rd C. Jones - - 2nd		"
Wapping, Gravel Lane. Wes.	15 0 0	25	15 0 0	R. Dailey - 1st		- - - —		"
Westbourne - - N.	46 0 0	- -	105 0 0	E. Dakin - 5th H. W. Spencer 4th F. W. Steel - 4th T. Cull - - 2nd		A. Cockman - 4th		Nov.

FEMALE TRAINING COLLEGE, MOUNT-PLEASANT, LIVERPOOL.

(ROMAN CATHOLIC.)



MOUNT PLEASANT

BASEMENT PLAN.

Scale of Feet.

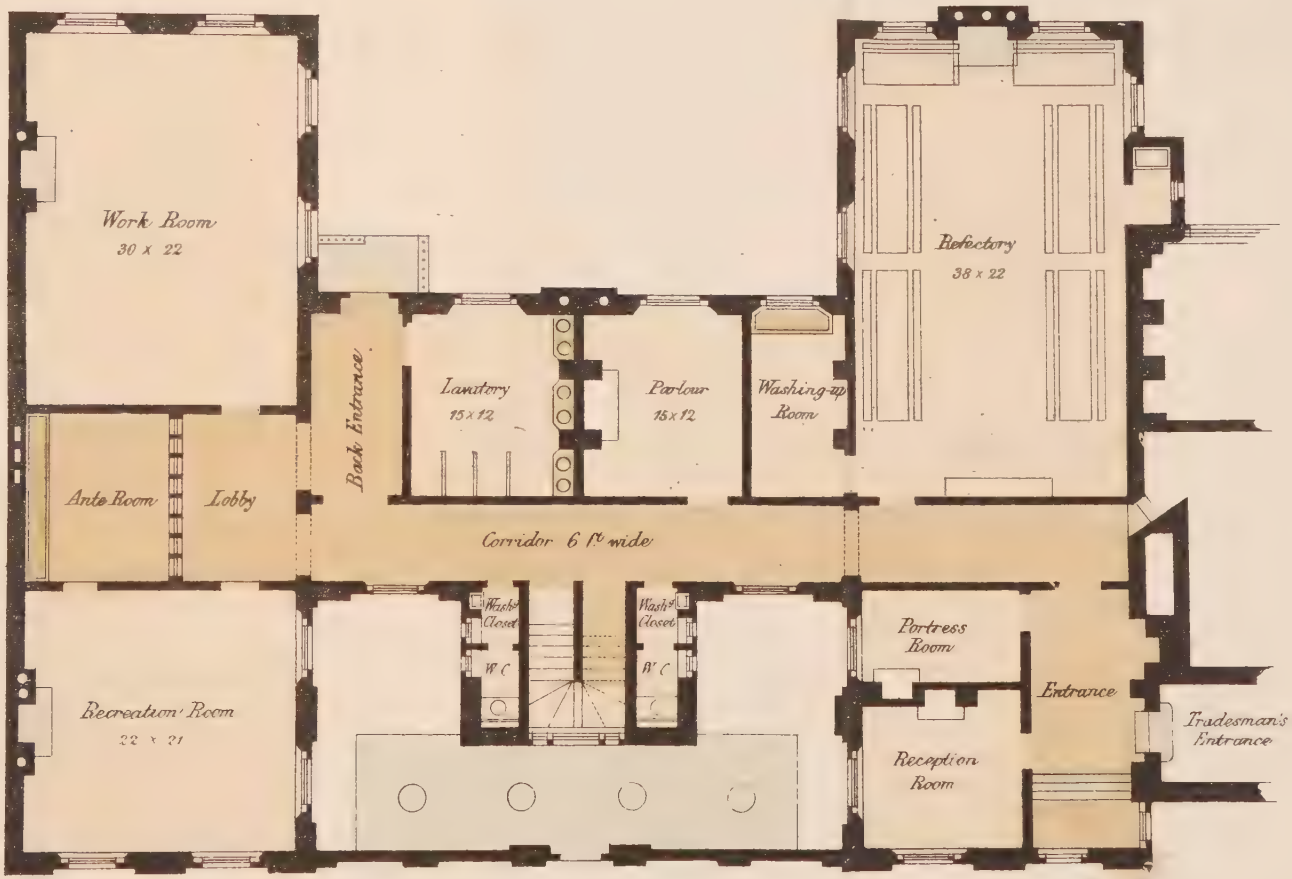
0 5 10 20 30 40 50 60 70 80 Feet

J. & C. Hansom, Archts
Clifton, Bristol,
Decr 1856.

Day & Son, Lithrs to the Queen

FEMALE TRAINING COLLEGE, MOUNT-PLEASANT, LIVERPOOL.

(ROMAN CATHOLIC.)



GROUND FLOOR PLAN.

Scale of Feet

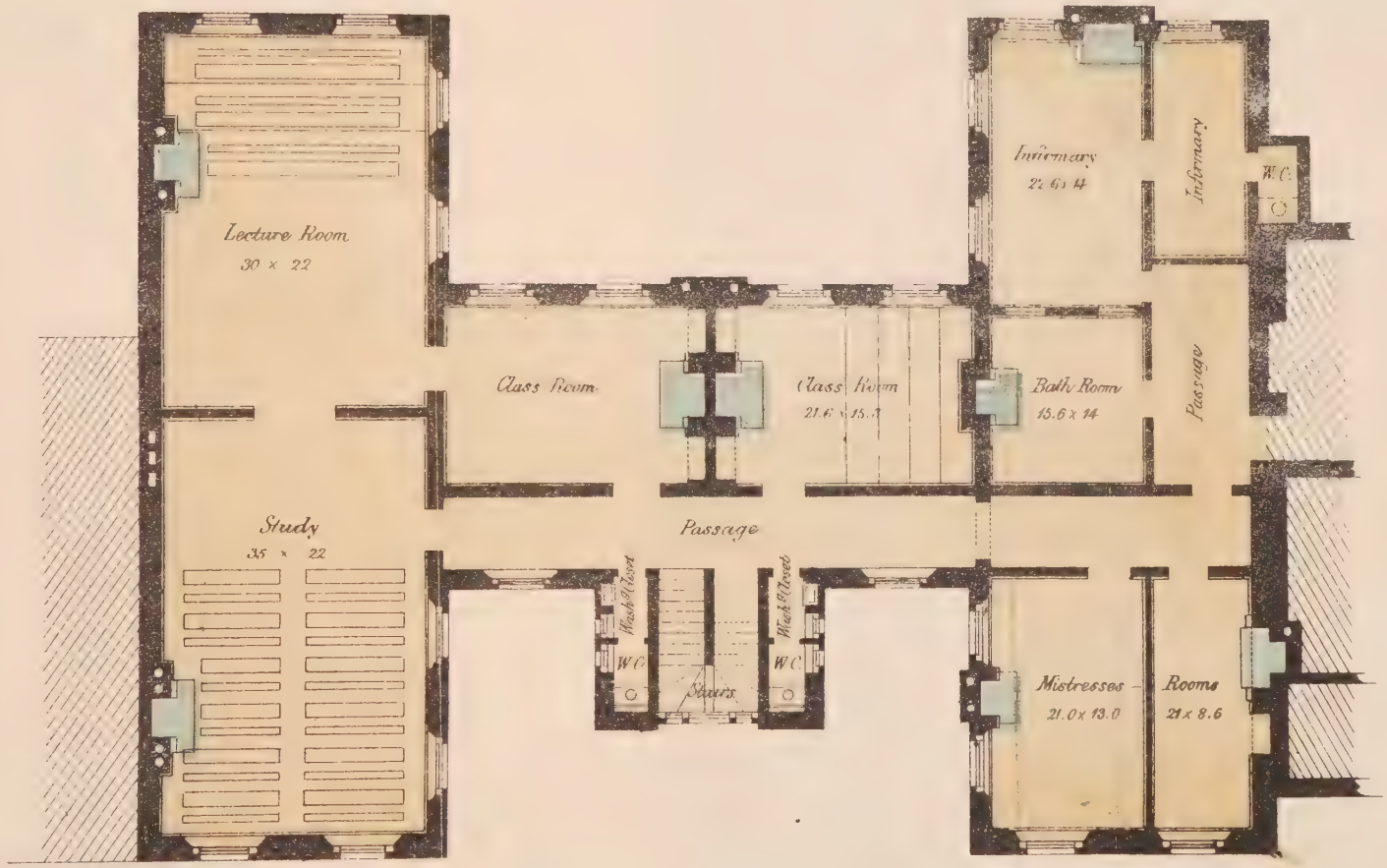
10 5 0 10 20 30 40 50 60 70 80 Feet

J & C. Hansom, Archts
Clifton, Bristol
Decr 1856.

Day & Son Lith.rs to the Queen

FEMALE TRAINING COLLEGE, MOUNT PLEASANT, LIVERPOOL.

(ROMAN CATHOLIC.)



FIRST FLOOR PLAN.

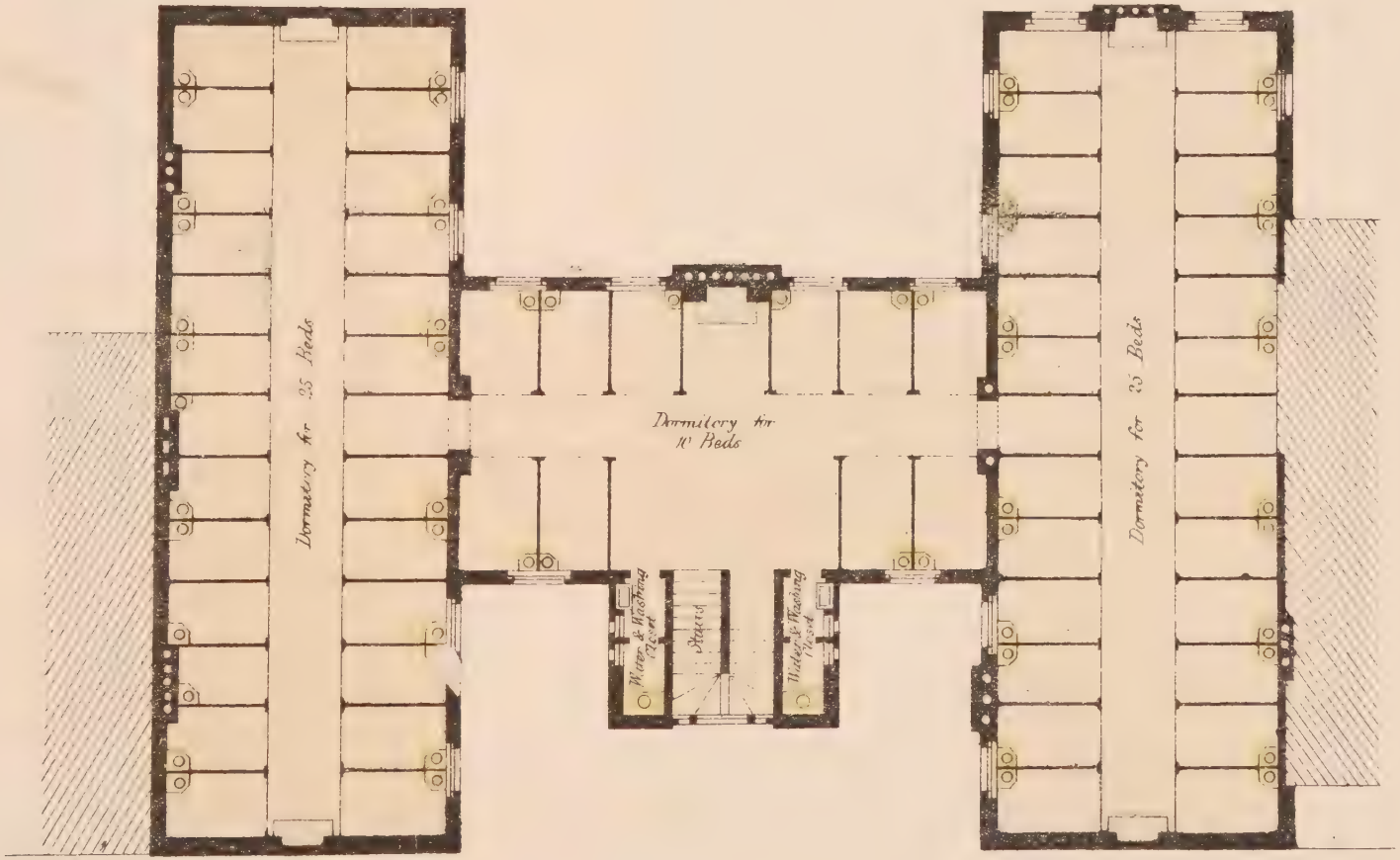
Scale of Feet.

10 5 0 10 20 30 40 50 60 70 80 Feet

Day & Son, Lithrs to the Queen

FEMALE TRAINING COLLEGE, MOUNT-PLEASANT, LIVERPOOL.

(ROMAN CATHOLIC.)



DORMITORY FLOOR PLAN.

Scale of Feet.

10 5 0 10 20 30 40 50 60 70 80 Feet

J & C. Hansom, Archts
Clifton, Bristol,
Decr 1856.

Day & Son Lith.rs to the Queen

MINUTES

OF

THE COMMITTEE OF COUNCIL ON EDUCATION;

SCHOOLS OF PAROCHIAL UNIONS,

AND

REFORMATORY SCHOOLS,

IN ENGLAND AND WALES.

WITH

REPORTS BY HER MAJESTY'S INSPECTORS OF SCHOOLS.

1856-7.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:

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PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.

FOR HER MAJESTY'S STATIONERY OFFICE.

1857.

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MINUTES,

&c.

REFORMATORY SCHOOLS.

MINUTE, dated 2 June 1856, offering *Grants* for promotion of Schools wherein Children of *Criminal and Abandoned Classes* may be reformed by *Industrial Training.*

At the Council Chamber, Whitehall, the 2nd day of June 1856.

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

THEIR Lordships resolved to continue the grants at present made in aid of field gardens and workshops *annexed to common elementary day schools*, but, as regards "ragged or reformatory schools," to cancel all existing Minutes, and to provide as follows (no school being admissible to aid under this Minute unless it be *industrial* in its character, and unless the scholars be taken exclusively from *the criminal or abandoned classes*):—

(1.) To pay half of the rent.

(2.) To pay one-third of the annual cost of tools and of raw material for labour.

(3.) To make grants towards the cost of books, maps, and apparatus, upon the same terms as to other schools.

(4.) In order to encourage the preparation of suitable schoolmasters for employment in these institutions, to grant the sum of 35*l.* to the treasurer of any reformatory school in respect of every person, qualified as next under-mentioned, who shall have been boarded, lodged, and trained as a master in the reformatory school during a period of twelve months, viz.:—

  (*a.*) All teachers of common elementary day schools holding certificates of merit, or registered.

  (*b.*) All teachers of workhouse schools holding certificates of efficiency.

  (*c.*) All students in normal colleges under inspection, who shall have resided therein not less than one year, and shall have successfully passed the examination at the end of the year before Her Majesty's Inspectors of Schools.

Their Lordships also resolved to reimburse to the said treasurer any sum not exceeding 6*l.*, which it may have been found necessary to advance for the purpose of travelling or personal expenses to such persons in training.

The conditions of all such grants to be :—

(*a.*) That the reformatory contain at least forty inmates, and be sanctioned or certified by the Secretary of State, under the Acts 17 & 18 Vict, c. 74. and c. 86.

(*b.*) That Her Majesty's Inspectors of Schools recommend the school, from year to year, as a suitable place, in its character and arrangements, for receiving masters into training for reformatory schools.

(*c.*) That payment of the grant be made by quarterly instalments ; and that the same certificates of good conduct be required from the principal of the institution, on behalf of each person in training, as are now required in the case of Queen's scholars.

(5.) To grant half of the salary agreed to be paid by the managers to every master and to every assistant master, in any ragged or reformatory school, in the following ratio :—

For any number of inmates not exceeding 25, 1 master ;
Between 25 and 50, 1 master, 1 assistant.

An additional assistant to be allowable for every 25 additional inmates above 50 ; and an additional master (instead of an assistant) for the first 25 inmates after every 100 ; these allowances giving 1 master and 3 assistants as the ordinary staff for every 100 inmates.

Every master, if untrained, must be upwards of 25 years old, and every assistant upwards of 18 years old. Industrial instructors may be counted as assistants.

If the salary agreed by the managers to be paid to an assistant exceed half of that of a master in the same school, the excess will not be reckoned in calculating the sum to be reimbursed by the Committee of Council on Education.

Her Majesty's Inspectors of Schools must report favourably, in each year for which the grant is made, with especial reference to the following points :—

(*a.*) That the ability and character of the schoolmaster and assistants are satisfactory.

(*b.*) That habits of obedience, cleanliness, and order are enforced in the school.

(6.) To grant as capitation, upon every child (according to the number in average attendance during the year preceding the annual inspection) *who is not paid for by the Lords Commissioners of the Treasury, under the Act* 17 *&* 18 *Vict., c.* 86., the sum of 50*s.* per annum, provided that such child be fed at the school.

Circular to Her Majesty's Inspectors of Schools, explanatory of foregoing Minute, dating 2 June 1856, relating to conditions of aid to Reformatory Schools.

SIR, *Education Department, July* 1856.

I AM directed to bring under your notice the enclosed copy of a Minute, dated 2 June 1856, on reformatory schools. Certified and uncertified reformatories.

The inspection of reformatories will be arranged upon the same plan as that of common elementary schools, *i.e.*, a certain month will be fixed for the Inspector's visit, and all annual grants (*except those under Section 4 of the Minute*) will be paid for years ending at that date. The institutions to be inspected will fall into two classes. There will be—

1. Those institutions which are conducted upon a considerable scale, and which are recognized by the Secretary of State in pursuance of Acts of Parliament. But there will also be—
5. A large number of smaller institutions which now, under the names of asylums, homes, refuges, ragged schools, and the like, attempt, with varying degrees of completeness, to effect the object proposed by the Minute.

Both classes of institutions (the larger and the smaller) may share *equally* in the following forms of aid :—They may receive half the rent; one third of the cost of tools, books, and raw materials of labour; one-half of the salaries; and an annual capitation-grant upon every child who is provided with food as well as instruction, and who is not otherwise paid for by the Treasury.

The larger and certified institutions will however enjoy *this further privilege*, that, they may receive candidates, from certain specified classes, for training as masters, and may be paid on their account such a sum as nearly corresponds to the allowance for a Queen's scholar in a normal college of the ordinary kind.

The system of examination and the course of instruction proper for an ordinary normal college would be unsuited to a reformatory. In abandoning, therefore, any such requisition, it has been an object to specify those classes of candidates who have given proof that they *already* possess a fair amount of intellectual acquirements, as well as some familiarity with the ordinary routine of school-keeping. The reception of such candidates into training will require no addition to the staff for their own instruction; occasional lectures, and examinations by the principal, will suffice to keep up their knowledge; and they will be useful assistants to the ordinary officers of the institution, at the same time that they are qualifying themselves for independent employment. Candidates in training.

In accordance with this view, the allowance which, in the case of a Queen's scholar, is divided between his own bursary and the grant made to the college, for his examination at the end of each year, is in the present instance consolidated. Her Majesty's Inspectors, at their annual visits, will report upon the qualifications and ability of the candidates in training, but the candidates will not be further subjected to a general examination in the same manner as students in ordinary normal colleges.

As the number of institutions in which masters can be suitably trained is not likely to be large, the special payments allowable *under the fourth Section of the Minute* will be separated entirely from the rest which are to be issued on the annual report of the Inspectors.

It is not supposed by their Lordships that the attainment implied by the definition of the classes from which the choice of candidates for training must be made constitute all that is wanted in a reformatory teacher. Their Lordships do consider, however, that there is a very close connexion between the peculiar qualifications of such a teacher and the attainments in question, *as means through which those qualifications may operate with increased effect.* Intellectual discipline as an instrument of reformation.

If intellectual instruction ought to occupy any place at all in the reformatory process, it ought to be good as far as it goes.

Criminal boys often possess sharpness and cunning, but this is a very different thing from acquiring a power of sustained attention and a methodical application of the mind. It is in the inculcation of these last-mentioned habits that intellectual discipline becomes identical with moral discipline of a high order. The humbleness of the form and the limited degree in which intellectual instruction may be imparted do not alter this truth, nor dispense with the necessity for an able teacher. In more than one reformatory which has been inspected, the intellectual instruction is not only limited but bad. School-lessons should take their turn with hard bodily labour, but should never be allowed to supersede it as the staple of each reformatory institution.

Teachers employed in reformatories.

Grants under the fifth section of the Minute are *not* confined to those masters and assistants who have been trained, nor are they offered in the way of augmentation. The managers will receive half the sums which they return as the salaries agreed to be paid; but, so long as those salaries are paid, the grants may be carried to the general account of the school. Their Lordships reserve to themselves discretion to determine whether any particular salary, by its amount or otherwise, falls fairly within the scope of the Minute.

You will observe that the Government leaves the choice of teachers absolutely to the managers, interposing no test whatever, except the Inspector's annual report *upon certain specified points.*

According to the organization adopted in each reformatory, the *master*, for whose salary allowance is made, may or may not be the principal teacher in school. If he is not, the school-teacher may be counted among the *assistants* in claiming a grant, according to the number of instructors admissible under the Minute. The principal officer ought in all cases to be well enough instructed to be able to control, and to be responsible for, the work of the school-room.

The literary ability of a teacher may be regarded as sufficient if the Inspector is satisfied that the boys under his charge learn to read, write, and cipher, in such a manner as to acquire *the practical command of those arts in earning their bread and making their way in the world.* A boy who reads with difficulty and without intelligence, who writes imperfectly and spells ill, who cannot readily apply the rules of arithmetic to a common transaction of the shop or of wages, might as well, for most practical purposes, be unable to read, write, or cipher at all. You should apply this test rigorously in examining all such boys as are on the eve of leaving the school.

In the same way as to religious knowledge, you should endeavour to ascertain that the doctrines and maxims of Christianity are taught in such a manner as to be likely to become motives and rules of conduct.

In the same spirit you will bear in mind that no oral delivery of moral lessons can be so effective as that which results from daily practice. You will not, therefore, allow any general professions to weigh against the evidence which a school, or workshop, may present *in itself* of a want of order, obedience, and cleanliness. A disobedient, dirty, ill-conditioned lad is not to be talked out of those habits, but can only be cured by being obliged to live in daily and hourly contact with the practical opposites of them.

Inmates on whom capitation grant is allowed must be fed, not paid for by Treasury, and under twenty-one years of age.

With regard to the rule which confines the capitation grant to those children who are—

1. Fed, and
2. Not paid for by the Treasury,

the former test is adopted, because experience seems to show that, without the offer of food, the lowest part of the juvenile population cannot be reached by instruction, and because, while this circumstance renders ragged or reformatory schools more costly than others, it also serves to distinguish them broadly from common elementary day schools. You will be careful on all occasions to inquire and report whether the reformatory is *confined* to the most degraded class of children.

It has been known to happen that a ragged school, by the offer of food, has emptied a neighbouring day school, where the parents of the children were previously paying for their instruction; *such a result is an unmixed evil.* No positive rule can supply the place of personal vigilance and good faith, on the part of the managers, in guarding against such abuses. It is to be hoped that, if proper pains be taken to explain the nature of these schools, few decent parents, however poor, will be so wanting in honest pride as to be tempted to send their children to them. The relief of want should not be confounded with the remedy for vice and crime. The honest children of honest parents should no more be brought to reformatories for education than to hospitals for food.

The Committee of Council considered the question whether lodging as well as food should be taken into account, and decided in the negative, except so far as the allowance towards rent may suffice to meet the cost of dormitories. There are many excellent institutions in which the inmates are not lodged; and in some others, where they are lodged, it would have been desirable to secure much more complete premises and arrangements for classification, before undertaking any such charge. You will carefully examine and report upon the day-rooms, dormitories, and offices, no less than the school-rooms and workshops, so as to form an opinion of the entire life of the inmates, and of the habits likely to result from it.

The capitation grant is not allowed on those children who are paid for by the Treasury, because the Act 17 & 18 Vict., cap. 86., sect. 3., enables the Lords of the Treasury to make a sufficient allowance for general care and maintenance in a single sum.

Their Lordships, following the analogy of the Act 17 & 18 Vict., cap. 86., sect. 2., have decided that no inmates of ragged or reformatory schools, who are above twenty-one years of age, are to be reckoned in calculating such allowances from the education grant as depend upon the number of inmates. Their Lordships do not regard it as advisable to associate persons who have reached mature years in crime with youths in one and the same reformatory.

My Lords intend, as a general rule, to refer those institutions in England and Wales which fall exclusively under the Minute of 2 June 1856 to such of Her Majesty's Inspectors as are charged with the inspection of Workhouse schools.

I have the honor to be, &c.

(Signed) R. R. W. Lingen.

To Her Majesty's Inspectors of Schools.

Further Circular to Her Majesty's Inspectors of Schools, explanatory of Minute dated 2 June 1856, as regards aid towards payment of Rent for Reformatories.

Sir, *Education Department, 21 November 1856.*

In continuation of the instructions with which you have already been furnished respecting the administration of the Minute dated 2 June 1856, for the promotion of reformatory schools, I am directed by the Committee of Council on Education to request your attention to certain questions which have arisen under that part of the Minute which offers an allowance equal to half the rent of the premises.

The Committee ruled that no grant should be made for building reformatories. The experimental state of the whole subject of preventive and reformatory discipline afforded a sufficient reason for not sinking large sums of public money at once in undertakings which might have to be abandoned.

The rent contemplated by the Minute is such as a *bonâ fide* tenant pays to a landlord, in the ordinary course of taking and letting a house. But, in the application of this principle, two cases occur which are not free from difficulty.

1. The proprietors of suitable premises allow them to be occupied as reformatories without exacting the rent which those same premises might otherwise be made to yield.

2. Premises have been acquired, and settled in permanent trust, for which, although no rent is paid, and no one has the right to claim any, nevertheless the occupation of them as reformatories represents from year to year a certain value, under one of those heads to which the Minute purports to appropriate assistance.

The difficulty felt in departing from the literal sense of the Minute consists in the fact that, while an actual rent will naturally be kept as low as the managers can contrive to make it, an estimated or nominal rent will be subject to an opposite tendency, inasmuch as the proportion of it, which may be recovered under the Minute, is not part of any positive expenditure, but is simply so much added to the general funds.

The experience of this Department proves incontestably that neither managers, nor even professional surveyors, confine themselves to market value in making estimates under such circumstances. The charitable object is held to excuse a degree of laxity which it is very difficult to control by any official check.

Their Lordships, looking at all the circumstances of the case, and wishing to interpret the Minute as liberally as is consistent with a *bonâ fide* observance of the limitations which it imposes, have agreed to the following rules of practice:—

1. *Where the premises are* NOT *conveyed in trust,* the managers can only obtain the allowance for rent by showing that they are bound under some lease, or valid legal agreement, to pay a specific amount; that such amount is annually paid by the treasurer, and that it duly appears in his accounts.

My Lords would consider it to be a reason for not allowing half the rent that the lessor had entered into any binding agreement to return it, inasmuch as such a step would relieve the managers from those prudential considerations which might otherwise induce them to limit the amount, as long as the lessor was at liberty to change his mind, or as long as his interest was liable to pass into other hands.

What the lessor may choose to do with the rent which he receives from time to time is his own concern only.

2. *Where the premises* ARE *held in permanent trust,* and cannot become the subject of any claim for rent, no estimated allowance will be made. The Minutes of the Committee of Council have never been allowed to have a retrospective force. Those promoters of schools who built them before 1833 have not been relieved by the subsequent Parliamentary grants from any part of the outlay which they had incurred; nor have such as performed the same public work between 1833 and 1853 derived any benefit from the more ample grants which have been available since the latter date. The managers who have acquired a reformatory in absolute possession, and so cannot now obtain the allowance for rent, are in no worse position than the persons just named, and cannot be differently treated.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To Her Majesty's Inspectors of Schools.

Form of Report, by Her Majesty's Inspectors, on Schools aided under the Minute of 2 June 1856.—IX. R.

N.B.—This form is to be filled up, as far as the middle of the 4th page, *before the arrival* of H.M. Inspector, and is to be delivered to him *on his arrival.*

REPORT ON REFORMATORY SCHOOL,

At _____, *in the County of* _____

visited on the _____ *day of* _____ 185__, *by* _____ *Her Majesty's Inspector.*

Visit due on the _____ *day of* _____ 185__.

1. *Premises.*
   a. Extent.
   b. Tenure.
   c. Rent (*amount, to whom paid, and whether under any lease or written agreement*).

2. *Establishment* (enter each person employed).

Name in full.	Age.	Date of Appointment.	Salary.	Specific Duty. (If the same officer teach more than one branch of industry, enter the second, or other branch, in a separate line in this column, *as if the name had been repeated in the first column;* and similarly in the following column.)	Specific Qualification. (A certificate from some respectable gardener, agriculturist, or master-workman, &c., should be filed with the report; or his signature, description, and address, should be entered in this column as a voucher for the competency of every *industrial* instructor.)	Engaged in instructing. Number of Persons.	Number of Hours per Week.
Principal* -							
Assistant* -							

3. Present number of inmates:

	Males.	Females.	Total.
Between 10 and 16 years old -			
Over 16 years old - - -			
Between 16 and 21 years old -			
Over 21 years old - - -			
TOTAL - -			

* If there has been a change of teacher during the year preceding the date fixed for the inspection, enter the name of *each* teacher, with the full annual *rate* of salary and other particulars opposite to it; and add, in a note, the exact date at which the former teacher *quitted* his charge.

4. How many of the total are :—
   a. Fed, and *whether wholly, or in part?*
   b. Lodged?
   c. Clothed?
   d. Paid for by the Treasury, by order of the Secretary of State?

5. What, during the past year, has been the average number of *inmates fed in the Institution, and not paid for by the Treasury, by order of the Secretary of State?*

6. Fill up the following table (the accounts of successive years will be carefully examined to see that the dates are continuous) :—

H.M. Inspector is instructed not to allow estimates or approximations to appear in this account, but to require the last complete account which can be found, of whatever date. If no such account exists, the Inspector is to leave this table blank, and report the fact.

Account for the Year ending _____ 185 .

Dr. Received.	£	s.	d.	Expended.	£	s	d.
By General Subscriptions -				On Maintenance—			
By Payment on account of particular inmates - From private patrons -				Rent - - - -			
By Payment on account of particular inmates - From the Treasury by order of the Secretary of State for the Home Department				Food - - - -			
				Clothes and shoes - -			
				Lodging (such as furniture of day rooms or dormitories) - -			
				Sundries (specify if necessary) - - - -			
By Endowment - - -				Total - - -			
By produce of labour - -							
By other means (specify if necessary) - - - -				On Instruction—			
				Salaries - - - -			
				Raw materials - -			
				Tools - - - -			
The grants made by the Committee of Council will in no case exceed the total on this side of the account, subject to explanation of the items.				Books, maps, and apparatus for school-room -			
				Sundries (specify if necessary) - - - -			
				Total - - -			
Total - - - £				Grand Total - - £			

Balance (*if adverse, state how to be covered*) - - £_____

So much of the Committee of Council's Grant as goes to cover an adverse balance should be carried to the account *of that same year*; the surplus, if any, should be debited to the institution, and should appear as a *special* item in the receipts *of the following year.*

7. Are there any outstanding debts or claims beyond those of the current year?

8. Are accounts kept of each individual's work? and in what manner?

9. Schedule of Tools, or Raw Material for Labour, charged in the preceding Account; and of which *the vouchers must be shown to Her Majesty's Inspector at his visit.*

Description.	Quantity.	Cost of Lot.	By whom supplied.	Whether now in use.

10. What branches of *intellectual* instruction are taught, and for how many hours is each of those subjects taught per week. [*A copy of the Time Table should be inserted beneath, with such Explanatory Notes as may be necessary.*]

If the establishment has not been licensed by the Secretary of State, the following Certificate must be signed by two Justices of the Peace acting within the District.

We, the undersigned, being two of Her Majesty's Justices of the Peace for * _____ have satisfied ourselves, through the police, and by other means, that the young persons received into this establishment have either been legally convicted of crime, or have been accustomed to begging and vagrancy,† not having any home or settled place of abode, or proper guardianship, and having no lawful or visible means of subsistence.

Signed this _____ *day of* _____ 185 .

_____ *of* { _____

_____ *of* { _____

11. *Name (in full) and Address of Correspondent* _____
Name of most convenient Money Order Office _____

12. *Certificate to be signed by, or on behalf of, the Managers, in respect of every officer on behalf of whom an Allowance is sought.*

We, the undersigned, being Managers of the _____ School, hereby certify that we have been satisfied with the character, conduct, and attention to duty of the above-named _____

during the year ending the _____ day of _____ 185 .

We also certify the several entries made in the foregoing pages to be correct.

(*Signed*) _____
_____
_____ } *Managers.*
_____

13. *Remarks.*

[The Inspector, in addition to his general recommendation, will report specially (a) *wherein the* industrial *character of the institution consists*—(b) *what means are taken to* confine *admission* to young *persons* of the criminal or abandoned *classes*—(c) *whether the inmates learn effectually to read, write, and cipher*—(d) *whether it has been licensed or certified by the Secretary of State*—(e) *whether it is to be brought under the 4th Section, as well as under the other Sections, of the Minute of 2 June* 1856; *and, in this last case, he will file a special Report herewith, having reference to the Minute of 2 June* 1856, § 4. *b.*]

(*Signed*) _____
Her Majesty's Inspector of Schools.

* Name the district for which acting.
† The following description is taken from the Act 17th & 18th Vict., c. 74.

TEACHERS' SALARIES.

CIRCULAR (with two Enclosures) to HER MAJESTY'S INSPECTORS OF PAROCHIAL UNION SCHOOLS, on certain CHANGES in SCALE of ALLOWANCES from PARLIAMENTARY GRANT for SALARIES of TEACHERS in PAROCHIAL UNION SCHOOLS.

SIR, *Education Department*, 17 *June* 1856.

I AM directed to request your attention to the enclosed copy of a circular (*Enclosure* No. 1.) from the Poor Law Board, dated the 3rd instant, and of a letter (*Enclosure* No. 2.) from this office, dated the 3rd of May, setting forth the reasons of the new regulation.

I am to request your especial attention to the last paragraph of the latter document, and I am to state that their Lordships wish the augmented capitation to be recommended in those cases only where reading, writing, arithmetic, and some sort of industrial training are imparted in a manner that secures to the children, on quitting the workhouse, a practical command over those all-important helps towards earning their bread and making their way in the world.

I have the honor to be, &c.
(Signed) R. R. W. LINGEN.

To Her Majesty's Inspector of Parochial Union Schools.

Enclosure (referred to in foregoing Letter) No. 1.

SIR, *Poor Law Board, Whitehall*, 3 *June* 1856.

THE Poor Law Board, in conjunction with the Committee of Council on Education, having made some modification in the existing plan for the distribution of the Parliamentary Grant towards the repayment of the salaries of teachers in workhouse schools, so far as respects the capitation fee, direct me to call the attention of Boards of Guardians to the subject.

Under the existing plan, which is set forth in the Board's Circular Letter of the 1st of December 1852, the capitation fee allowed for each scholar is as follows:—

Certificates of efficiency	1, 2, 3	10*s.*
Certificates of competency	1, 2, 3	5*s.*
Certificates of probation	1, 2	3*s.*

It has now been determined, with a view to promote improvement among the teachers in workhouse schools, and to afford further encouragement to good school-keeping, that the allowance to the teachers in respect of each scholar shall in future be made in accordance with the scale set forth in the following table:—

PAYMENT from PARLIAMENTARY GRANT.

Certificates.	Masters.		Mistresses.		Sum to be allowed in respect of each Scholar, in addition to Minimum Allowance.
	Minimum Allowance from Grant.	Maximum Allowance from Grant.	Minimum Allowance from Grant.	Maximum Allowance from Grant.	
	£	£	£	£	*s.*
Efficiency - 1	30	60	24	48	12
2	30	55	24	44	11
3	30	50	24	40	10
Competency - 1	25	45	20	36	7
2	25	40	20	32	6
3	25	35	20	28	5
Probation - 1	20	30	16	24	4
2	20	25	16	20	3
3	20	20	16	16	–
Permission - -	15	15	12	12	–

The Guardians will observe that the minimum and maximum amounts allowed according to this table for each description of certificates, irrespective of the capitation fees, are the same as heretofore.

I am directed to add that the certificate in each case will specify the average number of scholars under the care of the teacher, and the amount to be allowed to the Guardians from the grant.

I am, &c.
(Signed) COURTENAY,
Secretary.

To the Clerk to the Guardians.

Enclosure (referred to in foregoing Letter) No. 2.

SIR, *Education Department, 3 May* 1856.

I AM directed to request that you will submit to the President of the Poor Law Board the following proposal on the part of the Committee of Council, respecting the payments made to teachers in workhouse schools, pursuant to the Circular of your Board, dated 1 December 1852.

The payments are made, as you are well aware, in certain classes, to each of which a minimum and a maximum payment is annexed, the difference between the two depending on the number of scholars.

The several classes are determined by the report of Her Majesty's Inspector, on (1.) the attainments of the teacher, (2.) the state of the school; the attainments of the teacher being judged according to the scale set forth in a Minute of this Committee, dated 18 December 1847, which is embodied in the Circular of your Board, dated 31 March 1848. See Reports of Parochial Union Schools, of 1847-8-9, pp. x, xi, xxvii, xxv.

My Lords hold it to be very important that two principles should be kept constantly in operation, as tending to promote improvement among the eachers of workhouse schools, viz.:—

1. Progress, by examination, from class to class; and
2. Annual encouragement to good school-keeping within each class.

The latter object is so little accomplished at present that there is a constant tendency to carry from one class to the other a teacher who has not the pre-

scribed attainments, for the sake of being able to confer some present reward for length of service and diligent discharge of duty to the best of the teacher's ability. The operation, however, of this tendency is mischievous, for teachers are promoted who do not in reality possess the attainments needful to put the children under their charge upon the same footing as others at the commencement of life, and the motive to improve their attainments is cut off by allowing promotion to take effect without such improvement.

The difficulty would be in a great measure removed, and the teacher might be encouraged to prepare for examination once in three or four years, without neglecting his school in the meantime, if, within each class, the capitation grant varied with the grades.

At present no amount of good school-keeping benefits a teacher who gets his boys taken off into service fast enough to keep his numbers from increasing, but who is not yet ready, in point of attainments, to pass into the next class.

My Lords propose the following change in the table printed in the Circular of your Board dated 1 December 1852.

Certificate.	Sum now allowed from Grant in respect of each Scholar between Minimum and Maximum Allowance.	Sum proposed to be allowed from Grant in respect of each Scholar between Minimum and Maximum Allowance.
	s.	*s.*
Efficiency - - 1	10	12
2		11
3		10
Competency - 1	5	7
2		6
3		5
Probation - - 1	3	4
2		3
3		—
Permission - -	—	—

The difference of expenditure would be very trifling, and means would be afforded of offering some immediate reward to merit, without breaking down the standard of examination, which it is highly important to maintain for each class.

My Lords would instruct Her Majesty's Inspectors to have exclusive regard to all that is most practical in promoting teachers from grade to grade within each class.

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

To the Secretary of the
Poor Law Board, Whitehall.

ANNUAL CALENDAR OF CERTIFICATED TEACHERS OF PAROCHIAL UNION SCHOOLS.

Certificates granted, by Committee of Council on Education, in Parochial Year ended at Lady Day 1857.

England.

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	s.	d.
Bedford	Ampthill	Rebecca Minns	Competency	3	26	0	0
	Bedford	Benjamin Spence	Competency	3	34	10	0
	"	Mary A. Johnson	Competency	3	28	0	0
	Biggleswade	Susan Ashford	Probation	1	24	0	0
	Leighton Buzzard	John Wickstead	Competency	3	30	10	0
	" "	Mary Wickstead	Probation	2	20	0	0
	Woburn	Lucy Anne Powell	Competency	2	32	0	0
Berks	Abingdon	Thomas Batley	Competency	3	34	5	0
	"	Elizabeth Brown	Competency	3	28	0	0
	Bradfield	Mary J. eynolds	Grant	—	24	0	0
	"	Alfred Bailey	Probation	2	25	0	0
	Cookham	Elizabeth Painter	Probation	1	22	0	0
	Easthampstead	George Gibbons	Probation	1	25	4	0
	Farringdon	Benjamin Kirke	Efficiency	3	50	0	0
	"	Julia P. Long	Probation	2	20	0	0
	Hungerford	William S. O'Connor	Competency	3	30	0	0
	"	Mary Ann Ladner	Competency	1	33	6	0
	Newbury	William Semmens	Competency	3	35	0	0
	"	Eliza Carthew	Probation	1	24	0	0
	Reading and Wokingham District	Brice Bennett	Competency	1	45	0	0
	"	Eliza Davies	Probation	1	24	0	0
	Wallingford "	William Glendinning	Probation	2	25	0	0
	"	Sarah Punchard	Probation	2	20	0	0
	Wantage	Jane Davis	Competency	2	30	10	0
	Windsor	Adolphus F. Lakin	Grant	—	25	0	0
	"	Sophia Hopkins	Grant	—	25	0	0
Buckingham	Amersham	James Chivers	Competency	2	33	8	0
	"	Mary Ann Godfrey	Probation	1	24	0	0
	Aylesbury	William South	Competency	2	31	12	0
	"	Elizabeth Roberts	Competency	3	27	0	0
	Buckingham	Richard Jones	Competency	2	31	18	0
	"	Rose Roberts	Competency	3	28	0	0
	Eton	Henry Langley	Competency	1	37	12	0
	"	Kezia R. Langley	Probation	1	24	0	0
	Newport Pagnell	W. S. Loweth	Probation	3	20	0	0
	" "	Ann Cosford	Permission	—	12	0	0
	Winslow	Emma Clayton	Probation	2	20	0	0
	Wycombe	Jasper Clarke	Efficiency	2	55	0	0
	"	Sarah Clarke	Efficiency	2	44	0	0
	"	Martha Allnutt	Grant	—	19	15	0
Cambridge	Cambridge	Henry Gee	Competency	3	35	0	0
	"	Elizabeth Chapman	Probation	2	20	0	0
	Caxton & Arrington	Sarah Hipwell	Probation	3	16	0	0
	Chesterton	Macer Aworth	Competency	2	34	12	0
	"	Sarah Ann Meeks	Probation	3	16	0	0
	Ely	John H. Lock	Competency	3	32	15	0
	"	Mary A. Lock	Competency	3	28	0	0
	Linton	Joseph Housden	Probation	1	24	0	0
	"	Anne Green	Probation	1	19	12	0
	Newmarket	William Andrews	Probation	1	29	4	0
	"	Emma Andrews	Permission	—	12	0	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	s.	d.
CAMBRIDGE	North Witchford	Wright Lissett	Competency	3	29	10	0
	" "	Lucy Taylor	Probation	1	20	12	0
	Wisbeach	Hugh Mackay	Competency	1	45	0	0
	"	Mary Bland	Competency	3	28	0	0
CHESTER	Altrincham	William Roscoe	Competency	2	33	2	0
	"	Mary A. Ingham	Probation	2	20	0	0
	Chester	John Lyneham	Efficiency	2	49	5	0
	"	Elizabeth Haswell	Probation	1	24	0	0
	Congleton	Thomas Dean	Probation	1	25	8	0
	"	Sabina Buckley	Probation	3	16	0	0
	Macclesfield	William Godfree	Competency	1	38	6	0
	"	Mary Archdeacon	Probation	1	24	0	0
	Nantwich	Thomas Griffiths	Probation	1	26	8	0
	"	Julia Bardin	Competency	3	25	15	0
	Northwich	Jonathan Arnold	Efficiency	3	48	0	0
	"	Mary Jane Rosson	Probation	3	16	0	0
	Stockport	William Godfree	Competency	1	44	5	0
	"	Jemima Godfree	Efficiency	3	40	0	0
	Wirral	William Ness	Efficiency	1	42	0	0
	"	Jane Kirby	Probation	1	23	8	0
CORNWALL	Austell, St.	Elizabeth Carthew	Probation	1	24	0	0
	Bodmin	Richard Lawry	Probation	1	28	12	0
	Columb, St.	Bethesda Roberts	Competency	3	28	0	0
	Falmouth	Henry Geach	Competency	1	36	18	0
	"	Martha Jenkins	Probation	3	16	0	0
	Germans, St.	Eva Hodge	Probation	1	21	12	0
	Helstone	Elizabeth Pascoe	Probation	3	16	0	0
	Launceston	Anne Tapson	Competency	2	31	14	0
	Liskeard	John Stephens	Competency	3	32	15	0
	"	Elizabeth M. Gower	Competency	3	28	0	0
	Penzance	Samuel Hosking	Competency	3	29	0	0
	"	Eliza Proctor	Permission	—	12	0	0
	Redruth	Thomas Blainey	Competency	3	33	0	0
	"	Eliza S. Farquharson	Probation	1	24	0	0
	Truro	Cornelius Page Penrose	Competency	2	25	15	0
	"	Mary Carthew	Competency	2	32	0	0
CUMBERLAND	Carlisle	Charles Henry Watson	Competency	2	40	0	0
	"	Isabella Railton	Probation	2	20	0	0
	Cockermouth	Alfred Jennings	Competency	3	35	0	0
	"	Eliza Mary Burck	Probation	2	20	0	0
	Longtown	John Dixon	Competency	1	38	13	0
	Penrith	Thomas Maguire	Competency	2	39	8	0
	"	Elizabeth Dalston	Competency	2	30	4	0
	Whitehaven	William Benson	Efficiency	3	50	0	0
	"	Hannah Tolson	Competency	2	32	0	0
	Wigton	Thomas Holmes	Competency	3	30	0	0
	"	Isabella Hodgson	Probation	3	16	0	0
DERBY	Ashbourne	Mary Goodall	Competency	2	27	16	0
	Bakewell	John Key Laughton	Probation	1	25	4	0
	"	Augusta M. Barker	Probation	2	18	17	0
	Belper	John Charles Maynard	Efficiency	2	55	0	0
	"	Elizabeth Whitehead	Probation	3	16	0	0
	Chesterfield	John Knight	Probation	1	28	12	0
	Derby	William Holt	Competency	1	37	5	0
	"	Fanny Hanson	Probation	2	20	0	0
	Shardlow	Ambrose Geo. Gaskin	Probation	1	25	12	0
	"	Maria Redfern	Probation	3	16	0	0
DEVON	Axminster	George Edward Coleman	Competency	2	35	4	0
	"	Elizabeth Morgan	Probation	1	22	0	0
	Barnstaple	Samuel Parsons	Competency	1	42	17	0
	"	Maria Snell	Probation	3	16	0	0
	Bideford	William Coles	Probation	1	23	4	0
	"	Mary E. Martin	Competency	2	26	18	0
	Crediton	William Cole	Competency	2	33	8	0
	"	Elizabeth Leach	Competency	3	26	10	0
	Exeter (City)	James S. Bere	Competency	3	35	0	0
	" "	Ann Jane Bere	Competency	1	33	13	0
	Exeter (St. Thomas)	George Rossiter	Efficiency	3	50	0	0
	" "	Charlotte Hodge	Probation	1	24	0	0
	Honiton	Mary Collins	Competency	2	30	10	0
	Kingsbridge	George Ford	Probation	1	23	16	0
	" "	Jane Haynes	Probation	3	16	0	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	s.	d.
DEVON	Molton, South	Edward Daw	None.	—		—	
	" "	Jemima Hardy	Probation	1	24	0	0
	Newton Abbott	Edwin R. Moxey	Probation	1	29	12	0
	" "	Mary A. C. Wills	Probation	3	16	0	0
	Okehampton	Ann Lillicrapp	Permission	—	12	0	0
	Plymouth Incorporation	Henry Snawdon	Grant	—	40	0	0
	"	Helen Kelly	Competency	3	27	0	0
	Plympton, St. Mary	Elizabeth Robertson	Competency	3	28	0	0
	Stonehouse, East	Ann M. Smith	Competency	2	28	14	0
	Tavistock	Thomas Small	Probation	1	23	16	0
	"	Susannah Brend	None.	—		—	
	Tiverton	Augusta Schreiber	Probation	2	20	0	0
	"	John Cock	Probation	1	26	0	0
	Torrington	George Verrent	Probation	1	23	16	0
	"	Jane Congdon	None.	—		—	
	Totnes	William Tope	Efficiency	3	47	10	0
	"	Eliza Shakespeare	Competency	3	28	0	0
DORSET	Beaminster	Joseph Hill	None.	—		—	
	"	Anne S. Masterman	None.	—		—	
	Blandford	Esther Laurie	Probation	1	24	0	0
	Bridport	William Salisbury Cox	Probation	1	25	0	0
	"	Jane Glyde	Competency	2	29	0	0
	Cerne Abbas	Susan Biles	Competency	2	26	0	0
	Dorchester	Mary Fair	Probation	2	20	0	0
	Poole	Margaret Loveridge	Competency	3	28	0	0
	Shaftesbury	Elizabeth Hill	Probation	2	20	0	0
	Sturminster	Anne Galpin	Competency	3	28	0	0
	Wareham	Jane Hooper	Grant	—	35	0	0
	Weymouth	Henry Phebey	Competency	2	31	12	0
	"	Sarah R. Carter	Probation	2	20	0	0
	Wimborne	Eliza S. Gifford	Probation	1	22	0	0
DURHAM	Darlington	Charlotte Coulson	Probation	1	22	0	0
	Durham	Elizabeth Mary Hedley	Competency	2	27	4	0
	Gateshead	John M'Guire	Competency	3	35	0	0
	South Shields	Jane Pears Welch	Probation	2	20	0	0
	Stockton	Eleanor Hills	Permission	—	12	0	0
	Sunderland	Duncan Cameron	Efficiency	2	52	11	0
	"	Anna Hawkesford	Probation	1	20	12	0
ESSEX	Billericay	David King	Competency	2	32	10	0
	"	Ellen Thorogood	Probation	1	22	16	0
	Braintree	John Bragg	Probation	1	26	16	0
	"	Jane Bush	Probation	3	16	0	0
	Chelmsford	Thomas Chapman	Competency	1	38	6	0
	"	Louisa Cole	Probation	1	24	0	0
	Colchester	John Wicks	Competency	1	34	16	0
	"	Maria Winser	Competency	3	28	0	0
	Dunmow	William Smith	None.	—		—	
	"	Mary Ann Major	Probation	1	22	8	0
	Halstead	Edwin Hall	Competency	3	31	5	0
	"	Harriet Hall	Competency	2	27	16	0
	Lexden and Winstree	William Hodgson	Competency	2	35	4	0
	"	Mary Ann Marson	Competency	3	28	0	0
	Maldon	Charles James Varney	Probation	1	26	8	0
	"	Anne Rogers	Probation	2	20	0	0
	Ongar	Ellen Sewell	Probation	2	20	0	0
	Orsett	Ellen Thorogood	Probation	1	19	12	0
	"	John Clark	Probation	1	23	12	0
	Rochford	James S. Sanders	Efficiency	2	55	0	0
	"	Charlotte Ketcher	Probation	2	20	0	0
	Romford	Wm. R. Barfoot	Competency	1	40	15	0
	"	Ann Dockery	Competency	3	28	0	0
	Saffron Walden	Henry Lee	Efficiency	2	55	0	0
	"	Sarah Jarmon	Competency	3	28	0	0
	Tendring	Walter T. Moody	Competency	3	32	10	0
	"	Charlotte Garrod	None.	—		—	
	West Ham	Alfred Marshall	Probation	1	29	8	0
	"	Alicia Goodlad	Probation	2	20	0	0
	Witham	Archibald Weir	Efficiency	3	38	0	0
	"	Julianne Bird	Probation	1	22	12	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	s.	d.
GLOUCESTER	Bristol Incorporation	Richard Hughes	Efficiency	1	75	0	0
	" "	Amelia Kerr	Probation	2	20	0	0
	" "	Elizabeth Greatorex	Competency	1	36	0	0
	" "	Elizabeth Cogle	Competency	1	30	0	0
	" "	Sarah Cogle	Competency	1	50	0	0
	Cheltenham	Walter Easton	Efficiency	2	55	0	0
	"	Eliza Harris	Competency	2	32	0	0
	Chipping Sodbury	Eliza Collins	Probation	1	23	4	0
	Cirencester	John Williams	Competency	1	43	11	0
	"	John Waters	Probation	1	30	0	0
	"	Anne Williams	Competency	2	31	14	0
	Clifton	Thomas Milligan	Competency	1	45	0	0
	"	Anna Cecilia Harte	Efficiency	1	48	0	0
	"	Mary Harte	Efficiency	1	48	0	0
	Dursley	Noah Cornock	Permission	—	15	0	0
	"	Mary Powell	Permission	—	12	0	0
	Gloucester	Caroline Monk	Competency	1	36	0	0
	"	Samuel Wallace	Probation	1	27	12	0
	Newent	Sarah Williams	Competency	2	31	2	0
	Northleach	John Cruess	Competency	1	33	8	0
	Stow-in-the-Wold	Ann Pearce	Competency	1	31	18	0
	Stroud	Thos. Clement Aldridge	None.	—		—	
	"	Elizabeth Tongue	Efficiency	3	40	0	0
	Thornbury	Charles Fowler	Probation	2	22	14	0
	Westbury-on-Severn	Anne Wilce	Probation	2	19	9	0
	Wheatonhurst	Elizabeth Halford	None.	—		—	
HANTS	Alresford	Eliza Hulbert	Probation	1	22	8	0
	Alverstoke	William Blair	Probation	3	20	0	0
	"	Amelia Thompson	Competency	2	27	10	0
	Andover	Henry Hussey	Competency	3	32	10	0
	"	Harriet M. Chapman	Probation	1	23	4	0
	Basingstoke	Charles Leabourn	Grant	—	25	0	0
	"	Annie Whithorne	Competency	2	32	0	0
	Christchurch	Lucinda Gould	Efficiency	2	36	2	0
	Droxford	Joseph R. O. West	Competency	3	33	0	0
	Fareham	William Ashford	Probation	2	23	3	0
	"	Sarah Elizabeth Harding	Competency	2	30	4	0
	Farnham and Hartley Wintney District	Edwin Wilson	Competency	1	45	0	0
		Elizabeth Knight	Probation	1	24	0	0
	Fordingbridge	Eliza Guard	Competency	2	26	0	0
	Kingsclere	Jane Lush	Probation	1	24	0	0
	Lymington	Henry Oliver	Efficiency	2	48	15	0
	"	Amelia Early	Efficiency	3	39	0	0
	New Forest	Eliza Louisa Savage	Probation	1	22	0	0
	"	Wm. Fredk. Savage	Competency	1	34	2	0
	Portsea Island	William Reed	Efficiency	1	75	0	0
	"	Mary Dixon	Competency	1	36	0	0
	Ringwood	Harriet Pilbrow	Competency	2	29	0	0
	Romsey	Alfred Doswell	Probation	3	20	0	0
	"	Ezid Annie Lord	Competency	3	23	0	0
	Southampton Incorporation	Frederick Wilcox	Competency	3	35	0	0
	" "	Ann Harland	Efficiency	2	44	0	0
	Stockbridge	Elizabeth Elton	Probation	2	19	6	0
	Stoneham, South	William Robert Stoyle	Competency	3	30	5	0
	" "	Elizabeth Ann Sims	Probation	2	20	0	0
	Whitchurch	Wellington G. Sutton	Probation	1	26	0	0
	Wight, Isle of	Albert Snow	Efficiency	1	75	0	0
	" "	Elizabeth C. St. John	Competency	3	28	0	0
	" "	Elizabeth Smith	Competency	1	30	0	0
	" "	Jane West	Probation	3	16	0	0
	Winchester	Thomas Harding	Competency	2	33	8	0
	"	Jane Vickery	Probation	1	22	0	0
HEREFORD	Abbey Dore	Sarah Smith Bate	Competency	3	22	15	0
	Bromyard	Elizabeth Charles	Permission	—	12	0	0
	Hereford	David Holmes	Competency	1	35	10	0
	"	Sarah Jenkins	Competency	3	27	10	0
	Ledbury	John Harrison	Efficiency	3	41	0	0
	" "	Emily Marden	Permission	—	12	0	0
	Leominster	Anne Bowen	None.	—		—	
	Ross	Charles H. Hughes	None.	—		—	
HERTS	Albans, St.	George Harris	Probation	1	25	0	0
	"	Emma Harris	Probation	2	20	0	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	s.	d.
HERTS -	Barnet - -	Frances Woodcock -	Competency	2	32	0	0
	Bishop Stortford -	John Leader - - -	Probation -	1	28	0	0
	„ „ -	Sarah Frances Eaton -	Permission -	—	12	0	0
	Heinel Hempstead	William Eyles - -	None.	—		—	
	Hertford - -	James Tyler - - -	Permission -	—	15	0	0
	„ - -	Elizabeth Parfrey -	Permission -	—	12	0	0
	Hitchin - -	William Strickland -	Competency	2	34	0	0
	„ - -	Emma M. Wilding -	Probation -	2	20	0	0
	Royston - -	Harry Lancy - -	Probation -	1	28	8	0
	„ - -	Jane Somerville - -	Probation -	2	20	0	0
	Ware - - -	John Beckford - -	Probation -	3	20	0	0
	„ - -	Elizabeth Marchant -	Probation -	1	18	16	0
	Watford - -	George Aylmore - -	Probation -	1	24	12	0
	„ - -	Julia Long - - -	Probation -	1	24	0	0
HUNTINGDON	Huntingdon -	Anne Mullings - -	Probation -	1	23	0	0
	Ives, St. - -	Alban Musto - -	Probation -	1	28	8	0
	„ - -	Jane Wright - -	Probation -	2	20	0	0
	Neots, St. - -	Jane Geddings - -	Probation -	2	20	0	0
KENT -	Ashford, East -	John Rayner - - -	Probation -	3	20	0	0
	„ -	Mary A. Tuer - -	Probation -	2	20	0	0
	Ashford, West -	John Jones - - -	Probation -	2	22	5	0
	„ -	Eliza Langley - -	Probation -	3	16	0	0
	Aylesford, North -	Thomas Waller - -	Probation -	1	26	0	0
	„ „ -	Emma Burnham - -	Probation -	3	16	0	0
	Blean - -	William Hutton - -	Competency	2	28	12	0
	Bridge - -	Elizabeth Pilcher -	Probation -	3	16	0	0
	Bromley - -	Ann Smith - - -	Competency	2	26	12	0
	„ - -	Adam Smith - - -	Efficiency -	2	44	6	0
	Canterbury - -	Thomas Moran - -	Competency	3	27	10	0
	„ - -	Elizabeth Sewell - -	Probation -	1	18	16	0
	Cranbrook - -	Frederick Stedman -	Probation -	1	22	16	0
	„ - -	Charlotte Alchin - -	Probation -	1	19	16	0
	Dartford - -	William Thomas Roberts	Competency	3	30	0	0
	„ - -	M. E. Benton - -	Probation -	2	20	0	0
	Dover - - -	Frederick W. Sheppard	Efficiency -	3	46	10	0
	„ - -	Ellen Sheppard - -	Probation -	3	16	0	0
	Eastry - - -	R. R. Varty - - -	Competency	2	34	12	0
	„ - -	Eliza D. Day - - -	Probation -	2	20	0	0
	Elham - -	Edwin Major - -	Probation -	2	23	18	0
	„ - -	Elizabeth Checseman -	Probation -	3	16	0	0
	Faversham - -	Thomas Elvey - -	Probation -	2	23	15	0
	„ - -	Jane Wallingford - -	Probation -	3	16	0	0
	Gravesend and Milton - -	Henry W. Mariner -	Competency	2	30	8	0
	„ -	Ann E. Nicholas - -	Competency	1	29	2	0
	Hollingbourne -	Thomas Amos - -	Probation -	2	23	18	0
	„ -	Mary Hobbs - - -	Probation -	1	24	0	0
	Maidstone - -	James Mason - -	Competency	2	40	0	0
	„ - -	Mary A. Locke - -	Competency	1	36	0	0
	Malling - -	Edward Lurcock - -	Competency	1	37	5	0
	„ - -	Mary Barrett - -	Probation -	2	20	0	0
	Medway - -	George W. W. Scott -	Probation -	1	29	4	0
	„ - -	Jean Scott - - -	Probation -	1	24	0	0
	Milton - -	Henry J. Johnson - -	Probation -	1	24	16	0
	„ - -	Maria Turner - -	Probation -	2	19	9	0
	Seven Oaks - -	George Paine - -	Probation -	1	29	16	0
	„ - -	Mary A. Paine - -	Probation -	2	20	0	0
	Sheppey - -	Thomas Gorfett - -	Competency	3	31	5	0
	„ - -	Catherine Gorfett -	Probation -	1	19	0	0
	Tenterden - -	John W. A. Stanley -	Competency	2	34	0	0
	„ - -	Rebecca Usborne - -	Probation -	1	22	4	0
	Thanet, Isle of -	Alexander Cross - -	Competency	3	35	0	0
	„ „ -	Mary Donaldson - -	Probation -	2	20	0	0
	„ „ -	Eleanor Cross - -	Probation -	2	20	0	0
	Tonbridge - -	James C. Haffenden -	Probation -	1	29	16	0
	„ - -	Emma Alchin - -	Probation -	1	24	0	0
LANCASTER -	Ashton-under-Lyne	Sarah Kinch - - -	Probation -	3	16	0	0
	Blackburn - -	Abraham Sharples -	Competency	3	35	0	0
	„ - -	Hannah Armistead -	Probation -	3	16	0	0
	Bolton - - -	Elizabeth Greenhalgh -	Competency	3	28	0	0
	„ - - -	Charles Hall - - -	Probation -	1	30	0	0
	Burnley - -	James Hodgson - -	Probation -	3	20	0	0
	Chorlton - -	William Jos. Johnson -	Competency	1	45	0	0
	„ - -	Elizabeth Ann Johnson -	Probation -	1	24	0	0
	Leigh - - -	Thomas Hilton - -	Probation -	1	28	12	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	s.	d.
LANCASTER	Manchester	Edward Copley	Probation	3	20	0	0
	"	Elizabeth Sawyer	None.	—		—	
	"	Mary Ann Davies	None.	—		—	
	Oldham	Henry Harrison	Efficiency	2	52	11	0
	"	Mary Slater	Competency	3	28	0	0
	Ormskirk	Eliza Sim	Probation	2	20	0	0
	Prescot	Isaac M. Birch	Probation	2	25	0	0
	Preston	Alexander M'Allister	Competency	2	40	0	0
	"	Anne Bulman	Probation	3	16	0	0
	"	Ann Jane Innerdale	Probation	2	20	0	0
	Salford	Samuel Milward	Competency	1	45	0	0
	"	Eliza Lord	Probation	2	20	0	0
	Swinton Industrial	John Sharples	Efficiency	2	55	0	0
	" "	John W. Robinson	Probation	2	25	0	0
	" "	Michael Pope	Efficiency	2	55	0	0
	" "	James Moorhouse	Probation	1	30	0	0
	" "	James M'Leod	Grant	—	85	0	0
	" "	Wilhelmina Annette	Efficiency	2	44	0	0
	" "	Catherine Russell	Efficiency	3	40	0	0
	"	Grace Eliza M'Leod	Competency	2	32	0	0
	Ulverstone	Henry Newman	Efficiency	2	47	12	0
	"	Rebecca A. Rawlinson	Competency	3	28	0	0
	Warrington	Isaiah Dutch	Competency	1	36	18	0
	"	Hannah Bentley	Probation	1	33	12	0
	West Derby	John Cutts	Efficiency	3	50	0	0
	"	William Sherlock	Competency	2	40	0	0
	"	Anne Henney	Competency	1	36	0	0
	"	Georgiana Park	Permission	—	12	0	0
	"	Isabella Corn	Competency	2	32	0	0
	Wigan	Elizabeth Green	Probation	1	24	0	0
	"	James Faulkner	Competency	2	40	0	0
LEICESTER	Ashby-de-la-Zouch	Rhoda Wood	Competency	3	28	0	0
	Barrow-on-Soar	William N. Shepherd	Probation	2	23	0	0
	" "	Harriet Dear	Permission	—	12	0	0
	Billesdon	Elizabeth Harris	Probation	3	16	0	0
	Blaby	Josephine A. Frie	Permission	—	12	0	0
	Hinckley	Sarah Ann Privey	None.	—		—	
	"	Sarah Ann Loomes	Probation	3	10	0	0
	Leicester	Mary Bradshaw	Competency	2	32	0	0
	"	Julia Green	Competency	3	28	0	0
	"	James Parrish	Efficiency	1	60	0	0
	Loughborough	Joseph H. Robinson	Probation	3	20	0	0
	"	Ruth Day	Probation	3	16	0	0
	Lutterworth	Emma Jones	Competency	2	27	16	0
	Market Bosworth	Sarah Kimberton	Probation	1	22	16	0
	Market Harboro'	Elizabeth Harding	Competency	3	28	0	0
	Melton Mowbray	Samuel Rushton	Competency	2	33	2	0
	" "	Catherine Rushton	Competency	1	33	13	0
LINCOLN	Boston	Felix S. Cullen	None.	—		—	
	"	Charles Fredk. Rollison	Competency	3	35	0	0
	"	Margaret Gerrie	Efficiency	1	48	0	0
	Bourne	John Pollard	Probation	2	22	14	0
	"	Mary Ann Goodyear	None.	—		—	
	Caistor	Francis Wilson	Probation	1	25	0	0
	"	Jane Wilson	Permission	—	12	0	0
	Gainsborough	William Hibbs	None.	—		—	
	"	Mary Ann Lockett	Probation	2	20	0	0
	Glandford Brigg	Henry Andrews	Efficiency	3	50	0	0
	" "	Anne Carrick	None.	—		—	
	Grantham	Charles Millar	Probation	2	22	11	0
	"	Eliza Cox	Probation	1	19	16	0
	Holbeach	Hartley Feather	Competency	2	33	8	0
	"	Emma J. Bagnall	Probation	2	19	9	0
	Horncastle	George Kemp	Competency	3	33	5	0
	"	Susan Kemp	Probation	2	20	0	0
	Lincoln	Emily Ball	Probation	2	20	0	0
	Louth	George A. Shires	Competency	1	34	9	0
	"	Anne Shires	Probation	1	21	8	0
	Sleaford	Thomas Arnold	Efficiency	3	42	10	0
	"	Mary A. Pattinson	Probation	1	23	4	0
	Spalding	Edward Brackenbury	Efficiency	3	49	0	0
	"	Mary Melsom	Probation	2	20	0	0
	Spilsby	Richard B. Walter	Competency	3	30	5	0
	"	Lucy Butcher	Probation	1	21	16	0
	Stamford	Charles Fredk. Rollinson	Competency	3	32	10	0
	"	Harriet H. Sculthorpe	Permission	—	12	0	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	s.	d.
MIDDLESEX -	Bethnal Green -	Charles James Hayes -	Efficiency -	2	55	0	0
	„ „ -	Caroline Anne Hayes -	Competency	3	28	0	0
	Bloomsbury, St. Giles and St. George - -	George Taylor -	None.	—		—	
		Charlotte Siggers - -	Probation -	1	24	0	0
		Sarah Riley - -	Competency	3	28	0	0
	Brentford - -	Thomas Minchin - -	Probation -	1	27	7	0
	„ - -	Frances Cripps - -	Competency	1	36	0	0
	Clerkenwell - -	George Bugg - -	Efficiency -	1	54	12	0
	„ - -	Anne Stubbings - -	Probation -	1	24	0	0
	Edmonton - -	Henry Parker - -	Competency	1	45	0	0
	„ - -	Martha Parker - -	Probation -	1	24	0	0
	Fulham - -	J. J. Caine - -	Efficiency -	2	55	0	0
	„ - -	Adelaide Cattermole -	Probation -	2	20	0	0
	„ - -	Emily Caine - -	Efficiency -	3	40	0	0
	George, St., in the East - - -	George Sustins - -	Competency	3	35	0	0
		Robert Roberts - -	Probation -	2	20	0	0
	„ „ -	M. A. Penman - -	Probation -	1	24	0	0
	„ „ -	Sophia Green - -	Probation -	1	24	0	0
	Hackney - -	John L. Challen - -	Competency	1	41	0	0
	„ - -	Sarah Shambler - -	Probation -	2	20	0	0
	Hendon - -	David Jepson - -	Probation -	2	21	0	0
	„ - -	E. Jones - -	Probation -	3	16	0	0
	Holborn - -	John Tregear - -	Competency	3	35	0	0
	„ - -	Sarah E. Ibbs - -	Probation -	1	24	0	0
	Islington - -	James Cornish - -	Competency	2	40	0	0
	„ - -	Eliza Watson - -	Probation -	2	20	0	0
	„ - -	Mary Stacey - -	Probation -	2	19	18	0
	Luke's, St. - -	Henry Harrison - -	Competency	2	38	4	0
	„ - -	Sarah M. Cayzer - -	Probation -	1	24	0	0
	Paddington - -	Robert Rush Dwelly -	Competency	3	35	0	0
	„ - -	Margaret Cuthbert -	Competency	3	28	0	0
	Shoreditch, St. Leonard's - -	Joshua Briggs - -	Competency	1	45	0	0
	„ „	Elizabeth Briggs -	Competency	3	28	0	0
	„ „ -	Isabella Longstreeth -	Probation -	2	20	0	0
	Staines - -	Thomas Pallett - -	Probation -	1	26	16	0
	„ - -	Mary A. E. Collins -	Competency	1	33	6	0
	Stepney - -	Alfred Moseley - -	Efficiency -	2	55	0	0
	„ - -	Elizabeth E. Moseley -	Efficiency -	3	40	0	0
	„ - -	Ann Walkden - -	Probation -	1	24	0	0
	Strand - -	John Chalklen - -	Efficiency -	3	50	0	0
	„ - -	Sarah Alcock - -	Competency	1	36	0	0
	Uxbridge - -	William Bird - -	Competency	2	32	0	0
	„ - -	Sarah Bingham - -	Probation -	2	20	0	0
	Whitechapel -	John Parton - -	Competency	1	45	0	0
	„ - -	James Hammond - -	Competency	1	45	0	0
	„ - -	George Gordon Burges -	Competency	1	45	0	0
	„ - -	Eliza Burges - -	Probation -	1	35	0	0
	„ - -	Annie Hammond - -	Probation -	1	30	0	0
	„ - -	Amelia Denment - -	Probation -	3	16	0	0
MONMOUTH -	Abergavenny -	Elizabeth Bevan - -	Efficiency -	3	38	0	0
	Bedwelty - -	Emily Pike - - -	Probation -	3	16	0	0
	Chepstow - -	Mary Ann Taylor -	Probation -	1	24	0	0
	Monmouth - -	Emma Eames - -	Permission -	—	12	0	0
	Newport - -	Benjamin Griffiths -	Permission -	—	15	0	0
	„ - -	Elizabeth Iles - -	None.	—		—	
	Pontypool - -	Sarah Williams - -	Probation -	2	19	9	0
NORFOLK -	Aylsham - -	William Abigall - -	Permission -	—	15	0	0
	„ - -	Charlotte Wright - -	None.	—		—	
	Blofield - -	Frederick Elmers - -	Probation -	1	24	8	0
	„ - -	Susannah Elmers -	Probation -	1	21	12	0
	Depwade - -	James Bilby - -	Efficiency -	3	45	0	0
	„ - -	Sarah A. Bilby - -	Competency	3	28	0	0
	Docking - -	Mary Marsham - -	Permission -	—	12	0	0
	Downham - -	Alfred Buck - -	Efficiency -	2	50	18	0
	„ - -	Elizabeth Buck - -	Probation -	2	20	0	0
	Erpingham - -	John Gray - - -	Efficiency -	2	48	14	0
	„ - -	Emily Ward - -	Competency	3	26	15	0
	Faith's, St. - -	Joseph Howlett - -	Efficiency -	2	39	7	0
	„ - -	Elizabeth Howlett -	Probation -	1	18	16	0
	Flegg, East & West	Louisa Atkinson - -	Probation -	1	19	16	0
	Forhoe - - -	William Norton - -	Probation -	3	20	0	0
	„ - -	Agnes Coleman - -	Probation -	1	20	4	0
	Freebridge Lynn -	Rhoda Gibson - -	Probation -	1	20	4	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	s.	d.
NORFOLK	Guilteross	William Seaman	Competency	2	35	10	0
	"	Keziah Horne	Probation	1	23	8	0
	Henstead	Robert Scarles	None.	—		—	
	"	Anne Scarles	None.	—		—	
	King's Lynn	Royal Watson	Probation	2	24	13	0
	" "	Anna Maria Colman	Probation	2	19	15	0
	Loddon and Clavering	George Kitton Blythe	Competency	3	31	0	0
	" "	Mary A. Groome	Probation	1	19	16	0
	Mitford and Launditch	Robert Bradfield	Efficiency	1	70	0	0
	" "	Charlotte Wigg	Competency	2	32	0	0
	" "	Harriet Perfect	Competency	3	28	0	0
	Norwich	Sarah Anne Randall	None.	—		—	
	" Boys Home	Jeremiah Lingwood	Competency	1	41	9	0
	" Girls "	Sarah Anne Reynolds	Probation	3	16	0	0
	Thetford	George Groom	Efficiency	2	46	10	0
	"	Harriet Ward	Permission	—	12	0	0
	Tunstead and Happing	George Howlett	Competency	2	28	18	0
	" "	Elizabeth Howlett	Permission	—	12	0	0
	Walsingham	William Bradfield	Probation	2	25	0	0
	"	Sarah Birt	None.	—		—	
	Wayland	Susannah Saxby	Probation	2	19	3	0
	Yarmouth, Great	Hugh Mackay	Competency	1	36	11	0
	" "	Harriet Howlett	Competency	3	28	0	0
NORTHAMPTON.	Brackley	Thomas Hatton	Permission	—	15	0	0
	"	Elizabeth Boyett	Probation	3	16	0	0
	Brixworth	Emma Milton	Competency	3	26	15	0
	Daventry	Lionel Linnell	Efficiency	3	49	0	0
	"	Celina Ward	Competency	2	27	0	0
	Hardingstone	Ann Littler	Probation	1	20	8	0
	Kettering	Sarah Pendred	Efficiency	3	40	0	0
	Northampton	Charlotte Howard	Efficiency	2	44	0	0
	Oundle	Martha Russell	Probation	2	20	0	0
	Peterborough	John Greenwood	Probation	1	27	12	0
	"	Frances Greenwood	Probation	1	24	0	0
	Potterspury	William Sharpe	Probation	2	22	8	0
	"	Mary Pearcy	None.	—		—	
	Thrapstone	Eleanor Ives	Competency	2	26	6	0
	Towcester	Emma Henshaw	Probation	3	16	0	0
	"	Martha Warner	Probation	2	18	14	0
	Wellingborough	Emma M. Pybus	Probation	1	22	8	0
NORTHUMBERLAND.	Alnwick	Edward Weaving	Competency	1	35	10	0
	"	Georgiana Weaving	Probation	2	20	0	0
	Berwick-on-Tweed	William Nesbit	Competency	1	45	0	0
	" "	Isabella Nesbit	Probation	2	20	0	0
	Glendale	George Paxton	Probation	1	24	8	0
	Hexham	Joseph Coats	Probation	1	25	12	0
	"	Mary Ann Seymour	Probation	2	20	0	0
	Newcastle-on-Tyne	James Rae	Competency	2	40	0	0
	" "	Mary Fitzpatrick	None.	—		—	
	Tynemouth	George Reavley	None.	—		—	
	"	Ann Linwood	Probation	2	20	0	0
NOTTINGHAM	Basford	Benjamin Hibbert	Competency	1	37	5	0
	"	Elvina Rushton	Competency	2	32	0	0
	Bingham	Sarah Upton	Competency	3	23	15	0
	Mansfield	Sarah A. Jackson	Probation	2	20	0	0
	Newark	William Newsom	Competency	2	33	14	0
	"	Mary Ann Corbett	Probation	2	19	6	0
	Nottingham	Thomas L. Cave	Probation	1	28	16	0
	"	Elizabeth P. Bloodworth	Probation	2	20	0	0
	Retford, East	Anne Bickerton	Probation	2	18	17	0
	Southwell	Robert S. Barnett	Permission	—	15	0	0
	"	Fanny M. Wood	None.	—		—	
	Worksop	Louisa M. Booth	Competency	3	27	15	0
OXFORD	Banbury	Caleb Bartlett	None.	—		—	
	"	Amelia A. Verey	Probation	1	24	0	0
	Bicester	Alfred Harris	None.	—		—	
	"	Mary H. Harris	Probation	1	23	12	0
	Chipping Norton	Lydia A. Williams	Probation	1	23	8	0
	Headington	Ann Weller	Probation	1	24	0	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	*s.*	*d.*
OXFORD	Henley	Joseph Thomas Martin	Competency	2	37	0	0
	,,	Sarah Gulliver	Competency	2	30	16	0
	Oxford (City)	Edmund Kerby	Efficiency	2	55	0	0
	,,	Hannah Brock	Efficiency	3	40	0	0
	,,	Fanny Treadwell	Probation	3	16	0	0
	Thame	Chas. F. Hopkins	Probation	3	20	0	0
	,,	Emma Munday	Probation	1	19	16	0
	Witney	Job Rowles	Probation	1	25	12	0
	,,	Elizabeth Goddard	None	—	—		
	Woodstock	Sarah Pratt	Probation	2	18	11	0
	,,	Thomas Barnes	Competency	3	30	10	0
RUTLAND	Oakham	James Leach	Probation	1	23	0	0
	Uppingham	Emma Measures	Competency	2	29	18	0
SALOP	Atcham	George Holdcraft	Competency	1	45	0	0
	Church Stretton	Sarah Atkinson	Permission	—	12	0	0
	Clun (Bishop's Castle)	Henry Trubshaw	Competency	1	32	0	0
	Ellesmere	Job Darlington	Probation	1	24	0	0
	,,	Elizabeth Pritchard	Probation	2	19	0	0
	Ludlow	Lavinia Moon	Efficiency	3	40	0	0
	,,	Harriet Williams	Grant	—	10	0	0
	Oswestry	Richard Coleman	Probation	3	20	0	0
	Shiffnal	Anna Thomason	Probation	1	18	4	0
	Shrewsbury	Edward Jones	Probation	1	23	12	0
	South-east Shropshire	Lewis Roach	Efficiency	3	50	0	0
	,,	Henry Garland	Efficiency	1	85	0	0
	,,	Susannah Garland	Probation	1	24	0	0
	Wellington	John O'Leary	Grant	—	10	0	0
	Wem	John Jeffreys	Permission	—	15	0	0
SOMERSET	Axbridge	James Salisbury	Competency	2	39	8	0
	,,	Elizabeth Salisbury	Competency	3	28	0	0
	Bath	Lydia Louisa Dyer	Grant	—	30	0	0
	,,	Harriette Baker	Efficiency	3	40	0	0
	,,	Wm. Winckworth	Efficiency	3	50	0	0
	Bedminster	Robert Glyde	Competency	2	37	0	0
	,,	Elizabeth A. Plumley	Probation	1	24	0	0
	Bridgewater	Henry Minchin	Probation	1	30	0	0
	,,	Mary Matilda Dennis	Probation	2	20	0	0
	Chard	Achor Ashlin Brooks	Probation	1	25	12	0
	,,	Mary A. Nowlen	Probation	1	23	0	0
	Clutton	Thomas Baker	Competency	2	35	4	0
	,,	Mary Anne Fry	Probation	2	20	0	0
	Dulverton	Maria Callow	Probation	2	18	5	0
	Frome	William M. Duke	Competency	2	39	8	0
	,,	Elizabeth Belben	Competency	2	32	0	0
	Keynsham	Richard Woolwright	Competency	3	35	0	0
	Langport	Charles Tucker	Probation	2	25	0	0
	Shepton Mallett	George Torrance	Probation	2	22	2	0
	,, ,,	Sarah Ann Cogle	Competency	3	25	0	0
	Taunton	Thomas Bailey	Competency	1	39	14	0
	,,	Emma Bartlett	Competency	1	36	0	0
	Wellington	Wm. H. Passmore	Competency	1	33	8	0
	,,	Elizabeth Miller	Probation	1	24	0	0
	Wells	Robert Henry Morgan	Efficiency	2	55	0	0
	,,	Anne Morgan	Grant	—	16	0	0
	Williton	Joshua Adams	Probation	1	24	16	0
	,,	Elizabeth Anne Irish	Probation	1	22	16	0
	Wincanton	Jemima Worden	Competency	1	28	15	0
	,,	Andrew Hoskins	Grant	—	20	0	0
	,,	Anne Southgate	Probation	2	20	0	0
	Yeovil	Charles Whittle	Probation	1	25	4	0
	,,	Elizabeth P. Loader	Competency	1	36	0	0
STAFFORD	Burton-on-Trent	William Freeman	Competency	3	35	0	0
	,, ,,	Helen Edge	Probation	2	20	0	0
	Cheadle	Ellen Read	Competency	3	25	10	0
	Leek	Elizabeth Smith	Competency	3	28	0	0
	Lichfield	Mary Roberts	Probation	2	20	0	0
	Newcastle-under-Lyne	Edward Ellison	Competency	3	34	10	0
	,, ,,	Mary Lodge	Permission	—	12	0	0
	Penkridge	Ann Cowern	Permission	—	12	0	0
	,,	Anne Southern	Probation	3	16	0	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	s.	d.
STAFFORD	Stafford	Joseph Corbett	Competency	3	34	15	0
	"	Mary Wilsham	Probation	2	20	0	0
	"	John Cochrane	Competency	2	36	8	0
	Stoke-upon-Trent	William Wade	Efficiency	1	60	0	0
	" "	Mary Wade	Probation	1	24	0	0
	Stone	Frederic Adie	Probation	1	23	0	0
	"	Fanny E. Petchell	Probation	3	16	0	0
	Tamworth	Jane Wright	Permission	—	12	0	0
	Uttoxeter	Mary A. Charles	Probation	1	23	16	0
	Walsall	Mary Brown	Probation	1	22	12	0
	Wolstanton and Burslem	John P. Hancock	Probation	1	25	4	0
	" "	Elizabeth Lockett	Permission	—	12	0	0
	Wolverhampton	William J. Dutton	Efficiency	2	55	0	0
	"	Maria E. Worrall	Probation	2	20	0	0
SUFFOLK	Blything	Thomas L. Gilligan	Competency	2	31	18	0
	"	Elizabeth Baker	Competency	3	28	0	0
	Bosmere and Claydon	Charles Offord	Probation	2	24	7	0
	" "	Harriet Minter	Probation	1	24	0	0
	Bury St. Edmund's	Thomas F. Trevethan	Probation	1	25	0	0
	" "	Jane Frost	Probation	2	20	0	0
	Hartismere	Archibald Dunlop	Competency	1	33	15	0
	"	Frances Wayman	Probation	3	16	0	0
	"	Eleanor Linstead	Probation	1	21	8	0
	Hoxne	William Seagon	Probation	1	25	16	0
	"	Harriet Knevett	Probation	1	20	4	0
	Ipswich	John Smith	Efficiency	2	55	0	0
	"	Susannah Scotchmere	Efficiency	2	43	16	0
	Mildenhall	Job Jeves	Probation	1	24	12	0
	Mutford and Lothingland	Louisa Norman	Probation	1	21	4	0
	Plomesgate	John Spary	Probation	1	25	0	0
	"	Bertha Dallinger	Probation	2	20	0	0
	Risbridge	James Houlder	Competency	3	32	10	0
	"	Sarah Payne	Permission	—	12	0	0
	Samford	Henry Crampton	Probation	2	22	17	0
	"	Sarah Capon	None.	—		—	
	Stow	Edward Ablett	Efficiency	2	47	1	0
	"	Eliza Gardner	Competency	3	25	10	0
	Sudbury	Jesse Henry Austin	Competency	3	34	15	0
	"	Mary Murphy	Competency	3	28	0	0
	Thingoe	Charles Debenham	Probation	1	25	0	0
	"	Rosa Johnson	Probation	3	16	0	0
	Wangford	Elizabeth Foreman	Probation	1	22	16	0
	Woodbridge	Ellen Mary Bellamy	Competency	2	29	12	0
SURREY	Chertsey	Benjamin Newton	Efficiency	1	58	16	0
	"	Harriet Clare	None.	—		—	
	Dorking	Elizabeth Pewsey	Probation	1	24	0	0
	Epsom	George Faulkner	Probation	1	23	16	0
	"	Mary A. Horsman	Probation	1	23	0	0
	George-the-Martyr's, St.	Henry R. Coe	Competency	3	35	0	0
	" "	Mary A. Issanchon	Probation	2	20	0	0
	Godstone	Alfred R. Gower	Competency	3	29	15	0
	"	Anne Elphick	Probation	1	19	0	0
	Guildford	George Clarke	Competency	2	32	10	0
	"	Mary Ann Ames	Probation	1	24	0	0
	Hambledon	Thomas Walker	Probation	3	20	0	0
	"	Harriet Walker	None.	—		—	
	Lambeth, St. Mary	John Hammond	Competency	1	45	0	0
	" "	Thomas Moody	Probation	1	20	0	0
	" "	Mary Ann Hammond	Competency	3	28	0	0
	" "	Ann Lloyd	Probation	3	16	0	0
	North Surrey Industrial	Thomas Hales	Efficiency	1	100	0	0
	" "	Thomas Holmes	Efficiency	2	45	0	0
	" "	Annie Hackett	Competency	2	40	0	0
	" "	Ann Mitchell	Competency	2	35	0	0
	" "	Catherine Rieley	Competency	2	35	0	0
	" "	Jane Olivia Ivie	Competency	3	30	0	0
	Norwood, or Central London District	William T. Imeson	Grant	—	140	0	0
	" "	Frederick Coulton	Efficiency	1	65	0	0
	" "	Robert Sheaf	Efficiency	1	55	0	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	s.	d.
Surrey	Norwood or Central London District	William Le Min	Efficiency	1	60	0	0
	" "	Robert Hind	Efficiency	1	55	0	0
	" "	Grace Le Min	Competency	1	33	0	0
	" "	Elizabeth Hind	Competency	3	28	0	0
	Olaves, St.	Harriet Rushmer	Probation	1	24	0	0
	"	Henry Fountain	Competency	1	33	8	0
	Reigate	John Goffage	Efficiency	3	45	10	0
	"	Lucy A. Dockery	Competency	2	27	16	0
	South Metropolitan District	William Dennett	Efficiency	1	65	0	0
	" "	Isaac Todhunter	Efficiency	1	90	0	0
	" "	John Temperley	Efficiency	1	75	0	0
	" "	Lydia Temperley	Competency	1	40	0	0
	" "	Elizabeth Ball	Efficiency	2	35	0	0
	" "	Elizabeth James	Efficiency	1	40	0	0
Sussex	Battle	Baldwin Jno. Downs	Probation	2	23	15	0
	"	Elizabeth Vidler	Probation	1	21	4	0
	Brighton	Francis Price	Efficiency	1	60	0	0
	"	Mary Jarrow	Efficiency	2	44	0	0
	"	Mary A. Legg	Probation	1	23	0	0
	Chailey	Frederick J. Jones	Probation	1	23	4	0
	"	Mary A. Jones	Competency	3	21	15	0
	Chichester	Edmund Luck	Competency	3	30	5	0
	Cuckfield	Edward Horan	Competency	3	32	0	0
	"	Margaret Willett	Probation	1	21	0	0
	Eastbourne	William Lansdell	Probation	2	23	18	0
	"	Mary A. Barnes	Probation	1	20	16	0
	Grinstead, East	Benjamin Groves	Probation	1	27	0	0
	"	Jane Stibbard	Probation	2	19	18	0
	Hailsham	Henry Cheale	Probation	2	24	4	0
	"	Sarah Ankett	Probation	1	21	12	0
	Hastings	William H. Eastlake	Competency	2	32	4	0
	"	Barbara French	Competency	3	28	0	0
	Horsham	William Williams	Probation	1	24	16	0
	"	Susannah Harden	Probation	1	20	16	0
	Lewes	William Unwin	Probation	1	23	4	0
	"	Sarah Unwin	Probation	3	16	0	0
	Midhurst	Henry P. Stringer	Probation	1	23	16	0
	"	Susanna Lucy Green	Competency	2	28	2	0
	Newhaven	Jane Weller	Probation	1	18	12	0
	Rye	Matthew Trumble	Competency	1	34	16	0
	"	Maria Monk	Probation	2	17	10	0
	Steyning	Richard Percy	Competency	2	30	8	0
	"	Emma M. Seaborne	Probation	2	19	3	0
	Thakeham	Charles Smith	Probation	3	20	0	0
	"	Tabitha Smith	Permission	—	12	0	0
	Ticehurst	Jesse Kemp	Permission	—	15	0	0
	"	Sarah Kemp	Permission	—	12	0	0
	Uckfield	Frederick Potter	Probation	2	24	13	0
	"	Lavinia Potter	Probation	2	18	11	0
	Westbourne	Ellen Small	Competency	3	26	5	0
	West Firle	Edwin Moorey	Probation	1	21	16	0
	"	Elizabeth M. Hart	Probation	1	18	8	0
	Westhampnett	Frederick William Tee	Competency	1	34	16	0
	"	Eliza Hopkins	Competency	2	30	16	0
Warwick	Aston	Emma Ludlow	Probation	1	24	0	0
	Atherstone	Joseph Coles	Probation	1	24	8	0
	Birmingham	George Rossiter	Efficiency	3	50	0	0
	"	Eliza M'Ghee	Permission	—	12	0	0
	"	Charlotte Barber	Competency	1	36	0	0
	"	Emma Smallwood	Competency	1	36	0	0
	Coventry	Mary Pease	Probation	1	23	0	0
	"	William Crowe	Efficiency	3	44	0	0
	Meriden	Sarah Hammon	Competency	2	23	12	0
	Nuneaton	Jane Mallabon	None.	—	—		
	"	Martha Clarke	Probation	3	16	0	0
	Rugby	Caroline Cox	Permission	—	12	0	0
	"	Ann Rowley	Probation	3	16	0	0
	Solihull	Mary Ann Hadley	Competency	2	24	16	0
	Southam	Elizabeth Griffin	Competency	3	28	0	0
	Stratford-on-Avon	Ann Ragless	Probation	1	22	0	0
	"	Emma Callaway	Probation	3	16	0	0
	Warwick	John Hornsby	Competency	3	35	0	0
	"	Alice Walter	Probation	1	24	0	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	s.	d.
Westmoreland.	East Ward	Mary Ellen Hill	Probation	3	16	0	0
	West Ward	Margaret Little	Probation	2	20	0	0
	Kendal	John William Curtin	Efficiency	2	55	0	0
	"	Eleanor Wilson	Efficiency	3	39	10	0
Wilts	Alderbury	Emily Child	Competency	2	29	12	0
	Amesbury	William E. Pennington	Competency	2	32	4	0
	Bradford	Anne Maria Bucknell	Competency	3	28	0	0
	Calne	Charles Allison	Competency	2	36	8	0
	Chippenham	William Tubb	Efficiency	2	53	2	0
	"	Mary H. Buckingham	Competency	2	32	0	0
	Cricklade and Wootton Bassett	Henry Blanchet	Probation	2	25	0	0
	Devizes	William Hibberd	Competency	2	40	0	0
	Highworth and Swindon	Charles Carter	Competency	2	40	0	0
		Caroline Castle	Competency	3	28	0	0
	Malmesbury	Abel Richmond	Probation	2	24	19	0
	"	Maria M. P. B. Price	None.	—		—	
	Marlborough	Jane Harricks	Probation	3	16	0	0
	Melksham	George Parkinson Noddle	Competency	1	32	0	0
	"	Maria Fricker	None.	—		—	
	Mere	George Murrant	Probation	1	24	0	0
	Pewsey	Sarah Fidler	Probation	1	22	0	0
	Salisbury (Incorporation)	Robert M. Gurnell	Competency	2	35	4	0
	Tisbury	Ann Southgate	Probation	2	20	0	0
	Warminster	Emily Harraway	Grant	—	20	0	0
	Westbury and Whorwelsdown	William Rawlings	Probation	2	24	4	0
		Emily Sinkins	Probation	1	21	4	0
Worcester	Bromsgrove	Elizabeth Cheese	Probation	1	20	12	0
	Droitwich	Elizabeth Dance	Probation	3	16	0	0
	Kidderminster	Edward Ground	Efficiency	3	42	10	0
	"	Hannah Pitt	Permission	—	12	0	0
	King's Norton	Sarah Wheeler	Probation	1	22	8	0
	Martley	Sarah Hiam	Permission	—	12	0	0
	Shipston-on-Stour	Sophia M. Day	Probation	1	24	0	0
	Stourbridge	George Preston	Efficiency	3	45	10	0
	"	Mary Ann Bills	None.	—		—	
	Upton-on-Severn	Caroline M. Bathurst	None.	—		—	
	Worcester	Charles Buckland	Competency	1	35	17	0
	"	Mary A. Rogers	Competency	3	28	0	0
York	Barnsley	Isaac Singleton	Competency	3	29	15	0
	"	Annie Bevitt	Probation	3	16	0	0
	Bradford	Robert Evers	Competency	1	45	0	0
	"	Mary Perkin	Competency	1	36	0	0
	Dewsbury	John Thomas Shipley	Competency	1	39	7	0
	"	Sarah Shipley	Probation	3	16	0	0
	Doncaster	Emerson Peart	Competency	2	36	8	0
	"	Elizabeth Wilkinson	Probation	2	19	3	0
	Driffield	William Canning	Competency	3	31	15	0
	Easingwold	Jane French	Probation	2	18	17	0
	Ecclesall Bierlow	George Roberts	Competency	3	32	15	0
	" "	Ann Archdeacon	Probation	2	20	0	0
	Goole	Eleanor M. Vanse	Probation	1	20	16	0
	Halifax	William Pickles	Probation	3	20	0	0
	"	Mary Beams	Probation	1	22	4	0
	Hull	George Wm. Farrow	Competency	1	45	0	0
	"	Anne G. Everington	None.	—		—	
	Kirkby Moorside	Mary Cook Ward	None.	—		—	
	Leeds	John Graffham	Efficiency	2	55	0	0
	"	Elizabeth J. Hickman	Efficiency	2	44	0	0
	"	Maria Hawkesworth	Efficiency	3	40	0	0
	Malton	Thomas Snowdon	None.	—		—	
	"	Rachel Hardisty	Probation	1	21	12	0
	Patrington	Margaret Catling	Competency	2	28	2	0
	Pickering	William Patterick	Probation	2	21	16	0
	Pocklington	George Charles Eland	Probation	1	23	16	0
	Richmond	Maria Heath	Probation	3	16	0	0
	Ripon	Jane Bowman	Competency	1	26	6	0
	Rotherham	Maria Roberts Bywater	Probation	2	20	0	0
	Saddleworth	Sarah Radcliffe	Probation	3	16	0	0
	Sculcoates	Thomas C. Harrison	Competency	1	45	0	0
	"	Emma Harrison	Probation	2	20	0	0
	Settle	Richard Wilson	Probation	1	24	0	0
	"	Mary Anne Palmer	Probation	2	18	14	0
	Sheffield	Chas. Graham Shearer	Competency	1	42	17	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £ s. d.
YORK	Sheffield	Emily Thorpe	Probation	2	20 0 0
	Skirlaugh	Mary Timm	Probation	1	20 8 0
	Thirsk	Helen Carleton Wragg	Probation	2	19 9 0
	Thorne	Elizabeth Adams	Probation	2	20 0 0
	Wakefield	Robert Graham	Competency	1	43 4 0
	„	Annie Graham	Probation	1	24 0 0
	Whitby	Ellen Elizabeth Bird	Competency	2	26 0 0
	Wortley	Anne Tomlinson Ellison	Competency	2	24 4 0
	York	William Brown	Competency	2	34 0 0
	„	Mary Bellis	Probation	2	20 0 0

WALES.

BRECON	Brecknock	Rees Morgan	Efficiency	2	55 0 0
	Crickhowell	Elizabeth Prosser	None.	—	—
	Aberystwith	Ann Hughes	Permission	—	12 0 0
CARDIGAN	Cardigan	Thomas Jenkins	None.	—	—
CAERMARTHEN.	Caermarthen	Hannah Michael	Probation	1	19 0 0
	Llandilo Fawr	Mary Ann Preece	Probation	3	16 0 0
	Llanelly	Mary Ann Smith	Probation	1	19 12 0
CAERNARVON	Bangor	Meshech Thomas	Probation	1	25 8 0
	Caernarvon	William Owen	Probation	3	20 0 0
DENBIGH	Llanrwst	Ann Pugh	Probation	3	16 0 0
	Ruthin	John H. Evans	Probation	2	25 0 0
	„	Maria Roberts	Grant	—	12 0 0
	Wrexham	Charles Parrish	Permission	—	15 0 0
	„	Alice Gray	Probation	2	20 0 0
FLINT	Asaph, St.	James Francis	Efficiency	3	46 10 0
	„	Juliet J. Gaines	Permission	—	12 0 0
	Holywell	Edward Roberts	Efficiency	2	55 0 0
	„	Mary E. Lewis	Competency	1	35 8 0
GLAMORGAN	Bridgend	Jane Dunne	Probation	3	16 0 0
	Cardiff	John S. Wilde	Efficiency	3	50 0 0
	„	Mary F. Dixon	Competency	2	28 14 0
	Merthyr Tydfil	Henry Carilon	Competency	1	35 10 0
	„ „	Caroline Harris	None.	—	—
	Neath	Phanuel Davis	Probation	3	20 0 0
	Swansea	William Collier	Competency	1	36 18 0
MONTGOMERY.	Llanfyllin	David Rowlands	Competency	2	40 0 0
	„	Amelia Jones	Grant	—	5 0 0
	Newtown & Llanidloes	Charles Bedford	Competency	3	30 15 0
	„	Margaret Morgan	Permission	—	12 0 0
	Montgomery Fiorden	Martha Price	Probation	2	20 0 0
PEMBROKE	Haverfordwest	Enoch Thomas	Competency	1	35 10 0
	„	Elizabeth Lewis	Probation	1	24 0 0
	Narberth	Maria Thomas	Probation	1	23 12 0
	Pembroke	Mary Twigg	Probation	1	19 16 0
RADNOR	Knighton	Mary Matthews	Competency	3	28 0 0

Summary of foregoing Calendar.

Certificate.	Class.	Number of Schoolmasters.	Number of Schoolmistresses.
Efficiency - -	1st	19	4
	2nd	31	9
	3rd	24	13
Competency - -	1st	56	24
	2nd	49	51
	3rd	50	59
Probation - -	1st	74	121
	2nd	35	92
	3rd	15	53
Permission - -	- -	9	34
Special - - -		7	10
Total - - -		369	470
Certificates refused -		15	32

LIST OF INDUSTRIAL INSTRUCTORS IN PAROCHIAL UNION SCHOOLS.

England.

County.	School.	Industrial Instructor.	Industry taught.	Salary.			
				£	s.	d.	
Bedford	Bedford	George Merryweathers	Shoemaking	0	11	7½	per week.
	„	Joseph Edwards	Tailoring	0	13	8	„
Berks	Abingdon	George Byatt	Gardening	20	0	0	
	„	William Clay	Baking	0	9	0	per week.
	Bradfield	James Strange	Gardening	20	0	0	
	Cookham	Charles Burrows	Shoemaking	10	0	0	
	„	John Meek	Tailoring	10	0	0	
	Faringdon	Joseph Warman	Gardening	0	11	8	per week.
	Hungerford	John Buckeridge	Shoemaking	26	0	0	
	„	James Lovegrove	Gardening	30	0	0	
	Windsor	Ann Davis	Indust. mistress	0	6	0	per week.
Bucks	Wycombe	W. H. Mayne	Gardening	35	0	0	
	„	Sophia Mayne	Cooking	20	0	0	
Cornwall	Bodmin	Elizabeth Lowry	Sewing	12	0	0	
Derby	Belper	George Cotton	Shoemaking	0	10	0	per week.
	„	Robert Gregory	Tailoring	0	10	0	
Devon	Barnstaple	Robert Westacott	Spade husbandry	26	0	0	
	Exeter, St. Thomas'	John Lewis	Spade husbandry	12	0	0	
	Molton, South	George Tucker	Gardening	30	0	0	
	Newton Abbot	Joseph Hill	Spade husbandry	40	0	0	
Gloucester	Bristol	Joseph Webb	Drill master	25	0	0	
	„	James Smith	Shoemaking	31	4	0	
	„	Charles Winstone	Gardening	36	8	0	
	„	Ursula Beachy	Washing, &c.	10	0	0	
	Cheltenham	William Juggins	Gardening	0	12	0	per week.
	„	Mary R. Millard	Washing, &c.	15	0	0	„
	Clifton	Charles Wild	Gardening	25	0	0	
	„	Joseph Woodington	Shoemaking	39	0	0	
	„	John Moon	Tailoring	39	0	0	
	„	Elizabeth Wood	Washing, &c.	10	0	0	
	Northleach	Jane Hine	Household work	5	0	0	
Hants	Alverstoke	John Ash	Shoemaking	10	0	0	
	Andover	Walter Brickwood	Shoemaking	None.			
	Droxford	Sarah Mason	Domestic work	15	0	0	
	Farnham and Hartley Wintney	John Birch	Field labour	15	0	0	
	„ „	James N. Baker	Superintendent	50	0	0	
	„ „	Maria Kircher	Washing, &c.	0	6	0	per week.
	„ „	Mary Baker	Matron	30	0	0	
	„ „	Mary Rance	Cook	10	8	0	
	„ „	Sarah Hinchcliffe	Indust. mistress	10	0	0	
	Kingsclere	Maria Selby	Laundry work	15	0	0	
	Portsea Island	Mary Sumner	Laundry work	20	0	0	
	Southampton	George Elderton	Shoemaking	0	15	0	per week.
	„	Amelia Johnson	Sewing, &c.	25	0	0	
	South Stoneham	John Biggs	Shoemaking	10	0	0	
	„	Charles Wm. Hampton	Tailoring	10	0	0	
	Wight, Isle of	William Elliott	Shoemaking	25	0	0	
	„ „	Frederick Cotton	Tailoring	26	0	0	
Hereford	Ross	Mary Williams	Indust. mistress	10	0	0	
Lancaster	Chorlton	Ellen Hall	Sewing, &c.	15	0	0	
	„	William Faulkner	Gardening	20	0	0	
	West Derby	John Taylor	Tailoring	0	18	6	per week.
	„	James Dorman	Baking	0	18	0	„
	„	Isaac Meallock	Shoemaking	0	18	6	„
	„	Mary Anne Roberts	Knitting, &c.	0	15	0	„
	Swinton	James Wild	Gardening	45	0	0	
	„	William Hague	Tailoring	0	18	0	per week.

County.	School.	Industrial Instructor.	Industry taught.	Salary. £ s. d.	
LANCASTER	Swinton	William Pearce	Shoemaking	0 18 0	
	"	Marion Fairbairn	Sewing	20 0 0	
	"	Jane Jones	Sewing	20 0 0	
LEICESTER	Leicester	Robert Hallam	Shoemaking	25 0 0	
	"	Simeon Vass	Tailoring	35 0 0	
	"	Elizabeth Barker	Laundry work	20 0 0	
LINCOLN	Spalding	Thomas Parish	Tailoring	None.	
MIDDLESEX	Bethnal Green	Henry Goold	Shoemaking	0 15 0	per week.
	" "	William Yerworth	Tailoring	0 15 0	"
	Edmonton	John Dell	Shoemaking	0 7 0	"
	"	William Beaton	Tailoring	0 7 0	"
	Fulham	John Carter	Shoemaking	0 10 6	"
	"	Thomas Wilkinson	Tailoring	0 10 6	"
	Stepney	Peter Powell	Tailoring	26 0 0	
	"	Mary Anne Taylor	Sewing	20 0 0	
	Whitechapel	James Elder	Shoemaking	26 0 0	
	"	James Loch	Tailoring	26 0 0	
	"	Ann Skilbeck	Sewing	18 0 0	
	"	David Withers	Gardening	25 0 0	
	"	Julia Carter	Laundry work	18 0 0	
	"	W. Davis	Carpenter	1 5 0	per week.
NORTHUMBERLAND	Newcastle-on-Tyne	John Watson	Gardening	0 15 0	"
OXFORD	Banbury	James Morbey	Tailoring	0 10 $1\frac{1}{2}$	"
	"	Thomas Woodward	Shoemaking	0 10 $1\frac{1}{2}$	"
	Henley	Thomas Vernon	Gardening	25 0 0	
	Oxford	Emma Barnes	Cooking, &c.	12 12 0	
	"	Anne M. Thompson	Matron	30 0 0	
	"	Martha Steele	Washing, &c.	15 0 0	
	"	John Steele	Gardening	30 0 0	
SALOP	South-east Shropshire District S.	Anne Probert	Household work, &c.	14 0 0	
	Shrewsbury	Ann Jones	Indust. mistress	5 5 0	
SOMERSET	Axbridge	Charles Hemans	Spade husbandry	30 0 0	
	Bath	Henry Greenslade	Tailoring	40 19 0	
	"	Charles Hyatt	Shoemaking	40 19 0	
	"	James Newman	Carpentering	31 4 0	
	"	Samuel Parker	Gardening	23 8 0	
	Bedminster	Robert Coveny	Shoemaking	10 0 0	
	"	John Pointing	Tailoring	10 0 0	
	Bridgewater	Charlotte Britton	Laundry work	10 0 0	
	Frome	Henry Bebby	Shoemaking	26 0 0	
	"	John Kitley	Tailoring	26 0 0	
	Keynsham	M. A. Sully	Sewing, &c.	14 0 0	
	Langport	Melina Scott	Sewing, &c.	10 0 0	
SURREY	Central London District	Richard Eaves	Tailoring	0 12 0	per week.
	" "	Thomas J. Morris	Shoemaking	0 12 0	"
	" "	James Threlfall	Gardening	0 10 0	"
	" "	Mary E. Youd	Sewing	0 6 0	"
	North Surrey District S.	George Arnold	Tailoring	48 15 0	
	" "	Thomas Griffin	Shoemaking	48 15 0	
	" "	William Stewart	Engineering, &c.	58 10 0	
	" "	George Haddock	Carpentering, &c.	58 10 0	
	" "	William Stevens	Baking	48 15 0	
	" "	Henry Hockley	Painting	40 19 0	
	"	William Westwood and Wife	Farming, &c.	70 0 0	
	" "	Catherine Halliday	Sewing	6 0 0	
	" "	Emma Banks	Sewing	20 0 0	
	South Metropolitan District	George Ross	Carpentering	58 10 0	
	" "	George Henry Spicer	Painting, &c.	46 16 0	
	" "	John Tully	Shoemaking	48 15 0	
	" "	William Lycett	Tailoring	48 15 0	
	" "	James Phillips	Baking	46 16 0	
	" "	Charles Whitehead	Gardening	39 0 0	
	" "	Hannah Mary Rowe	Sewing	20 0 0	

County.	School.	Industrial Instructor.	Industry taught.	Salary.
				£ s. d.
SURREY -	South Metropolitan District }	Emma Maria Richards	Sewing - -	20 0 0
	„ „ -	Emma Kent - -	Laundry work,&c.	16 0 0
WARWICK -	Birmingham -	William Breeze - -	Tailoring - -	0 10 6 per week.
	„ -	William Whittaker -	Shoemaking -	0 15 9 „
WILTS - -	Amesbury -	Eliza Ann Coles -	Sewing, &c. -	15 0 0
	Calne - -	Ann Fry - - -	Sewing, &c. -	15 0 0
	„ - -	Nathaniel Orchard -	Tailoring - -	5 0 0
	„ - -	John Perkins - -	Shoemaking -	5 0 0
	Cricklade and Wotton Basset }	Elizabeth Baker -	Needlework -	10 0 0
	Devizes - -	Adelalaide North -	Sewing, &c. -	20 0 0
	„ - -	James Howell - -	Tailoring - -	10 0 0
	„ - -	William Slade - -	Shoemaking -	10 0 0
	Highworth and Swindon - }	William Argyle - -	Gardening -	20 0 0
	„ „ -	Mary Argyle - -	Laundry work,&c.	12 0 0
	Salisbury - -	Louisa Wheeler - -	Sewing, &c. -	20 0 0
YORK - -	Leeds - -	Eliza Campbell - -	Sewing - -	15 0 0
	„ - -	Robert Manners -	Shoemaking -	0 15 0 per week.
	„ - -	Peter Childerson -	Tailoring - -	0 15 0 „

WALES.

BRECON -	Brecknock -	Sarah Morgan - -	Householdwork	15 0 0

INSPECTORS' REPORTS.

GENERAL REPORT, *for the Year* 1856, *by Her Majesty's Inspector of Schools,* E. CARLETON TUFNELL, Esq., *on the* SCHOOLS OF PAROCHIAL UNIONS, *and also on the* REFUGES AND REFORMATORIES, *inspected by him in the* METROPOLITAN DISTRICT.

MY LORDS, March 1857.

District schools in London.

No addition to the teaching power or to the number of district schools in the Metropolitan District has been made during the past year. In fact rather a diminution has taken place, as, owing to an accidental fire in the South Metropolitan District Schools, which consumed nearly a third of the building, about 200 children had to be dismissed. The loss, however, will only be temporary, as an insurance covers the greater part, and the accommodation previously provided was so extensive that, with a little inconvenience, the school proceeds almost as before, with nearly 800 children; and in about five months, owing to the energetic efforts of the managers, the building will be restored in all its former spaciousness. The condition in which the majority of the pauper children enter these schools continues to show a lamentable deficiency in the means for supplying the blessings of education to the London children. In order to test this point, I have caused a table to be drawn up showing the mental state of 2,062 children who entered the eight largest pauper schools during the past year. This table I give below. All children of an infantile age, that is, below six and in some schools below seven, are excluded. The average age of those who enter these schools is nine years eight months, a period of life with these children at which it may be predicted that, if they have got no instruction hitherto, they will probably get little or none for the future. Owing to deficiencies of registry, the girls of one school, Stepney, are only set down for half the year, and in another, St. George's-in-the-East, they are wholly omitted. These omissions, however, do not affect the general accuracy of the proportions.

TABLE showing, out of 2,062 children, not infants, admitted into the eight largest Pauper Schools of London, during the year 1856, the numbers respectively who could not read, who could read a little, and read fairly.

Name of School.	Could not read.		Could read a little.		Could read fairly.		Total.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Central London District School	156	71	48	47	8	5	335
North Surrey District School	86	23	30	6	9	18	172
South Metropolitan District School.	147	84	62	27	49	11	380
St. George's-in-the-East	87	—	36	—	16	—	139
Whitechapel	121	90	23	18	7	2	261
Shoreditch, St. Leonard's	54	32	20	14	2	3	125
Lambeth	110	105	37	75	46	17	390
Stepney	132	60	16	20	17	15	260
Total	893	465	272	207	154	71	2,062
	1,358		479		225		

Ages of children in schools.

It will be perceived from the above table that, of the 2,062 children, 1,358 were entirely uninstructed, and only 225 could read fairly. Or to give these numbers in per-centages, 65 per cent. were quite uneducated, and only 10 per cent. sufficiently educated to read fairly. If, as we might justly do, we include those who only read a little among the uneducated, 88 per cent. of the children aged from six or seven to fourteen, and averaging in age nine years and eight months, must be placed among the uninstructed. According to the report of my colleague, the Rev. F. C. Cook, Inspector of Church Schools in London, the per-centage of children in them above twelve years old is only 10·76. But the children of that age are almost invariably those of tradesmen and skilled artizans. The children of ordinary working men, as stated in the same report, very rarely remain till they are twelve years old, and in agricultural districts they are withdrawn before eleven. Hence, as the children received in the pauper schools are of course of the labouring class, and as it follows from the above table that 65 per cent. at least are utterly ignorant on entering school, though nearly ten years old, it is manifest that a considerable part of the London population grows up in complete ignorance. The pauper children form, as is well known, a very small proportion of the destitute children of London, and may be taken as fair specimens of the uneducated condition of the mass. Whatever efforts may have been made of late years to educate the population, they are still far beneath what the necessities of the case require.

Staff of teachers in three district schools.

I consider the three district schools at the head of the foregoing table as affording the best examples of education for this class of children, and I will give a brief description of the staff appointed to impart the instruction. There are thirteen

teachers male and female employed (exclusive of six engaged to instruct the infants), whose united salaries amount to 843*l.* per annum, or an average of 64*l.* 16*s.* 11*d.* to each teacher. Thirty-one pupil-teachers are appointed to assist in the instruction, who, as they are engaged at an age never under thirteen, and because they have shown some aptitude for teaching, and remain till eighteen or nineteen, are most efficient assistants in the schools. The industrial department is supplied with twenty-four teachers in the various trades of shoemaking, tailoring, baking, carpentry, garden-work, engineering, sewing, washing, and thus the whole of the clothes for the 2,500 inmates, stockings excepted, and the greater part of the milk and vegetables, are made or raised by the children. A chaplain in each school overlooks the religious training, and exercises a general superintendance.

Most persons will consider the department of industrial training as one of the most important for this class of poor children, and it is clear, from the number of instructors engaged in it, that no little attention has been bestowed on the industrial arrangements. Yet I am by no means satisfied that considerable improvements are not practicable in this important part of education. By the cultivation of 120 acres, the children supply most of the vegetables and milk required for their support. This garden cultivation certainly contributes to their health, but, in the neighbourhood of the Metropolis at least, it seems in no degree to assist them in obtaining situations. Numerous applications are made for bakers, sailors, shoemakers, carpenters, but very rarely any for agricultural boys. This out-door labour would fit them extremely well for emigration, but, unless any extensive scheme of sending them to the colonies be adopted, experience seems to show that, in the immediate neighbourhood of large cities, agriculture is not the best employment for children. Industrial training in these schools.

Again, I doubt the expediency of bringing up more boys to the tailoring trade than are requisite to make the clothes of the house, and even this number I would reduce by the introduction of the sewing machine. There is not a large demand for tailors; the wages offered are mostly extremely low; the hours of working painfully long; and the daily increased use of machinery in this business promises to reduce still lower the number of journeyman tailors. Tailoring.

Machines are yearly more and more superseding simple mechanical labour, and hence children instructed in the use of them would soon find employment. I should wish to see some both of the boys and girls instructed in the use of the sewing machine. The boys who are trained to manage the steam-engines used in the schools readily get engagements, and I sus- Use of machinery.

pect will shortly be found to be more in demand than regular farm boys for agricultural employers. I trust that employment in the brickfields will shortly be superseded by brick-making machinery. The neighbourhood of a brickfield is always a serious injury to a pauper school. It furnishes a large demand for children for about six months in the year, during which they earn high wages in a simple manual labour. At the end of that period they are turned off, thoroughly demoralized by the work. This high-priced casual employment seems equally demoralizing to the men, and it forms one of the numerous instances in which it seems obvious that the introduction of machinery would be of great and immediate benefit to the labouring classes.

Comparison between pauper district schools and elementary schools in general.

There is one test of the efficiency of the instruction in these large London schools, which proves, I think, conclusively that it is not inferior to what is given in any other of the elementary schools in the kingdom. It is well known that nearly all the good schools in England are supplied with pupil-teachers, who numbered by the last return 8,524. Every Christmas, those pupil-teachers who have passed their fifth year of apprenticeship usually try to obtain Queen's scholarships, and thus, the examination papers being everywhere the same, there is a competition among all the schools of England, as the success or failure of their respective pupil-teachers is some criterion of the excellence of the education in the schools where they have been brought up. The candidates may get first-class or second-class Queen's scholarships, or may wholly fail, the published lists classifying the successful competitors according to merit. Now, from the London pauper schools, eight pupil-teachers presented themselves at the last Christmas examination, every one of whom succeeded in gaining first-class Queen's scholarships, and also in being placed high in the classified list. If it is considered that these pupil-teachers receive from Government only one-half the amount that is paid to pupil-teachers in ordinary day schools, I think it will be apparent that the education given in these schools is, not only thoroughly efficient, but, *cheap* to the Committee of Privy Council on Education.

Failures in spelling, as noticed in Report of Civil Service Commission.

The subject of spelling may appear to be one of the lowest branches of instruction, yet it is surprising how ill it is taught to the higher and middling classes of society. My attention was specially turned to this point by reading the Report of the Civil Service Commissioners, which shows the result of examinations of candidates for the public service. Though many of the examinees offered themselves for examination in Latin, modern foreign languages, history, &c., "the great majority of rejections," say the Commissioners, "have been

occasioned, not by ignorance of these subjects, but, by inability to spell with ordinary accuracy. The failures, moreover, have not been errors in words of rare occurrence or technical character, but discreditable mistakes in those of everyday use." The report gives a list of the errors that were made, the great majority of which I should think discreditable to the first class in an ordinarily conducted pauper school. In order to put this to the proof, I took from the Commissioners' Report thirty of the hardest words which appear to have puzzled the candidates for Government situations, and desired the first class in each of two district schools to write them down from dictation. The result was that, out of seventy boys who were in the two classes, sixteen committed no error in the spelling; nineteen, one error; eleven, two errors; and only one boy committed as many as nine errors. Such an exercise in spelling is considerably more difficult than any put in the Civil Service examinations, yet it is clear that the attainments of these children, whose average ages were under twelve, were very superior in spelling to many of the Government candidates, who were from 17 to 40 years of age, and who had doubtless, for the most part, been educated in middle or upper class schools. The Civil Service Commissioners account for this general failure in spelling, by supposing that the candidates are not selected for their fitness, but to oblige friends. I am persuaded that this is not the main cause, but that it really lies much deeper, and that this defect in the education of so many respectable persons is owing to the circumstance, that, in the schools for the higher and middling classes, these elementary subjects are not taught by trained teachers, or by persons regularly initiated to the business, and therefore they are badly taught. I have no hesitation in stating (having lately had opportunities of making the comparison) that purely elementary subjects, such as reading, writing, arithmetic, spelling, the English language, and geography, are far better taught in well-conducted elementary and pauper schools than in the ordinary schools for the richer classes. In fact, the establishment of forty normal colleges in England, which train teachers solely for elementary schools for the poor, has had the effect which was observed to follow similar institutions many years ago in Holland, viz., that of causing the poorer classes to be better educated in ordinary subjects than the richer. There is one proof of this, which I venture to think will be considered of some weight. In private schools the instruction is chiefly given, not by the head of each establishment, but, by subordinate ushers and mistresses. Now let anybody inquire what salaries are paid to these subordinate teachers; I have given, in a previous page, the salaries

Teachers in elementary schools superior to subordinate ushers in higher class schools.

paid to thirteen male and female teachers in three pauper schools, and have shown that they amount to an average of 64*l.* 16*s.* 11*d.* per head, besides a liberal board and lodging. This is, I will venture to say, at least double what is commonly given to assistant-teachers in higher class schools. It is well known that it is by no means an uncommon circumstance for the teacher of an elementary school to earn 140*l.* per annum; consequently, as in the long run the highest payments will always attract the highest talents, it follows that schools for the rich are worse supplied with teachers than those for the poor. I will add one more proof of the inferiority of schools for the rich. It has frequently happened to me to meet with teachers in workhouses, who have subsequently been dismissed (sometimes in consequence of my report) owing to their incompetency; and also with cases of teachers guilty of immorality so gross that they have been dismissed at a moment's warning. In cases of this kind the useful power of the Poor Law Board prevents the re-appointment of such teachers to any pauper school, nor could they be recognized by the Committee of Privy Council. I have sometimes inquired what has become of them, and I have often learnt that they had obtained places as assistants in gentlemen's schools. Such teachers, though too bad for the poor, are not considered too bad to instruct the children of the upper classes. Of course, the remedy for this state of things is to do for the rich what has been done for the poor. The attempt has been made. An institution, called the "Royal College of Preceptors," was incorporated by Royal charter eight years ago, expressly to remedy the evil I have described. It was apparently ably designed for the purpose, and yet has turned out a failure. There were 12,000 upper class schools in England and Wales, according to the census of 1851, which must have contained at least double that number of teachers, and yet I learn from a public address of the Vice-president of the Royal College, delivered last June, that at that period only 520 teachers belonged to the college.

Agricultural employment as exemplified in North Surrey District School.

I will confine my observations on the agricultural employment in pauper schools to a statement of the experience of the North Surrey District School, as the results are in some respects remarkable, and throw, I think, some light on the sewage-question, as connected with the sanitary condition of such establishments. The following table shows a tolerably fair return for the year, as the clear profit is 99*l.* 3*s.* 6*d.*, and if, as is commonly the practice in agricultural establishments of this description, nothing had been charged for the rent and labour of the children, the profit for the year would have been 283*l.* 3*s.* 6*d.*

SUMMARY of FARM ACCOUNTS for the NORTH SURREY DISTRICT SCHOOL, from Michaelmas 1855 to Michaelmas 1856.

EXPENDED.	£	s.	d.
Implements	21	19	7
Tillages	117	9	6
Wheat	22	9	4
Rent, Labour, Salaries, &c.	409	1	4*
	571	9	9
Balance, Net Profit	99	3	6
	£670	13	3

RECEIVED.	£	s.	d.
Potatoes	49	16	6
Garden Vegetables	87	15	4
Horses	3	16	0
Cows	205	8	9
Pigs	23	19	0
Poultry	2	1	11
Straw	31	14	0
Hay	142	18	3
Wheat	62	1	3
Oats	23	0	0
Mangold Wurzel	12	0	0
Parsnips	11	0	6
Manure	9	16	0
Tillages	5	16	8
	£670	13	3

As the school, with all its officers, contains usually 800 souls, and all the washing is done on the premises, of course there was a large flow of liquid manure, which could not be conveniently carried away by any neighbouring drain. This was partly used in irrigating the land, and I will presently show what enormous crops followed its use, but I wish now especially to allude to the sanitary view of the matter. The school being situated on a gentle ascent, close to the Brighton railway, great part of the sewage flowed on to the railway, and created so great a nuisance that the managers of the school were threatened with an indictment. I have stated, in a former report, how completely this difficulty was met by the erection of a filtering apparatus, in which, by the aid of peat-charcoal and burnt clay, the sewage flowed away, after filtration, in the form of pure and inodorous water. By this method, the sanitary difficulty was effectually met and conquered, and the apparatus has now been successfully worked for five years. But the agricultural purposes to which sewage manure may be devoted is of almost equal importance, and, as some careful experiments were made for the purpose of testing its value, I proceed to detail them. The sewage, in its liquid state, was chiefly employed in irrigating land that had been sown with Italian rye-grass, and three quarters of an acre were set apart for the special purpose of closely observing the effects The result I give in the following examination of the agricul tural superintendent, Mr. Westwood:—

Q. What effect had the liquid manure on the Italian rye-grass?

A. In Novemher 1855, I sowed three quarters of an acre of Italian rye-grass. It was flooded during the winter with sewage, and on the 27th of April 1856 it was begun to be cut; from that day to the last day of October, we cut one cart-load of green food every day, weighing about a ton. The part of the ground that was cut was always flooded with liquid manure immediately after the grass had been carted away.

* The rent is charged at 80*l.*, and the labour includes a charge of 10*l.* per acre for the boys' labour.

Q. Then the produce amounted to the proportion of 235 tons of green food per acre?

A. Yes; the grass stood two feet six inches high. Sixteen head of dairy stock and one horse were fed on it during that time; the horse had two bushels of oats a week, and the cows a daily run of four hours on five acres of pasture, besides the Italian rye-grass, but nothing else was given them during that period.

The above account of produce seems incredibly large, but I was positively assured by more than one person of its correctness. Possibly the manure may have been more powerful than in cases of similar experiments elsewhere, owing to the quantity of soap used in the washing department,—and the constituents of soap are known to be powerful stimulants of vegetation. But the trials made with the solid sewage manure from the filter are perhaps still more important, and I think it right to mention these details, as elsewhere I have seen large schools placed in considerable difficulty from the same inconvenience that was so effectually met here. The filtering matter was always peat-charcoal and burnt clay. The details of management are described in the following evidence of Mr. Westwood:—

Q. What proportion of peat charcoal and clay ashes is used?

A. Four tons of clay ashes are mixed with a quarter of a ton of peat charcoal, and put on the filter; the produce is eight tons of manure, after the sewage has flowed through it a month, when the filter ceases to act.

Q. What effect had this solid manure on the crops?

A. Putting at the rate of two tons per acre on the land had a similar effect to an ordinary dressing of farm-yard manure of twenty tons per acre, the crops from these respective manures not being distinguishable. I tried them together for three seasons, and found the crops, after these two dressings, as nearly similar as could be.

Q. At what do you estimate the value of the solid sewage manure?

A. It has been valued at 10*s.* per ton, which is what I estimate to be its fair worth, according to the benefit it effected on the ground.

Q. Have you tried this manure in compsrison with guano?

A. Yes; at the same time I tried it against farm-yard dung, I tried it against guano, and found that 4cwt. of guano per acre produced the same effect as two tons of the sewage manure. I found that though so much smaller a quantity of guano produces the same effect as ten times the amount of sewage manure, and a hundred times the amount of farm-yard manure, that the crops subsequent to the first crop are much superior when sewage manure or farm manure had been used than when guano had been applied. The crops from guano exhaust the ground.

Q. What is the cost of the peat charcoal?

A. About 3*l.* 3*s.* per ton; the clay would cost about 3*s.* per ton to burn, when it is burnt on the spot.

Q. Then, supposing the filtering tank to be filled with four tons of burnt clay and a quarter of a ton of peat charcoal, the cost would be 1*l.* 8*s.* 9*d.*, and this would produce eight tons of manure worth 4*l.*?

A. Yes; that is a fair approximation.

Q. To what crops has the manure been applied?

A. Swedes, mangel wurzel, and potatoes. The swedes and mangel wurzel produced 25 tons per acre; I do not know the quantity of potatoes. Wheat in each case was sown after the roots, and the produce has generally been

five quarters an acre, except where guano was used, when the crop was considerably lighter, both in straw and corn. The yield of wheat was about equal from the ground where the sewage manure and farm manure had been used, but much more straw was produced where farm manure had been used. The soil here is mostly stiff clay.

Now, though I believe it to be utterly impossible to make any industrial school self-supporting by its industry, I think a far nearer approach to that desirable end may be made than is usually arrived at, by pursuing some such plan as I have detailed above. The conditions are that all the manure of the establishment be applied to the soil, including a flow from the washing-tubs. I believe it, however, to be a mistake to grow grain crops by youthful labour, and that much more profit would be made by restricting the cultivation to vegetables, —especially if a market is at hand. In many workhouses, where the governor understands gardening, I have often seen it proved by the experience of several years, that a single acre of land, duly manured, will produce as much ordinary vegetables as 100 persons can consume in a year. The quantity, too, of vegetables allowed to each workhouse inmate is generally considerably more than is consumed by other persons. These large amounts of produce, however, can only arise when every particle of manure from the house is put on the land, and the vegetables are such as potatoes, cabbages, parsnips, and not the finer sorts, such as asparagus, sea-kale, &c. The utility of using liquid manure has been doubted, the possibility of readily deodorizing it has been denied, and also the value of the matter precipitated from it. It appears to me that the experiments above described decide all the questions in the affirmative, and, as the best mode of managing industrial schools is a point of no small importance, I trust my description of what has been done in the North Surrey District School will not be thought to be irrelevant.

Decimal coinage.

As the subject of decimal coinage continues to engage public attention, I should wish to say some few words on the subject, with reference to schools. I have stated in a former report that there is not the smallest difficulty in introducing the subject into ordinary schools, and in fact, after the explanation of the principle, the working is so extremely easy, and the getting rid of the shillings, pence, and farthings table is found to be so great a boon, that the change, once understood, is accepted with the utmost pleasure and satisfaction. As, should the Legislature resolve on the change, there is no better plan of spreading a knowledge of it than through the common elementary schools, the ease with which, as experience shows, it may be introduced and comprehended in ordinary schools, is a

matter of very great importance. It ought to remove the apprehension, that is sometimes felt, that there is any obstacle to the immediate introduction of the system of decimal coinage, in the alleged incapacity of the public to understand it. I have found, from repeated trials, that a boy ten years old may be made perfectly to comprehend and work sums in decimal coinage, after half an hour's instruction, and even with greater facility and correctness than on the pounds, shillings, and pence system, which he had previously learnt for years. Hence, it seems to me absurd to suppose that there can be any national difficulty in understanding what may be so quickly taught to a child. But the introduction of the system would be much facilitated if the Government were at once to announce what decimal system they will fix upon, even though the actual change is not immediately made, whether they fix upon what goes by the name of the *pound and mil* system or the tenpenny, or any of the other systems that have been put forward. It is true that there is a great difficulty in teaching the general theory of decimals, but it is far easier to teach any particular system of decimal coinage, which, in fact, does not require the use of the word *decimal* at all. Now, as of course, in preparing for the change, much obtuseness, even amongst teachers, must be encountered, therefore any plan that allows for that obtuseness will essentially smooth the way. If Government would declare that they have determined to introduce ultimately the pound and mil system, all difficulty would be removed. Every school and almost everybody would at once set itself to learn the system, and long before the mechanical arrangements could be completed, nearly everybody would understand it. The word *decimal*, like *metaphysics*, is of evil omen to many people, and is imagined to refer to some very recondite subject. Our arithmetical books are partly blameable for this, as, for some unexplained reason, the subject of decimals usually comes after the rules for insurance, compound interest, double fellowship, vulgar fractions, &c., which are all of far greater abstruseness and difficulty. As, in most schools, the majority of pupils never get as far as these rules, the subject of decimals, which in fact is infinitely easier than any of them, is never touched upon. And hence, when in the last Christmas examinations for certificates a few questions on decimal coinage were inserted, they were wholly passed by every student in some of the normal colleges, though the questions were as easy as simple multiplication; and thus much failure and disappointment ensued. As, according to Professor de Morgan, the introduction of the decimal system "would reduce arithmetical teaching of accounts to one-fourth in point of time,

and to one-twentieth in point of complexity;" and as, according to Mr. Thomson Hankey, M.P., late Governor of the Bank of England, "the mere substitution of 100lbs. for the cwt., and the decimal scale of weights, would save the labour of 200 clerks in the customs alone, and salaries to the amount of, at least, 10,000*l.* a year;" and as it is equally certain that the change would be joyfully accepted in every school in the kingdom, I venture to hope that an alteration, in which the interests of economy, of convenience, and education are so much concerned, will not long be withheld.

Reformatories and ragged schools, and other institutions for vagrant classes.

The minute of the Committee of Council on Education of 2 June 1856, which so liberally assists schools for criminal and abandoned children, has caused me to visit many establishments for these classes of children. Practically, the workhouse schools of the London parishes are mostly filled with the same description of abandoned children, and thus, in visiting refuges and reformatories under the Minute of 2 June, I find precisely the same characteristics among the inmates, and the same difficulties and evils with which I am so familiar in respect to pauper children. The institutions now in operation in London, for civilizing and educating these destitute children, are very numerous, and it may be useful to give a short epitome of them. In the first rank I place the district pauper schools, or what are equivalent to them, supported by the metropolitan unions or parishes. These usually contain about 6,000 children, and, as they are maintained with the utmost liberality by the elected guardians, perhaps there are no schools in England more extensively useful. There are also schools for about 3,000 children in workhouses, under the same roof with adult paupers. There are many of them fairly conducted, but anybody who has had experience of what adult workhouse paupers are must feel the same want of confidence that I do that children brought up under the same roof with them can be morally educated. Private benevolence has founded 150 ragged school institutions, which comprise 128 Sunday schools, with 16,937 scholars in attendance; 98 day schools, with 13,057 scholars in attendance; 117 evening schools, with 8,085 scholars in attendance; and 84 industrial classes, with 3,224 scholars in attendance. Lastly, there is the important Act of 17 & 18 Vict., c. 169, for the maintenance of county industrial schools in Middlesex. Under this Act, the Middlesex magistrates have purchased land, and are now about erecting schools for 800 children. The provisions of this Act seem to be capable of almost exterminating vagrancy among the juvenile population of London; as any child from the age of 7 to 14, if summarily or otherwise convicted, may be sent to these reformatory schools, and forcibly detained there from one to three

years. The treatment of those children who are simply destitute must be essentially different from those who are criminal, and I believe that the distinction to be observed in training these two classes is now pretty generally admitted. The distinction exists in this, that, as wide experience shows, simply destitute children may be educated in masses, and congregated in large schools; while children thoroughly abandoned and vicious can only be satisfactorily educated, on the family system, in small schools. This principle is now so well understood that I find it carried into full operation in nearly all the refuges and reformatories which I have visited. There is one admirably designed "Society for the Rescue of Young Women and Children," that proceeds systematically in founding small reformatory schools in different parts of London. Its method is to select an ordinary small house, and to place in it a limited number, not exceeding that of a good-sized family, under the care of a man and his wife, whose object will be to gain the affection of those placed under their charge, and, by persevering kindness and family discipline, to endeavour to be instrumental in their reformation. I have visited four of the establishments thus set up, and in each case the whole arrangements appear to me extremely well designed to infuse new hearts and Christian principles into the unhappy girls who have become inmates. The building, in each case, differs in nothing from any other house in the row, and contains usually from fifteen to twenty girls presided over by a matron, who is responsible for everything. I believe that much of the success depends upon thus concentrating responsibility on a single head; and as, in every case, I made minute inquiries of what becomes of the inmates when they leave, I was presented with most satisfactory proofs that a real reformation had in nearly every case been brought about. At first sight it may appear that this plan of founding small separate establishments would involve a great expense. If, however, it is more successful than any other, and I believe it to be so, in reforming the inmates, the increased expense is a very secondary consideration. The advantage to the general community in turning a single criminal into an honest person, taking even the low money view of the case, cannot be less than 100*l.* But, on looking into and comparing the accounts of large and small establishments, I cannot find that the former have really any advantage in the point of cost. Any small house will answer on the "family home" system, and thus the vast expense which always attends the building a school, or adapting old buildings, is saved. The expense is of course represented by so much rent, but this I do not find, on comparison, to exceed the interest of the money laid out on ordinary school buildings where the children are lodged. Thus

the rent paid for the "Hampstead Family Home"—a model of such establishments—which contains twenty inmates, presided over by a matron, is 46*l.* per annum, or an average of 2*l.* 6*s.* per head. I know several large schools containing hundreds of children where the interest on the capital laid out on the buildings would amount to 2*l.* 10*s.* per head, reckoning the interest as low as 5 per cent. Nor does the superintendence cost more when the number of twenty inmates is not exceeded, as in that case it is found that one matron at a salary of 25*l.* is sufficient to manage the whole. I was previously familiar with the results of establishing small separate schools for workhouse children, entirely separated from adults, and the opinion I had formed regarding them is exactly confirmed by what I have observed in these small homes for criminal or abandoned children. In all such establishments, if the head is well selected, education in its highest sense may be imparted. The inmates may be trained in morals or behaviour, and in industry, to a very high point; in fact they may be made good Christians and good workers. These results may seem to include all that could be wished, but I cannot help thinking that the good seed thus sown would be more firmly rooted, and less liable to decay in future years, if a little more intellectual instruction were imparted. The head of such an establishment, by his or her example and conversation and manners, *educates* highly, but seems rarely to possess in addition the art of a good teacher, and hence I would suggest whether an improvement might not ensue by the engagement of a trained teacher, to come daily for a couple of hours, to instruct the inmates in ordinary school subjects. The expense would not be great; the superior, often overworked, would be somewhat relieved; and what seems to me a small defect in these institutions would be remedied. Lest it should be supposed that I am advocating any extravagant scheme of instruction, I will briefly explain to what extent I would have the teaching to proceed in such schools. I need not insist on the necessity of a well grounded knowledge of the doctrines of Christianity, as there can be no controversy on such a point. In arithmetic, the pupils should be able to make up accounts and cast up shop bills with facility. In writing, they should be able to write a small hand readily, and to express themselves without difficulty, and especially they should be able to write letters. The utility of the requirement in arithmetic will be evident, but the power of writing with ease is of still greater importance. Children of this low origin have rarely any friends in their own rank, or among their relations, or such as they have ought to be avoided. The habit of corresponding with a respectable person, like the

teacher of the school where they have been educated, is found to be one of the best supports of good conduct, and the strongest preservative against falling into evil courses. I have long been aware of this effect of letter writing in the case of pauper children, who are generally friendless. They are ashamed to write if they have not a good report to make of themselves; and they feel it to be the strongest encouragement in well-doing to write to and receive letters from anyone in the upper ranks of life. In visiting both pauper schools and reformatories, I have always been in the habit of asking to peruse the letters, if any, sent to their teachers by those who have left the establishment. I am satisfied that it is possible to judge of the excellence of a school more readily by such letters than in any other way. We see in them, not only what the school presents, which may be deceptive, but, how far it answers the real purposes of a school at all; how far the instruction therein imparted has taken root in the heart, and is producing fruits. Among all the benefits of cheap postage, I know none more valuable than the power that it gives to a philanthropist of continuing his care and watchfulness over those who are separated from him by space. The practice of writing English with facility ought to be enforced in every poor school and reformatory. In refuges for girls the almost invariable practice is to prepare them for household service; but, where boys are admitted, the question of what work they shall be employed upon is not of so easy a solution. On perusing a great number of reports from different London institutions, I find that those who have obviously paid the deepest attention to the subject have come to the same conclusion to which I had previously arrived from inspecting the large London pauper schools. This conclusion is well expressed in the following resolution passed at the last public meeting of the "Belvedere Crescent Reformatory,"—an establishment worthy of all praise:—"That it is of less consequence to prepare the inmates of a town reformatory, for any special occupation which they are hereafter to pursue, than to train them to habits of industry upon some uniform system which shall be most profitable to the institution." I had long ago observed that the children from pauper schools did not usually betake themselves to the occupations in which they had been specially instructed, and that, in industry as in intellectual education, the right policy, is not to educate, for special pursuits, but, to give such a development of the various powers of mind and body as shall enable a youth to turn his talents to account in whatever situation he may be placed. Mr. M. D. Hill and Mr. R. Hall, the Recorders of Birmingham and Doncaster, than whom none can be better qualified to give opinions on this matter, both concur in this view; the

former remarking,—"during a pretty long experience of life, it has often occurred to me to observe how quickly one who brings to the contest a general development of his powers overcomes an antagonist greatly superior to him at first in his acquaintance and familiarity with the particular subject of their conflict." In agricultural refuges, situated in the country, and filled with country youths, possibly it may be advantageous to bring up the inmates as husbandmen,—especially as such a training admirably fits them for the colonies; but for town youths, unless they are intended for a colonial life, I do not think that agricultural employment is best fitted. I had anticipated, when the Minute of 2 June was first brought into operation, that some ordinary parish schools might be turned into feeding schools, with the view of participating in the large pecuniary benefits held out under that Minute. I am bound to say that, hitherto, I have not visited any establishment under that Minute which does not entirely consist of the criminal or abandoned children who are alone contemplated by it. The money distributed under the Minute is so large that I think it would be unfair to charge the public funds as heavily in favour of any other than this particular class of children. But, as I believe that most of the children who are benefited by it are saved from a life of crime, this peculiar disbursement of the educational grant fulfils the requirements of humanity and as well as of economy.

I have the honor to be, &c.

E. Carleton Tufnell.

To the Right Honorable
The Lords of the Committee of Council on Education.

Tabulated Reports, by Her Majesty's Inspector of Schools, E. CARLETON TUFNELL, Esq., *on the Parochial Union Schools inspected by him in the Metropolitan District, in the Year* 1856.

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
MIDDLESEX.			
Bethnal Green -	117	144	The great fluctuations in these schools, and the changes of teachers, have been a considerable drawback to any great advance; but the teachers at present engaged are skilful and diligent.
Brentford - -	65	72	The girls' school is, as at former inspections, in excellent order, and passed a very creditable examination. The boys' school is in a far less advanced state, having been injured by repeated changes of masters.
Clerkenwell - -	41	50	These schools are now well managed in all respects, and passed an examination very creditable to their teachers.
Fulham - - -	62	50	Both boys' and girls' schools are fairly taught, and the boys' school especially is much improved since my previous inspection.
Hackney - -	61	63	Both boys' and girls' schools are fairly conducted, but the great fluctuation of children render any material progress difficult.
Edmonton - -	78	63	These schools, as at former inspections, deserve commendation for their general management, and the industrial instruction is particularly well attended to.
Hendon - - -	9	16	These schools continue to be fairly taught and managed in all respects.
Holborn - - -	73	88	The intellectual instruction in these schools is very fairly imparted, but I cannot approve of the industrial training of the boys.
Islington - -	66	36	These lately erected schools, which, besides boys and girls, contain forty-five infants, are furnished with every accommodation and appliance for an efficient educational establishment. The boys especially passed a very satisfactory examination.
Paddington - -	54	47	These schools have only lately been opened, and the children withdrawn from the parish school, whither they had previously been sent. They were, at my inspection, in a very backward state.
Staines - - -	22	27	These schools are very creditably conducted, but the girls' school has been much deteriorated in consequence of an epidemic disease among them.
Stepney - - -	232	95	These schools, especially in the boys' department, are, as formerly, extremely well managed in all respects. There is a separate school of 120 infants.
St. Luke's - -	67	40	A considerable improvement is in progress in these schools, more especially in the boys' department.
St. Giles' and St. George's, Bloomsbury.	64	45	The schools of these united parishes, which, in addition to the boys and girls, contain a well-ordered establishment of sixty infants situated in the country, are very fairly managed in all respects.
Strand - - -	79	65	These schools are very fairly managed, and the children passed an examination creditable to their teachers, more especially the girls' school.
St. Leonard's, Shoreditch.	105	98	These are magnificent schools, lately erected at Brentwood, in Essex, containing every accommodation necessary for a first-rate industrial establishment. It contains a separate school of fifty-four infants, and four pupil-teachers being now appointed, bids fair to be successfully conducted.

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
SURREY.			
Bermondsey	—	—	The children of this union are sent to the South Metropolitan District School.
Camberwell	—	—	The children of this union are sent to the South Metropolitan District School.
Chertsey	48	45	The boys' school, as at former inspections, is deserving of much praise for the efficiency of the instruction. The girls' school is less advanced.
Dorking	36	33	This school, conducted on the mixed principle, is fairly taught, and the industrial training is well attended to.
Epsom	20	37	These schools are very fairly managed in all respects, and the industrial training of the girls, especially, is extremely well attended to.
Godstone	18	12	The boys passed a fair examination. The girls are much less advanced, but their industrial training is very efficient.
Guildford	30	46	The boys' school shows considerable improvement since last year, and is in better order than at any previous inspection. The girls' school is, as before, creditably conducted.
Lambeth	196	136	These schools are progressing in improvement, which will now proceed more rapidly, owing to the appointment of pupil-teachers. There is a separate school of 67 infants in the establishment.
St. Olave's	26	46	These schools will probably be discontinued, the union forming part of the South Metropolitan School district.
Reigate	40	34	The boys passed an examination that reflected much credit on the master, who also efficiently manages their industrial education. The girls passed a fair examination, and the school is altogether fairly managed.
Central London	360	230	This school, which also contains a separate department of 260 infants, is as well managed as formerly.
North Surrey	279	215	This school, which also contains a separate department of 142 infants, is well managed and improved since last year.
South Metropolitan	298	302	This school, which also contains a separate department of 110 infants, lately much increased in numbers, though the latest founded of district schools, is not inferior in management to any.
SUSSEX.			
Battle	23	17	The children in these schools are fairly taught, more particularly the girls, who are skilfully and diligently trained by the mistress.
Brighton	81	40	These schools, which also comprise a separate school of 48 infants, are well managed, and passed a good examination, more especially the boys and infants.
Chailey	13	6	The children in this establishment are morally and industrially well educated.
Chichester	17	-	The children are fairly instructed, but there is a want of sufficient industrial employment. The girls are not under inspection.
Cuckfield	24	21	The children in these schools are moderately well instructed, but their industrial training is very well managed.

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
Eastbourne - -	26	26	The girls' school is remarkably well taught and managed, and showed skill and diligence on the part of the mistress. The boys are well instructed in arithmetic, but moderately in other matters.
East Grimstead -	37	21	The boys are well taught, and passed an examination showing diligence and skill in the master. The girls are also fairly taught, and well trained industrially.
Hailsham - -	20	25	The girls are well taught and managed, and passed an examination reflecting credit on the mistress. The boys are moderately well taught, but their industrial training is well attended to.
Hastings - -	20	28	These schools are well managed and instructed, and the children passed a satisfactory examination.
Horsham - -	25	12	These schools are fairly managed, and the boys' training in industry is especially commendable.
Lewes - - -	16	19	The children in these schools are well managed, and are rapidly taken into service, where they appear to give satisfaction, which is a good test of the efficiency of their training.
Midhurst - -	17	33	These schools are in good order, and showed on examination proofs of efficient instruction.
Newhaven - -	6	–	This small school is carefully and intelligently managed by a schoolmistress.
Rye - - -	30	14	The children in both schools are fairly taught, but the frequent changes of teachers have materially injured the boys' school.
Steyning - -	15	18	These schools are fairly conducted, and the boys are improved since my last inspection.
Thakeham - -	9	3	These small schools are fairly managed, and the children are well instructed in industry.
Ticehurst - -	13	22	The children in these schools are very moderately taught, and I can record no favourable opinion of their progress.
Uckfield - -	17	11	The children in these schools are moderately well instructed in the ordinary subjects.
Westbourne - -	6	12	This school, conducted on the mixed principle, is in good order, and the examination proved diligence and skill on the part of the mistress.
West Firle - -	6	7	The children in these small schools appear fairly educated and industrially trained.
West Hampnett -	26	30	Both schools passed a good examination, and their general management does credit to their respective teachers.
KENT.			
Ashford, East -	24	36	The children in these schools are moderately instructed, the boys passing a better examination than the girls, except in religious knowledge.
Ashford, West -	13	12	The children are fairly instructed in these small schools, considering their tender ages.
Aylesford, North -	45	36	The children in these schools are moderately well taught, the instruction and discipline having been much interfered with by the alterations in progress.
Bleam - - -	10	–	Considerable improvements are in progress in this house, which include the erection of much-improved schoolrooms, during the building of which the schools are necessarily much hindered.
Bridge - - -	14	19	The children are moderately well instructed in all ordinary subjects.

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
Bromley - - -	23	25	These schools are in better order, and present fairer prospects of improvement than I have observed at previous inspections.
Canterbury - -	10	19	The children in these schools are well taught in all respects, and passed an examination very creditable to their respective teachers.
Cranbrook - -	19	27	These schools are considerably improved since my last inspection, and passed a satisfactory examination.
Dartford - -	22	36	The boys passed a very fair examination, which showed diligent attention in the master. The girls are much less advanced, and are deficient in spelling and arithmetic.
Dover - - -	39	39	The boys are intelligently taught by the present master. The girls are very moderately instructed.
Eastry - - -	24	29	The boys are well instructed, and passed an examination very creditable to their teachers. The girls are moderately well taught.
Elham - - -	26	36	The children in these schools are moderately well instructed, the boys being better taught than the girls.
Faversham - -	29	40	Both boys' and girls' schools are fairly taught, and in good order.
Gravesend - -	20	30	These schools are creditably conducted, the children passing a fair examination.
Hollingbourne -	27	31	The children in these schools are very fairly taught and the boys especially passed a very satisfactory examination.
Maidstone - -	51	60	The girls' school, as before, was in good order, and passed a creditable examination. The boys' school is improving under the present teacher, but it has suffered from three changes of teachers in a year.
Malling - - -	31	54	The children in this house are moderately well taught.
Medway - - -	42	46	The children in these schools are very fairly taught, and passed a fair examination.
Milton - - -	22	14	The children in these schools are moderately well taught, but they appear readily to get into situations, a proof that their morals are attended to.
Sevenoaks - -	48	50	The children in both schools are very fairly taught, and improvement is manifest since my previous inspection.
Sheppy - - -	24	20	These schools are well conducted in all respects, and the boys especially passed an examination very creditable to their teacher.
St. George the Martyr's.	119	98	The boys' school is well conducted and taught. The girls' school passed a fair examination. In both schools the industrial training is well attended to.
Tenterden - -	29	26	Both boys and girls passed a creditable examination, which showed skill and diligence on the part of their respective teachers.
Thanet - - -	48	27	These schools, which also contain a separate department of thirty infants, are very fairly managed, more especially the industrial training of the boys.
Tunbridge - -	53	49	These schools did not pass a satisfactory examination, a result which may be partly accounted for by a continued illness among the girls.
Margate Metropolitan Establishment for Children.	35	-	This establishment is solely for sick children, who are as efficiently instructed as their painful circumstances admit.

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
ESSEX.			
Billericay - -	24	33	The children in these schools have been fairly taught, more especially the boys, who passed an examination highly creditable to their teacher.
Chelmsford - -	52	55	The girls are moderately well instructed; the boys are very fairly taught, and passed a fair examination.
Dunmow - -	33	33	The teachers in these schools are newly appointed, and I expect considerable improvement in both boys' and girls' departments at my next inspection.
Braintree - -	36	30	Both schools are considerably improved since my last inspection, and the children passed a creditable examination.
Maldon - - -	27	57	The girls in these schools are moderately well taught. The boys passed a very fair examination.
Ongar - - -	16	34	The children are fairly taught, on the mixed principle, by a mistress, and the industrial training is remarkably well managed.
Orsett - - -	19	26	The children in these schools are fairly taught, and the industrial training is well managed.
Rochford - -	48	47	These schools are considerably improved since last year, which advance is especially noteworthy in the boys' school.
Romford - -	35	35	These schools are fairly taught and managed, but they show the defect of affording no industrial training for the boys.
Westham - -	45	77	The children in these schools are moderately well instructed, their progress having been impeded by illness.
Witham - -	31	13	The children in both departments are skilfully instructed, and passed a creditable examination.
St. George's in the East.	134	126	These schools are in good order, and in course of rapid improvement. There is also in the building a separate school of 85 infants, well managed.
Whitechapel - -	168	163	These large schools are in good order, and very fairly managed in all respects. There is also in a building a separate school of 95 infants, very moderately managed.
HERTFORDSHIRE.			
Bishop's Stortford	39	62	The boys' school is very fairly instructed and managed in all respects. The girls' school is much less advanced.
St. Alban's - -	22	23	The children in these schools showed a fair amount of knowledge, but injury has been sustained by frequent changes of teachers. They promise better for the future.
Barnet - - -	18	25	This is a mixed school, conducted by a mistress, and, as at former examinations, the children passed an examination creditable to their teacher.
Hemel Hempstead -	11	8	The children are clean and orderly, and moderately well taught.
Hertford - -	10	18	The children in these small schools are moderately well instructed.
Ware - - -	16	16	These schools are fairly managed, and the girls especially showed in their examination marks of careful attention on the part of the mistress.
Watford - -	25	51	These schools are both very fairly conducted, and passed an examination creditable to their respective teachers.

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
BUCKS			
Amersham - -	28	45	These schools show improvement since my last inspection, more especially in the boys' department, where the children are well taught, both intellectually and industrially.
Aylesbury - -	29	18	Both schools are very fairly instructed, and the boys are improved under the present master.
Eton - - -	26	33	The boys in this school are extremely well taught, and passed a very creditable examination. The girls are fairly taught.
Newport Pagnel -	14	31	The children in these schools are very moderately taught.

REFUGES AND REFORMATORIES.

Chelsea School of Discipline.	—	45	This, the oldest institution of the sort in London, is extremely well managed, and appears fitted with every appliance necessary to reform the unhappy girls who become inmates of it, and, as the result shows, with remarkable success.
Westminster, Old Pye Street Industrial School.	27	—	This is an industrial establishment for boys, who attend ragged schools. They are only kept an hour a day at lessons, and for seven hours they are assiduously employed in making paper bags and printing. They are fed, but not lodged, in the building. It presents a pleasing example of successful industry, and must be of inestimable advantage to the poor outcasts who are received in it.
Dalston Refuge for the Destitute.	—	87	An admirable institution for criminal girls. The object is to recover girls who have fallen into vicious habits and been sent to prison, and to teach them industrious pursuits. The receipts last year for washing alone, which is taken in, were 1,536*l.* 4*s.* 7*d.* The arrangements for forming domestic servants appear well calculated for the purpose in view.
Redhill Reformatory.	275	—	This juvenile reformatory, the largest and best known in England, is filled with criminal boys, divided into communities, according to the plan adopted at Mettray. A farm of 233 acres is cultivated by the youths, and the trades of tailor, shoemaker, carpenter, blacksmith, brickmaker, sawyer, most efficiently taught. The whole is under the superintendance of one head, and is throughout managed with no ordinary skill and intelligence.
Lacre Street Home for Female Children.	—	40	This is a well managed institution for female children who have been dishonest, imprisoned, or in a class of life where they would be criminal or degraded were it not for their reception into this benevolent asylum which appears managed with great skill and kindness
Cobourg Row School for the Destitute.	—	47	Only fourteen girls are boarded and lodged in this establishment, which is supplied by recommendations from the City Mission and Rescue Society. They are all taught industry as well as ordinary school subjects. A school of seventy-eight infants is also maintained on the premises, which are of a very poor and inconvenient description.

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
Dorset Square, Hill Street Female Refuge.	—	35	This is a well managed refuge for abandoned girls, who are well initiated in domestic work. It includes a home for cripples, the only establishment, I believe, in London where they are received. The articles made for sale are particularly beautiful and ingenious, such as mats, baskets, bags, &c. There is also, under the same roof, an infant nursery, where, at the expense of 3*d.* a day, a mother, engaged all day at work, may leave her baby, confident that it will be well fed and cared for.
Grotto Passage Ragged Industrial School.	16	85	This establishment, besides the boys lodged and the eighty-five girls, comprises a school of fifty day boys and fifty-five infants. Mats, hassocks, and other similar articles are extremely well made by boys, who were shortly before thieves or entirely abandoned in the streets. This useful institution is a daily source of comfort and instruction to more than 200 of the lowest caste of children.
Hampstead Family Home.	—	20	All these four establishments are supported by a "Society for the Rescue of Young Women and Children," on the principle that a family home not exceeding that of a good sized family, is the best method of reforming and training these abandoned girls. Everything relating to the moral and industrial treatment of the inmates seems admirably arranged, and judging from the proofs shown me of the reformation worked in those sent out to places, the objects of the society seem completely obtained. A matron has the sole responsibility of each home, and on this singleness of responsibility I am persuaded much of the success depends. The intellectual instruction (a point of undoubted minor importance to morals and industry) might, as it appears to me, be further developed.
Camden Town Family Home.	—	14	
Wandsworth Family Home.	—	15	
Portland Town Family Home.	—	15	

GENERAL REPORT, *for the Year* 1856, *by Her Majesty's Inspector of Schools*, JOSHUA RUDDOCK, Esq., *on the* PAROCHIAL UNION SCHOOLS *inspected by him in the* SOUTH-WESTERN DISTRICT.

MY LORDS, March 1857.

THE indulgence so kindly conceded to me last year has necessarily interrupted the collection of the statistics which I usually embody in my annual report, although, in consequence of the valuable assistance of my colleagues, Mr. Bowyer and Mr. Symons, the district itself has not suffered from my inability to traverse the whole of it; the latter gentleman undertaking Devonshire and Cornwall at an early period of the year, and the former undertaking Oxfordshire, and a few of its neighbouring unions in Buckinghamshire and Berkshire, later in the season. By this means, every school in my district has been visited, and the reports thereon have been sent into the Committee of Council before the close of the parochial year, and, although the statistics are necessarily deficient, yet I am perfectly acquainted with the condition of the district. Inspection of district.

In very many respects I have to congratulate your Lordships and myself upon the improvement which has taken place in the condition of the schools generally, more especially within the last eighteen months; and, if I compare their present state with that I first described ten years ago, I have every reason to be thankful that my labours have not been in vain. I allude more particularly to the improvements of the last eighteen months. These are attributable almost entirely to the recognition that your Lordships have been able to give to industrial instructors, as distinct from the schoolmaster and schoolmistress, by the repayment of the whole or portion of their salaries. The majority of guardians of an agricultural district like mine have that special knowledge which enables them to take an interest in the branch of education which your Lordships' grants have so considerably extended; that interest, once excited, has not died away upon the field on which it was cultivated, but manifests itself in greater care for the future destination of the children. To this latter point I will return at another portion of my report, but will now very briefly state the effect of the resolution authorizing the repayment of industrial salaries. In very many cases, land, to an extent varying from one to twelve acres, has been rented for the Improvement in condition of schools; caused by payment of salaries of industrial instructors. Instruction of boys in industrial occupation and trades.

especial instruction of the children, and agricultural superintendents engaged. In other branches, pauper workmen have been removed from the shops, and the boys have been employed under a respectable paid trade-master, instead of being dependent upon the casual instruction of some pauper who might happen to know the trade.

Industrial instruction of girls.

The girls have been instructed in washing and ironing in many more workhouses than has hitherto been the case, and in the majority of them under a respectable paid laundress; in some cases, mixed schools have been formed under a master, and sewing mistresses engaged. This I consider a most valuable improvement, and the only way to procure efficient training for the children in small unions, so long as the pernicious system of repaying the salaries of the teachers according to the average annual attendance is permitted to exist. I have in previous reports remarked upon the good success of mixed schools taught upon this system.

Washhouses.

I will here say a few words upon the erection of washhouses, which has been impeded by an erroneous estimate of their expense. The object in view in having a girls' washhouse is more to fit them for domestic service than to get a certain amount of work done; in order so to fit them, it is evident that the means and appliances should approximate as closely as possible to those which they will have to use when they are placed out to service; consequently all the expensive array of water laid on, brass taps, &c., are quite unnecessary, and only defeat the intended purpose. A copper and a few loose tubs are all that is necessary, the principle being that the girls should be accustomed to use those implements alone which they will find given to them when at service. The matron of an important union in the west of England, when it was determined to establish a washhouse for the girls, requested, that instead of tubs, she should be furnished with the large brown pans which are in common use in that part of the country; it was objected immediately that the children would break them; "perhaps so" was the reply, "but is it not better that a few should be broken here, and the children eventually taught how to handle them, than that they should break them when out at service, and lose their places in consequence?"

Changes amongst teachers.

From the 1st of January to the 31st of December, ninety-seven teachers have been changed, viz.:—47 masters, 50 mistresses, total 97. This exceeds the amount in previous years; but, as a greater number of industrial instructors have been appointed, it tallies with the statement made in my report for 1850, being two-fifths of the whole.

The number of children under instruction remains nearly the same as it was last year, being about 9,000; and I will again reiterate the important fact that they form one half of the total number of workhouse inmates. I call attention to this fact, because, generally speaking, so little time is devoted by boards of guardians to the administration of their schools, and I have had many instances where the personal interest of even one guardian has led to the greatest improvement. If, in every board of guardians, one or two members would take an interest in the progress of the children in that branch of industrial education with which they themselves are familiar, it would lead to similar satisfactory results; this would be more especially the case in district schools, if members of the governing board were elected for the purpose of carrying out a sound system of industrial education. At the present time, when so much is being attempted with the intent of furthering the social improvement of the destitute and so-called dangerous classes, any sound practical scheme which has for its object the amelioration of the condition of our pauper population, both intellectually and industrially, must eventually tend to a diminution of poverty and crime; therefore, I would suggest that many gentlemen, who are now strongly interested in the reformatory and ragged school movement, might find valuable information, and would afford valuable assistance, by looking into the present condition of our workhouse schools, and promoting, where expedient, the formation of district schools.

Number of children under instruction.

Expediency of forcing district schools.

In a former paragraph I have alluded to the success that may be attributed, not only to improved industrial training, but also, and in no slight degree, to greater care being taken as to the future destination of the children. In the earlier portion of my career as an Inspector, the most common objection raised to pauper education was, that, the children for the most part did not keep their places, but returned to the house. It was not that they were dishonest, but they were unfit for the situation. A series of trials of this description has a depressing influence on a child's mind as to its future ability to earn its own living. It was alleged that they were over-educated, mis-educated, or of so bad a parentage that nothing good could be expected from them. I have taken some personal interest in investigating the causes of the return of many children to the workhouse. In almost every case it was attributable to their unfitness for the situation, but that unfitness did not proceed from any lack of intention to perform the duties incidental to their respective situations, but proceeded from their ignorance of the occu-

Importance of industrial training.

pations which they were called upon to perform, or their incapacity to perform them, as being unsuited to their age and strength. Of late years, the remedial measures originated by your Lordships, and so effectively seconded by the Poor Law Board, have led to greater interest being taken in the after career of those sent out; consequently, employment only has been sought for or accepted to which they were properly adapted.

Pupil-teachers.

I can report in very favourable terms of the conduct and general success of the pupil-teachers in my district. Their number is necessarily small, inasmuch as the majority of workhouses are disqualified from having them, either by inadequate numbers, inefficiency of the teacher for that special work, or some other local cause which prevented me from advising your Lordships to sanction an appointment. Whenever they have been tried, the school has invariably improved, not merely in its intellectual character, but, in its moral discipline So much of the success of a master depends upon the influence which he is able to exercise over his pupil-teacher, and so much of that influence is only to be gained by religious and moral precept and example, that both master and pupil-teacher are insensibly led to extend these more energetically to the school than when they stood in their former relative position of master and scholar. I annex (*vide Appendix* A.) a form of monthly report which I request to be forwarded to me from every school where there are pupil-teachers. The idea of it was taken from my colleague, Mr. Tufnell, and I have found it most useful in enabling me to form an opinion of the progress of such schools. It also compels the pupil teacher to pay strict and regular attention to the minutiæ of his calling.

Fluctuation in attendance in workhouse schools;

The information afforded, furnished in the first portion of this form of report has enabled me to judge pretty accurately of the average fluctuation in workhouse schools, and of the condition of the children who enter them for the first time. I have spoken of both these subjects in previous reports; it will therefore only be necessary to briefly recapitulate the facts. The average fluctuation of any workhouse school is equal to three times its average daily attendance, that is to say, if the average daily attendance has been thirty during the year next preceding my visit, the number of admissions and discharges have varied from 85 to 95; but, as the majority of these admissions and discharges consist of very young, and oftentimes the same children, the condition of the school is not thereby affected; in fact, four-fifths of the first class, and probably one-half of the second and third, will be found to have been in the school consecutively for a period of two years.

The mention made in my report for 1852, and confirmed by that of 1854, of the extreme and utter ignorance of the children when first admitted, has procured for me much volunteer information upon the subject. Chaplain after chaplain, teacher after teacher, have told me that I was correct, and that I had rather under-stated than over-stated the case. This fact proves two things; first, that there is a large amount of ignorance and heathenism in the country untouched, as yet, by any of the remedial measures of the Legislature; secondly, that ignorance and poverty almost invariably go hand in hand. and their extreme ignorance.

I append an interesting document, showing the disposal, from a large pauper school in the west of England, of such children as have left the house during the last three years. (*Vide Appendix* B.) When the fact commented upon in the preceding paragraph is taken into consideration, together with the drawbacks incidental to a workhouse so often described by my colleagues and myself, the result is not otherwise than satisfactory as to the result of an improved system of training and education. With reference to the disposal of children, I will here mention a subject, which, however incongruous it may appear to be to pauper education, has nevertheless, in sundry instances, been productive of most beneficial results; I refer to music, either vocal or instrumental, when taught by note. Apart from its humanizing influence, and the purely personal interest created in the scholars, it has been in many cases productive of great practical benefit. From the Portsea Island union school thirty-three boys obtained situations in the bands of various regiments, simply from the fact that they had a knowledge of music by note. Exclusion from the band of the school, where there is one, or from the choir, when vocal music alone is taught, is the greatest punishment that can be inflicted, as admission into them is the greatest prize. It is not easy, however, to procure everywhere the teaching of music by note; it requires a special aptitude and fitness on the part of somebody connected with the children, such as the chaplain, governor, or teacher to ensure success. Every one of the cases of successful musical instruction in my district at the present time is dependant, in each case, upon the personal interest of some one individual, and, were his connection with the school to be severed, the musical instruction would probably fall to the ground. Disposal of children after leaving school. Beneficial result of teaching music.

The district school, formerly at Aldershott, has, during the past fourteen months, suffered under unusual difficulties; the buildings formerly occupied being required for the camp, the children were obliged to be transferred to their parent workhouses; new buildings were occupied for the first time Aldershott district school.

in September last; shortly afterwards the superintendent was seized with severe illness, and the whole duties of the house were carried on by the excellent schoolmaster, Mr. Edwin Wilson. The dispersion of the children in the first place, the novelty of the new buildings, the work devolving upon all concerned to bring things into tolerable order, of course interfered with the ordinary progress of the school; but I must add that I am highly gratified that so much has been accomplished.

Cowley schools.

Of the schools at Cowley in Oxfordshire, I cannot speak from personal experience, they having been visited by my colleague, Mr. Bowyer. I only note them here in order to remark that, if they are managed with temper and prudence, they cannot fail to be successful, and a benefit, not only to the city of Oxford, but to the county at large.

Wargrave industrial schools.

At Wargrave, the improvement, since the accession of the present superintendent, Mr. Cheesman, has been very great; the nature of the building prohibits any very great apparent show, but calls forth the utmost exercise of habits of neatness, assiduity, and order. There can be no better lesson for children than to practice these habits under difficulties, and certainly this is the case at Wargrave. The industrial department has been much extended, and there are now 10½ acres of land under cultivation, from 2 acres of which, last harvest, 11 quarters of wheat were reaped; they have now 4 cows and 2 heifer calves, 26 pigs and a large litter besides; the total results, in a pecuniary point of view, are best shown by the account annexed amongst the appendices to my report, giving a total profit of 127*l.* 4*s.* 4*d.* for the year. It must always be borne in mind that spade labour, such as is in use in workhouse and district school field gardens, must necessarily be more profitable than the ordinary operations of husbandry, and that the labour employed costs, so to speak, nothing, as it must have been fed and clothed even if it were not turned to account.

Reformatory schools.

I have inspected three schools coming under your Lordships' Minute of the 2nd of June 1856; the reformatory schools of Hampshire and Berkshire, and the Bristol (Pennywell Lane) industrial school. My experience on the subject is as yet too small to enable me to speak with any confidence, or to give any information which might be valuable to your Lordships. Two facts only have I noted; first, that the children on admission are as ignorant as I have described them to be on their admission into workhouse schools; secondly, that the majority of them were destitute or orphan children. In the Pennywell Lane school, out of 29 children present, 25 were stated to be orphans.

In the appendix will be found a collection of garden accounts, which I have received from several unions, in answer to a circular which I addressed to them (*vide Appendix* C.) Those unions which have not furnished the accounts were either unable or unwilling to do so. Collection of garden accounts.

In conclusion, I must in some degree modify the opinion expressed by me in my report for 1852, where I stated, as I now think somewhat too strongly, that "the aggregate amount gives me small reason to hope that the great end in view is being attained, viz., that of depauperizing the mass of the children." Since that period a great stride has been made; and, although we can never hope that the poor will cease out of the land, yet the chain of hereditary pauperism has been materially weakened. Many extraneous circumstances have tended to aid this; the absorption of adult labour by emigration and by the war has been one of these causes, but the increased interest taken by many benevolent individuals in the progress and welfare of the children, and the greater fitness of the children themselves, equally as regards docility, intelligence, and industrial capability, have, under God's providence, been the means of fitting a far larger number for those duties in life which they will have to perform. Conclusion.

I have the honor to be, &c.

JOSHUA RUDDOCK.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

FARNHAM AND HARTLEY WINTNEY.

DISTRICT SCHOOL AT CRONDALL.

Monthly Return for February 1857.

—	Number on School Books.	Number in School on day of date of the Report.	Sick.	Work.	Absent.	Remarks.
Boys - -	63	59	4	35	—	The boys are now able to work on the land, owing to the favourable season of the year.
Girls - -	—	—	—	—	—	
Infants -	—	—	—	—	—	
	63	59	4	35	—	

Admitted during the Month.

Name.	Age.	Read.	Write.	Cypher.	Remarks.
	Years.				
Coles, Frederic -	12	Easy	Slate	Simple exercise	
Coles, Andrew -	9	Ditto	Ditto	Ditto	
Coles, Charles -	7	Ditto	No	No	
Holland, David -	11	Letters	No	No	
Smith, Thomas -	10	Easy	Slate	Simple exercise	
Smith, Timothy -	5	No	No	No	
White, Thomas -	8	Easy	No	No	
White, John - -	6	Ditto	No	No	

Discharged during the Month.

Name.	Age.	Read.	Write.	Cypher.	Remarks.
	Years.				
Clement, James -	11	Fair	Fair	Moderate	* Owing to the short time since the admission of these boys, it appears that the school cannot benefit them to that extent it might be hoped to do.
*Closier, Henry -	9	Fair	Fair	Comm^{d}.	
*Savage, James -	6	Easy	Slate	Easy	
*White, Thomas -	8	Easy	Comm^{d}.	Comm^{d}.	
*White, John -	6	Easy	Comm^{d}.	Comm^{d}.	

Course of Instruction for the Month of February 1857.

Bible lessons - -	1st and 2nd class on proper lessons for Sundays, and reading exercises in religious knowledge, history of our Lord, character, "Devotional Spirit," illustrated by his miracles; portions of the Sacred Scriptures read and explained to sick children in infirmary; candidates for confirmation instructed; Bible questions.
Scripture reading -	1st and 2nd and part of 3rd class: proper lessons for Sundays. 1st and 2nd class: Book of Psalms, 42nd to 70th, St. Mark, chap. 3rd to 10th. 3rd class: Scripture lessons (New Testament by Mrs. Trimmer), page 112th to end. 4th class: Sunday school-books (1), page 1 to end; (2), page 1 to end.
Miscellaneous religious instruction.	1st and 2nd part of 3rd class committed to memory the Collect and Gospel for Sundays: part of 3rd and 4th class, the Collect only, exercised and instructed on the same; and whole school, after repeating, from memory, catechism, were questioned, &c. on the same.
Secular reading -	1st and 2nd class: "Agricultural Class Book," page 130th to 133rd, 100th to 115th; Third book lessons, page 235th to 246th. 3rd class: Fourth book lessons, page 286th to end. 4th class: Second book lessons, page 1st to 19th, 30th to 74th; reading disentangled.
Arithmetic - -	1st class (on paper): practice "Calder Exercises" 39, 40, and 41, pages 110 and 111. 2nd class (on paper): compound subtraction. 1st class: proportion, interest; and 2nd class, compound rules (in classes, on black-board). 3rd class, compound rules. 4th class, easy sums and figures. Whole school exercised in tables and mental arithmetic.
Geography - -	1st and 2nd class, Fourth book lessons, page 105th to 123rd. 3rd class, Third book lessons, page 147th to 156th; Fourth book lessons, page 52nd to 61st. 4th class, Second book lessons, page 130th to 138th; sequel, page 18th to 35th. 1st, 2nd, and 3rd class (collectively), "structure of the earth, text books, Cornwell's and Scottish Association.
Grammar - -	Parts of speech and derivation of words, &c. from exercises in reading.

Course of Instruction for the Month of February 1857—*continued.*

Writing — Copybooks	1st, 2nd, and 3rd part of 4th class, large text and mixed hand copies.
Writing — Slates	Remainder of 4th class, signs, letters, and words, commencing.
Dictation — Paper	2nd and part of 3rd class. 1st class, from memory, abstracts in religious knowledge, geography, &c.
Dictation — Slates	Remainder of 3rd class, easy portions. 1st, 2nd, and part of 3rd class, from reading exercises.
History - - -	1st and 2nd class, "Colonies of Great Britain" (1), page 1st to 18th.
Other subjects - -	Whole school exercised in singing and chanting, marching, and school pieces, arithmetical tables, and rounds, spelling, and in writing letters to relatives, marching, drill, &c.

Industrial Education.

Tailoring - -	None.
Shoemaking - -	None.
Field work - -	Senior boys employed in digging and manuring land, planting beans and potatoes, setting acbbage-plants, fruit-trees, &c.
Other employment -	Making paths, breaking stones, attending piggery, stables, assisting in preparing vegetables for cooking, &c.
Knitting - - -	None.
Sewing and Mending	When required.
Washing - - -	None.
Household work -	Senior boys employed in general household work.
Other employment -	Fuel boys, shoe-blacks, cleaning lamps, pumping, post, milk and errand boys, cleaning coppers, &c.

Number of children in each class:

First Class - - - - -	14
Second „ - - - - -	18
Third „ - - - - -	14
Fourth „ - - - - -	17
Total - -	63

Appendix B.

List of Boys who have been placed out to service since 1853.

Names.	Date of Discharge.	How disposed of.
Bye, H. George -	- - -	Apprenticed to the hatting by his mother; is doing well.
Beechey, James -	1853	With a confectioner.
Brock, John - -	June 1854	Ironmonger in Clare Street; he is about two years at this place.
Burge, Edward.	—	—
Carter, George -	1851	Working at an ironfoundry.
Cole, George - -	1852	Employed by a corn-factor in Clifton; bears a good character.
Cannard, Richard -	1853	Still at the same place, in Castle Street; master is quite satisfied. I do not approve of his place of lodging.
Cottle, James - -	May 1853	Enlisted.
Cottle, John - -	1852	He is now about three years at Mr. Insell's sugar-house.
Chapman, John -	1854	Merchant service; has been to the North Sea, Baltic, and Crimea.
Cox, Frederick -	July 1853	Has completed his third year's apprenticeship at shoemaking.
Clancy, Daniel -	1854	Hairdresser near Princess Street; gives satisfaction.
Farley, Joseph -	August 1854	This boy has been apprenticed to a shoemaker, but afterwards removed, master in reduced circumstances; he is now employed by a biscuit manufacturer, Queen Square.
Claridge, Edward -	Sept. 1851	Remained three years with a baker; proved dishonest.
Charles, William.	—	—
Davis, John - -	March 1853	Dishonesty; returned to workhouse; he has since left, and is working for a shoemaker.
Dibble, Robert -	1855	Entered Land Transport Corps.
England, James -	Nov. 1852	Apprenticed to a shoemaker on Lawrence Hill; conduct good.
Evans, Samuel -	April 1853	At the same place; confectioner in Wine Street; he bears an excellent character.
Edwards, William -	Nov. 1853	A wandering disposition; has had several places; enlisted.
Edwards, Henry -	1854	Apprenticed to a shoemaker; gone to sea.
Fisher, Thomas -	1854	At the blue works; he is a very indifferent character.
Francis, Edwin -	1854	Taken out by a London gentleman.
Griffin, William -	1854	With a chemist and druggsit, Clare Street; his master speaks very highly of him; has removed his mother from workhouse.
Nield, George -	1853	Entered Land Transport Corps.
Griffiths, David -	Aug. 1852	Apprenticed, by his sister, to a cooper.
Green, Henry - -	- - -	Works at cabinet-making, Merchant Street.
Howell, Hubert - -	- - -	Unknown.
Holt, William - -	- - -	Cripple; sells stay-laces, &c.
Hodge, Charles -	April 1855	Cabinet-making with his uncle.
Jones, George - -	Dec. 1853	Errand boy to a chemist, St. Agustin Parade.

List of Boys, &c.—*continued.*

Names.	Date of Discharge.	How disposed of.
Jones, Joseph	1856	Employed by a confectioner.
Jones, Edwin	1855	Working at the Bristol potteries; he is an excellent boy.
James, Robert	- - -	Absconded.
Keef, Daniel	1851	Cotton-factory.
King, John	- - -	Chimney-sweeper, with his brother.
Long, John	1855	Umbrella manufacturer, Union Street; his master is very much pleased with him; he has 4*l.* in the bank.
Lumberg, John	1852	Unknown.
Myson, Joseph	Jan. 1854	Biscuit-making at Queen's Square; his master has given him an excellent character.
Meredith, Frederick	July 1854	At Queen Square; he has been put at the desk.
M'Grath, Thomas	June 1854	Cripple; mendicant.
M'Crate, Michael	April 1853	Sailors.
M'Crate, Robert	- - -	Sailors.
Moore, William	Jan. 1854	When in the workhouse was locked up for bad conduct, he broke through the door, was sent to prison. He has gained admission to the Reformatory School; he is making very little improvement.
More, Henry	May 1853	With a painter, King Street; is doing very well.
Miles, Thomas	Aug. 1852	Working for a shoemaker at Bedminster.
Mohoney, Daniel	May 1854	Apprenticed to the ship-carpentry.
Nichols, John	Aug. 1853	Enlisted.
Phillips, Edwin	1854	Imbecile; removed to men's ward.
Pizzloli, John	March 1852	Smithing.
Pizzoli, Joseph	March 1852	Carpentry.
Purnell, George	Sept. 1852	Smithing.
Purnell, Alfred	Aug. 1852	Stoker; in the receipt of 14s. per week.
Polman, Francis	July 1853	Apprenticed to chairmaking.
Pike, George	June 1854	Cotton factory; 6*s.* per week.
Parker, Robert	- - -	Boat-building at Patterson's.
Price, Thomas	May 1853	Barber in Bath.
Player, Henry	- - -	Unknown.
Rollings, Charles	March 1853	At glassworks, Broadmead.
Scamp, George	Dec. 1853	Entered Land Transport Corps.
Suthard, Joseph	Nov. 1852	Unknown.
Smith, James	Aug. 1852	Unknown.
Spurrier, Alfred	May 1855	Unknown.
Thomas, John	June 1853	Reformatory School; greatly improved; gone to Africa; has promised to write to me.
Vaughan, George	Oct. 1852	Attends the Clifton omnibuses.
Blackmore, Thomas	July 1853	Unknown.
Wright, Thomas	Sept. 1852	Private in 97th Regiment; returned from the Crimea; volunteered into the East India India Company; is on his road to India; has written to me several times.
Wright, Edwin	July 1853	Employed in porter stores.
Weeks, Charles	- - -	Left the workhouse with his mother.
Wall, Benjamin	1854	Enlisted.
Waymouth, George	Sept. 1851	Shoemaker; is doing business for himself; weekly earnings average 22*s.*
Wall, Michael	July 1851	Unknown.
Wall, John	July 1851	Unknown.
Daws, Abraham	- - -	Unknown.
Daws, Thomas	- - -	Unknown.
Burges, Willliam	- - -	Unknown.
Davis, James	April 1853	Apprenticed to a shoemaker.
Caulsting, James	April 1853	"Boots" at a public house.

List of Boys, &c.—*continued.*

Names.	Date of Discharge.	How disposed of.
Sheppard, Alfred -	Oct. 1851	Unknown.
Spear, Edwin -	Sept. 1854	Chainmaking.
Spear, Isaac - -	Sept. 1854	Living with his parants.
Coveny, Robert.	——	——
Lemmon, William -	May 1855	Billiard-marker at Tewkesbury.
Carter, Frederick -	May 1854	Employed by a pawnbroker; attends our chaplain's Sunday-school.
Higgins, Mathew -	Jnne, 1353	Tailor; takes in work on his own account.
Noble, Charles -	- - -	Unknown.
Noble, William -	July 1853	Unknown.
Roberts, Thomas -	Feb. 1856	Apprentice to a shoemaker.
Woodruff, John -	- - -	Unknown.
Howell, Thomas -	Jan. 1855	In a military band.
Regan, James - -	- - -	Shoemaker.
Regan, Henry - -	June 1854	Tailor.
Rowe, Alfred - -	- - -	Unknown; a wreckless character.
Hyder, Alfred - -	- - -	Removed to Clifton union.
Kennedy, William -	- - -	Unknown.
Feltham, Francis -	April 1853	Apprenticed to a tailor; has given great satisfaction.
Long, James - -	April 1853	By his own exertions he has succeeded in being apprenticed to a ship-carpenter.
Paul, Robert - -	- - -	Unknown.
M'Carthy, John -	- - -	Unknown.
Abbott, Thomas -	Aug. 1854	Entered the navy.
Long, Harry - -	1855	Ropemaking.
Taylor, Andrew -	Aug. 1855	Bristol Potteries; receives from 9*s.* to 10*s.* per week; he has persuaded his mother to leave the workhouse.

Appendix C.

Copy of Circular addressed to Clerks of Unions.

Sir, *Council Office, London, 2 March* 1857.

I should feel obliged if, with the consent of your Board of Guardians, you could furnish me with the following information respecting the land attached to your union workhouse :—

1. A detailed account of the gross receipts and expenditure?
2. Quantity of land under cultivation?
3. Nature of the produce?
4. How disposed of, whether sold or consumed in the house?
5. If consumed in the house, how charged?
6. Whether the boys are employed on the land?—how many, and whether they work with, or apart from, the adult paupers?
7. Whether there is a special agricultural instructor, and if not, how the field work is superintended?

The account asked for in query No. 1. should, if possible, be brought down to the 25th of March 1857, but any account will be of value.

Faithfully yours,

(Signed) Joshua Ruddock,

Her Majesty's Inspector of Schools.

Names of Unions to which Circular was sent.

Abingdon.	Clutton.	Newton Abbot.
Axbridge.	Cookham.	New Forest.
Axminster.	Easthampstead.	Newport, Isle of Wight.
Banbury.	Exeter, St. Thomas'.	Oxford.
Barnstaple.	Falmouth.	Penzance.
Bath.	Faringdon.	Redruth.
Bedminster.	Frome.	Taunton.
Bideford.	Henley-upon-Thames.	Tavistock.
Bradfield.	Highworth and Swindon.	Truro.
Bradford.	Honiton.	Wallingford.
Bridgwater.	Hungerford.	Wargrave.
Calne.	Keynsham.	Wells.
Chard.	Launceston.	Williton.
Crediton.	South-Molton.	Windsor.
Chipping Norton.		Wycombe.
Chippenham.		
Clifton.		

AXBRIDGE.

SIR, *Axbridge*, 15 *April* 1857.

WE comply with your request, and regret we were not before in a position to do so.

We are, &c.

(Signed) RD. and R. B. TREW,
Clerks to the Axbridge Union.

J. Ruddock, Esq.

1. A detailed account of the gross receipts and expenditure?	
2. Quantity of land under cultivation? -	7 acres 2 roods.
3. Nature of the produce? - -	Turnips, wheat, potatoes, mangold.
4. How disposed of,—whether sold, or consumed in the house?	Both; *vide* Account.
5. If consumed in the house, how charged?	Ditto.
6. Whether the boys are employed on the land? how many? and whether they work with, or apart from, the adult paupers?	20 boys; work apart from the men.
7. Whether there is a special agricultural instructor? and if not, how the field work is superintended?	Yes.

STATEMENT of AGRICULTURAL LABOUR ACCOUNT from March 1856 to March 1857.

RECEIPTS.	£	s.	d.
Produce of ground consumed in workhouse, and debited to maintenance - - - -	35	17	0
Potatoes sold - - - - -	30	10	2
Mangold wurzel and turnips sold	8	0	0
Wheat sold - - - - -	10	10	6
Straw used in workhouse - -	2	5	0
Seed potatoes - - - -	5	15	0
Total - - -	£92	17	8

DISBURSEMENTS.	£	s.	d.
Ploughing ground and other labour - - - - -	10	8	7
Seed potatoes - - - -	0	18	0
Rent - - - - - -	21	5	0
Rates, tithes, &c. - - - -	3	16	6
Profit - - - - - -	56	9	7
Total - - -	£92	17	8

(Signed) RICHARD and RD. B. TREW, Clerks.

BANBURY.

SIR, *Banbury, 3 April* 1857.

I WAITED till the 25th of March, in the hope that I should have been able to answer satisfactorily the several questions submitted to me upon the 2nd ultimo; but I regret to say, that through the illness of the workhouse master I cannot do so.

As soon as I get the information, I will forward it immediately.

I am, &c.

J. Ruddock, Esq. (Signed) W. W. EWING, Clerk.

BATH.

SIR, *Bath, 24 April* 1857.

AGREEABLY with your request to be furnished with certain information respecting the land attached to this union workhouse, I beg now to report as follows:—

1. ACCOUNT of the GROSS RECEIPTS and EXPENDITURE for the Year ended 25 March 1857.

DR.	£	s.	d.	CR.	£	s.	d.
To annual interest on cost of about 11 acres of land	55	0	0	By vegetables brought into consumption account, Michaelmas half year*	35	17	4
„ tithe rent charge, poor's rate, and land tax	8	16	0	„ ditto, Lady-day half year	79	0	7½
„ wear and tear of tools, say at 10 per cent.	1	0	0	„ portion of salary of industrial teacher repaid by Government	23	8	0
„ 20 sacks of seed potatoes	10	0	0				
„ Superintendent's wages	31	4	0				
	106	0	0				
„ Profit	32	5	11½				
Total	£138	5	11½	Total	£138	5	11½

* The eight-acre field having been but recently purchased, and wholly planted with potatoes, accounts for so small a return on the Michaelmas half year. There is a large stock on hand, which next year's account will exhibit.

2. The land under cultivation is about eleven acres.

3. The produce thereof is potatoes, cabbages, carrots, parsnips, &c.

4, 5. Wholly consumed by the inmates of the establishment, and brought into master's account weekly at market prices.

6. About twenty-four lads, apart from the adult paupers, are employed.

7. There is a special agricultural instructor.

Yours faithfully,

J. Ruddock, Esq., (Signed) H. P. HULBERT.
Her Majesty's Inspector of Schools.

BEDMINSTER.

SIR, *Easton in Gordano, near Bristol, 3 April* 1857.

IN transmitting you the accompanying return, in accordance with your request, I am directed by the Guardians to acquaint you that they have now only two acres of land under cultivation for the employment of the paupers. Mr. Smyth having given to the Justices for Somersetshire the two acres they rented of him for the purpose of building a police station.

I have, &c.

J. Ruddock, Esq., (Signed) THOMAS COLES, Clerk.
Her Majesty's Inspector of Schools.

Re Workhouse Garden for the Year ended Lady-day 1857.

Question.	*Answer.*
1. Receipts - - - - Expenditure - - - -	20*l.* for potatoes. Rent, 8*l.* Rates and Taxes, 15*l.*
2. Quantity of land under cultivation -	About four acres.
3. Nature of the produce - -	In general potatoes.
4. How disposed of,—whether sold or consumed in the house?	Consumed in the house.
5. If consumed in the house how charged?	Debited in the ledger to the provision account, and credited to common charges or establishment account.
6. Whether the boys are employed on the land?—how many? and whether they work with, or apart from, the adult paupers?	About four boys are occasionally employed, and they work with the adult paupers.
7. Whether there is any special agricultural instructor, and if not how the field work is superintended?	There is no special agricultural instructor, and the fieldwork is superintended by the master and porter.

BIDEFORD.

SIR, *Bideford*, 19 *March* 1857.

I AM directed by the Board of Guardians to state, in reply to your letter requesting information respecting the land attached to this union workhouse, that when you visit this workhouse school, they will be happy to afford the information you require.

I am, &c.

J. Ruddock, Esq., (Signed) H. A. HARVIE.
Her Majesty's Inspector of Schools.

SIR, *Bideford*, 1 *April* 1857.

I BEG to acquaint you that your last letter was laid before the Guardians at their meeting yesterday, and I was directed to state in reply that they prefer personally communicating to you the information desired as named in my former letter.

I have, &c.

J. Ruddock, Esq., (Signed) H. A. HARVIE.
Her Majesty's Inspector of Schools.

BRADFIELD.

SIR, *Reading*, 25 *March* 1857.

IN reply to your letter of the 2nd instant, I inclose you a copy of an account of the receipts and expenses in connexion with the workhouse garden.

The quantity of land under cultivation is 6½ acres.

Nature of the produce:— potatoes, cabbages, onions, carrots, parsnips, swede turnips, mangold wurzel, beans, rye, grass, lucerne, and barley.

Which is disposed of as follows:—Vegetebles, used in the house; barley, beans, and small potatoes consumed by the pigs; swede turnips, mangold wurzel, cabbage, carrots, parsnips, rye, grass, and lucerne, consumed by the cows.

The value is charged in the master's day-book to the provisions, pig, and cow accounts.

The average number of boys employed on the land is sixteen, and they are kept apart from the adult paupers as much as possible.

An agricultural instructor is kept, to be with the boys when at work in the garden, under the superintendance of the master of the workhouse.

Trusting these particulars will serve the purposes required.

I have, &c.

J. Ruddock, Esq., (Signed) RUPERT CLARKE.
Her Majesty's Inspector of Schools.

BRADFIELD UNION.

ABSTRACTS of ACCOUNT relative to the LAND taken into CULTIVATION by the GUARDIANS of the BRADFIELD UNION WORKHOUSE, from Lady-Day to Christmas 1856.

DR. CR.

1856.		£ s. d.	£ s. d.	1856.		£ s. d.	£ s. d.
Lady Day.	To estimate value of stock in hand at the commencement of this account, viz.—			Midsummer.	By the following supplies to the workhouse during the quarter ending respectively:—		
	Pigs, 16	29 10 6			Potatoes, 21 bushels	2 2 2	
	Bacon, 243 lbs.	8 2 0			Other vegetables	0 13 0	
	Manure	6 5 0			Bacon, 269 lbs.	8 19 0½	
			43 17 6		Lard, 54 lbs.	1 15 4	
	To cash paid for—			Michaelmas.			13 9 6½
	Pigs, 12	24 17 6			Potatoes, 56¾ bushels	6 7 4½	
	Corn, meal, and grains for ditto	62 6 11			101½ dozen cabbages	2 4 8½	
	Spraying pigs	7 3			Other vegetables	1 9 6	
	Sows to boar	0 19 0		Christmas.	Bacon, 244 lbs.	8 2 8	
	Killing and cutting up pigs	0 19 0					18 4 3
	Drying bacon	6 0			Potatoes, 121 bushels	12 2 0	
	Grinding barley	0 9 3			Other vegetables	0 13 0	
	Drugs	5 0			Bacon, 664 lbs.	24 4 2	
	Straw	2 5 0			Lard, 58 lbs.	2 2 3½	
	Barley from the land, 7 sacks, 1 bushel	8 3 1½			Butter, 62½ lbs., fresh	3 13 6½	
	Potatoes, 82½ bushels	2 1 3			Milk, 1,490 quarts	9 6 3	
			102 14 3½		Beans, 4 bushels	1 1 0	
	To value of roots consumed by the cows from land:—				Hay	2 5 0	
							55 7 3
	30 cwt. of swedes, at 10s. per ton	0 15 0			By pigs sold, 51	49 10 0	
	30 cwt. cabbages, at 15s. per ton	1 2 6			Fresh butter, 20¾ lbs.	1 5 11¼	
	3½ cwt. carrots, at 20s. per ton	0 3 6			Calf ditto	0 15 0	
	3½ cwt. parsnips, at 35s. per ton	0 4 1½					51 10 11¼
			2 5 1½		By manure consumed on land	6 5 0	6 5 0

To cash paid for food for cows :—						
Hay			0	13	9	
Brans			0	18	0	
Grains			1	3	0	
Straw			2	5	0	
						4 19 9
To cash paid for cows and dairy utensils :—						
Cows (2)			38	10	0	
Dairy utensils			1	17	9	
						40 7 6
Cash paid for seeds and plants :—						
Seed potatoes			8	7	2	
Other seeds and plants			4	15	2	
						13 2 4
Cash paid for tools, implements, and rent :—						
Tools and implements			15	18	9	
Mr. Benyon for rent, 3½ acres of land			15	15	0	
Estimate value of workhouse land			4	6	0	
						35 19 9
						243 6 3
Balance						63 15 2¾
					£	307 1 5¾

By roots grown on the land, consumed sumed by the cows			2	5	1½	
Barley, 7 sacks 1 bushel, consumed by pigs			8	3	1½	
Potatoes, 82½ bushels			2	1	3	
						12 9 6
Value of stock in store at Christmas :—						
Cows, 2			31	10	0	
Pigs, 15			51	14	0	
Bacon, 200 lbs.			7	10	0	
						90 14 0
Value of vegetables and roots in store at Christmas :—						
Swedes, 4½ tons, at 10*s.* per ton			2	5	0	
Mangold wurzel, 9 tons, at 10*s.* per ton			4	10	0	
Carrots, 3 tons, at 20*s.* per ton			3	0	0	
Parsnips, 1½ tons, at 35*s.* per ton			2	12	6	
Potatoes, 48 sacks, at 7*s.* 6*d.* per sack			18	0	0	
Ditto for pigs, 16 bushels, at 1*s.* per bushel			0	16	0	
Peas, 4 bushels, at 6*s.* 3*d.* per bushel			1	5	0	
Tools and Implements			14	7	6	
Value of crops in the ground			3	0	0	
Dairy utensils			1	15	0	
Manure			7	10	0	
						59 1 0
					£	307 1 5¾

SUMMARY.

Profit on pigs		19	0	8½
„ on cows for 11 weeks		2	18	4¼
„ on land		41	16	2
	£	63	15	1¾

Sir,

I beg to send you, enclosed herewith, answers to the queries contained in per circular letter of the 2nd ult., together with a Dr. and Cr. statement of account of the produce of the workkouse garden.

Should you require any other information I shall be most happy to supply you with it.

I have, &c.

J. Ruddock, Esq., (Signed) Richard Jones.
Her Majesty's Inspector of Schools.

BRADFORD.

Statement of the Principal Crops grown in the Garden during the Year ended 25 March 1857.

Potatoes, 34 sacks.	Turnips, 5 sacks.
Parsnips, 8 tons 11 cwt.	Onions, 4 „
Carrots, 5 „ 4 „	Leeks, 400.
Mangold wurzel, 6 tons 10 cwt.	Peas, 3 sacks.
Cabbages, 1,300.	

1. Detailed account? - - -	See Dr. and Cr. statement below.
2. Quantity of land under cultivation?	Two acres.
3. Nature of produce? - - -	As above.
4. How disposed of? - - -	Part sold, part consumed in the house.
5. Consumed in the house? - -	Charged in the invoice account, cheque for the amount drawn as for any other like account, and paid to the treasurer to the credit of the common charges.
6. Whether the boys are employed on the land? How many? Whether they work with, or apart from, the adult paupers?	Yes. From ten to twelve. Apart.
7. An agricultural instructor is about to be appointed under the sanction of the Poor Law Board.	

Dr. Garden Account. Cr.

	£	s.	d.
To rent, 2 acres - - - -	6	0	0
„ rates and tithes - - - -	1	17	4
„ seed potatoes - - - -	3	4	0
„ seeds and plants - - -	2	3	0
„ tools and implements - -	2	8	0
Balance and profit of labour	35	6	11
	£50	19	3

	£	s.	d.
By potatoes, 34 sacks, at 10s. - -	17	0	0
„ carrots, 12 tons, at 26s. - -	2	12	0
„ parsnips, 3 „ at 40s. - -	6	0	0
„ „ 5 tons 11 cwt., at 40s. -	11	2	0
„ onions, 4 sacks, at 12s. - -	2	8	0
„ leeks, 400, at 4s. - - - -	0	16	0
„ cabbages, 1,300, at 4d. per doz. -	1	16	0
„ turnips, 5 sacks, at 2s. 6d. - -	0	12	6
„ peas, 3 sacks, at 6d. per peck -	0	18	0
„ carrots, 2 tons 4 cwt., at 26s. -	2	17	3
„ mangold wurzel, 6 tons 10 cwt., at 15s. - - - - - -	4	17	6
	£50	19	3

BRIDGWATER.

BALANCE SHEET, showing Receipts and Expenditure on account of Garden Ground, cultivated by about Twenty-five or Thirty Boys, for the Year ending Lady-day 1857.

DISBURSEMENTS.	£	s.	d.
To rent, rates, and taxes, about	22	0	0
„ 22 bags of seed potatoes, at 3*s.*6*d*	3	17	0
„ sundry seeds	0	9	0
	26	6	0
Balance	61	4	2½
	£87	10	2½

RECEIPTS.	£	s.	d.
By potatoes, 20 bags, at 4*s.*	4	0	0
„ 179 „ at 3*s.* 10½*d.*	34	13	7½
„ 30 „ at 3*s.* 10½*d.*	3	16	3
„ 20 „ at 5*s.* 6*d.* (seed)	5	10	0
„ 30 „ at 6*s.* 7½*d.* (in stock)	9	18	9
„ used for pigs, at 5*s.*6*d.*	5	5	0
„ 2,40 2lbs. of cabbage, at ½*d.*	5	0	1
„ 6,440 lbs. of parsnips, at ½*d.*	13	8	6
„ 1,680 lbs. of carrots, at ½*d.*	4	10	0
„ 4 cwt. onions, at 7*s.*	1	8	0
	£87	10	2½

CALNE.

SIR, *Calne Workhouse, 22 April* 1857.

I BEG to acknowledge the receipt of your favour of the 15th instant, and herewith enclose an account of our gardening operations for the year 1856, together with the form filled up by Mr. Allison. The answers to the questions proposed in the circular are given in the same consecutive order.

J. Ruddock, Esq., I have, &c.
Her Majesty's Inspector of Schools. (Signed) S. GREEN.

RECEIPTS.	£	s.	d.
Potatoes, &c. used in the house	61	9	8½
Ditto sold	7	1	8
	£68	11	4½

EXPENDITURE.	£	s.	d.
Rent of land, 1 year	14	11	0
Manure, seeds, &c.	14	8	8
	£28	19	8
Balance in favour of Union	£39	11	8½

2. Four acres.	5. All to common charges.
3. Potatoes, parsnips, carrots, turnips, cabbage, onions, &c.	6. None.
4. Chiefly used in the house, some sold.	7. None. By the porter, under the direction of the master.

CHARD.

SIR, *Chard Poor Law Union, 15 April* 1857.

I BEG to enclose the information required respecting the produce and management of the land attached to our union workhouse.

J. Ruddock, Esq., I have, &c.
Her Majesty's Inspector of Schools. (Signed) T. B. GOULD, Clerk.

1. A detailed account of the gross receipts and expenditure.	
2. Quantity of land under cultivation?	2½ acres.
3. Nature of the produce?	Potatoes and other vegetables.
4. How disposed of,—whether sold or consumed in the house?	Consumed in the workhouse.
5. If consumed in the house, how charged?	Provisions account.
6. Whether the boys are employed on the land? how many? and whether they work with, or apart from, the adult paupers?	About twelve boys are employed on the land, and apart from the adult paupers.
7. Whether there is a special agricultural instructor, and if not, how the field work is superintended?	No agricultural inspector. The boys are superintended by the schoolmaster.

DR. GARDEN ACCOUNT, 25 March 1856–7. CR.

	£	s.	d.
Lime for dressing ground	10	0	0
20 bags seed potatoes, last year's crop	3	0	0
12 ditto, bought	2	14	0
½ lb. onion seed	0	4	0
¼ lb. carrot „	0	1	0
¼ lb. parsnip „	0	1	0
¼ lb. swede „	0	0	6
1,000 cabbage plants	0	5	0
Balance, profit	15	2	11
	£31	8	5

	£	s.	d.
109 bags of patatoes, at 5s.	27	5	0
2 cwt. of onions, at 6s.	0	12	0
6½ „ carrots, at 2s. 6d.	0	16	3
3 „ parsnips, at 2s. 6d.	0	7	6
6 „ swede	0	6	0
1,000 plants	2	1	8
	£31	8	5

P.S.—Two acres of the land is this year sown to wheat.

CREDITON.

SIR, *Crediton Union, 31 March* 1857.

By the direction of the Guardians of this Union, I beg to send you on the other side answers to the queries contained in your communication of the 2nd instant.

I am, &c.

J. Ruddock, Esq., (Signed) JAMES WELLINGTON, Clerk.
Her Majesty's Inspector of Schools.

Queries.	*Answers.*
1. A detailed account of the gross receipts and expenditure ?	Sent herewith, for year ended 25th March 1857.
2. Quantity of land under cultivation ?	About two and a half acres.
3. Nature of the produce ?	Vegetables.
4. How disposed of,—whether sold or consumed in the house ?	Consumed in the house.
5. If consumed in the house, how charged ?	To provision account.
6. Whether the boys are employed on the land ? how many ? and whether they work with or apart from the adult paupers ?	Yes, in part; about six or eight, sometimes apart, sometimes with the old men.
7. Whether there is a special agricultural instructor ? and if not, how the field work is superintended ?	No. By the governor and schoolmaster.

CHIPPING NORTON UNION.

ANSWERS TO QUESTIONS.

1, 2, 3, 4, 5. Six chains of land only are set apart as a kitchen garden, from which vegetables to the amount of 8*l.* 6*s.* has been charged during the past year to the provision account. The remaining portion of the land (about four acres) is treated as a small farm, and the produce sold off.

6. The boys are seldom employed on the land, service being provided for them immediately they are able to work, which is considered by the guardians of this Union preferable to employing them as paupers.

7. The workhouse master superintends the cultivation of the land.

(Signed) A. L. Rawlinson,
Clerk of the Union.

CHIPPENHAM.

Sir, *Poor Law Union Office*, 12 *March* 1857.

I beg to send you on the annexed sides the statement of account and other particulars, as requested by your letter of the 2nd instant.

I have, &c.

J. Ruddock, Esq.
Her Majesty's Inspector of Schools.

(Signed) Jacob Phillips,
Clerk.

Dr. Field Garden Account of School at Lacock, for Year 1856. Cr.

	£	s.	d.
One year's rent	10	0	0
Rates and taxes for the year	1	5	6
Costs of seeds, &c., purchased, viz.:—			
Potatoes — £4 13s. 11½d.			
Wheat — 0 19 5			
Other garden seeds 0 12 10			
	6	6	2½
Paid wages to labourers for digging and cropping the land, and also digging the potatoes, &c., being labour required beyond the assistance given by the boys	8	8	10½
Net profit	15	8	7
	£41	9	2

	£	s.	d.	£	s.	d.
Produce consumed at the Lacock workhouse, viz.:—						
128½ bushels of potatoes, charged at 2s. 3d. bushel	14	9	1½			
Other vegitables	3	10	2½			
				17	19	4
Produce sold, viz.:—						
Wheat	10	0	0			
36 bushels of small and diseased potatoes	1	2	4½			
Cabbage	0	4	9			
				11	7	1½
Produce in store, viz.:—						
150 bushels of potatoes valued from 1s. 6d. to 1s. 9d. per bushel	9	11	2½			
Carrots, parsnips, and other vegetables	2	11	6			
				12	2	8½
				£41	9	2

Answers to Queries.

1. A detailed account of the gross receipts and expenditure?	Furnished above.
2. Quantity of land under cultivation?	Three and a half acres.
3. Nature of the produce?	Wheat, potatoes, and other garden vegetables.
4. How disposed of?	As shown in the account.
5. If consumed in the house—how charged?	Charged at the market price, and entered in the provisions account.
6. Whether the boys are employed on the land? how many? and whether they work with or apart from the adult paupers?	Yes; nine on an average. The boys at the Lacock workhouse are alone employed on the land. The adult paupers being kept at the Chippenham workhouse and not employed on the land. Hired labourers are sometimes employed to assist the boys.
7. Whether there is a special agricultural instructor?	Yes, a superintendent of labour.

CLIFTON UNION.

DR. GARDEN ACCOUNT for the Year ended Lady-day 1857. CR.

	£	s.	d.
Sale of 28 pigs	88	14	8
Vegetables from land in cultivation of boys	42	11	10
Vegetables from land in cultivation of adults	82	12	9
	£213	19	3

	£	s.	d.
Rent of 8 acres of land, more or less, at 6*l.* per acre	48	0	0
Rates, say, poor, at 3*s.*; highway, 6*d.*; rentcharge, 4*d.*; church rate, 2*d.*; net rent	8	0	0
Seed for garden	9	8	9
Potatoes for pigs	10	2	3
Salt for manure	1	4	0
Profit to Union	137	4	3
	£213	19	3

2. Quantity of land under cultivation	8 acres.
3. Nature of produce	Potatoes and other garden vegetables.
4. How disposed of	Sold to workhouse.
5. How charged	Market price to provision account.
6. Whether boys are employed	Yes, 20; 10 in the morning and 10 in the afternoon.
7. A special agricultural instructor for children, at a salary of 50*l.* per annum, which is repaid by Government.	

9 May 1857. (Signed) ROBERT MERCER, Clerk.

CLUTTON.

ANSWERS TO QUESTIONS PROPOSED.

1. Given on the other side.
2. Two acres.
3. Potatoes, mangold, cabbage, carrots, parsnips.
4. Consumed in workhouse.
5. Charged to provision account.
6. The boys are chiefly employed; about thirty, average. The bigger boys do the digging, wheeling and other heavy work; smaller boys weeding, and other little jobs that can be provided for them. They are all kept at some kind of work in the garden and work apart from the adults.
7. No special agricultural instructor. The boys are ably instructed by the schoolmaster in their work. They appear to work cheerfully, and willingly do whatever they are told. The benefits derived from this source of instruction are many: healthy boys, taught the way to get their own living, to gain liberty and independence. We have very little trouble to get the boys out to service.

14 March 1857. (Signed) JAMES DURY, Master.

Garden and Pig Account, from Lady-day 1856 to Lady-day 1857.

Dr. Cr.

		£	s.	d.	£	s.	d.
	Pig Account.						
1856.							
	To 5 pigs in store, Lady-day	8	15	0			
June 3.	„ 4 pigs bought, at 33*s.* 9*d.*	6	15	0			
Sept. 24.	„ 3 „ at 21*s.* 8*d.*	3	5	0			
Sept. 27.	„ 4 „ at 24*s.*	4	16	0			
	„ 8 tons of mangold wurzel	8	0	0			
					31	11	0
	Garden Account.						
1856.							
April 4.	To amount of bills for seeds	0	17	8½			
	„ plants	0	5	0			
	„ seed potatoes	1	3	4			
	„ „	3	0	0			
June 4.	„ swede seed and carrot ditto	0	2	10			
June 12.	„ cabbage plants and seeds	0	4	9			
	„ tares	0	1	9			
					5	15	4½
	Balance				33	19	1½
				£	71	5	6

		£	s.	d.	£	s.	d.
	Pig Account.						
1856.							
May 23.	By pigs sold	8	7	6			
June 2.	„	4	17	6			
Sept. 10.	„	6	0	0			
Sept. 12.	„	6	0	0			
Dec. 31.	„	6	0	0			
1857.	In store, Lady-day, 3 pigs	11	10	0			
					43	5	0
	Garden Account.						
1856.							
As per day-book, Midsummer quarter:—							
	By 6 sacks of potatoes, at 8*s.*	2	8	0			
	„ 590 lbs. of greens, at 0¼*d.* per lb.	0	12	3½			
	„ parsley, leeks, &c.	0	5	0			
As per day-book, Michaelmas quarter:—							
	By 8⅗ sacks of potatoes, at 8*s.*	3	5	4			
	„ 860 lbs. of greens, at ¼*d.*	0	17	11			
	„ parsley, leeks, &c.	0	5	0			
As per day-book, Christmas quarter:—							
	By 23 sacks 162 lbs. of potatoes, at 8*s.*	9	9	4			
	„ 600 lbs. of greens, at ¼*d.*	0	12	7½			
	„ parsley, leeks, &c.	0	5	0			
	„ beans, peas, onions, turnips, carrots, and parsnips	2	0	0			
	„ 8 tons of mangold wurzel, at 20*s.*	8	0	0			
					28	0	6
					71	5	6

COOKHAM.

SIR, *Cookham Union, 9 March* 1857.

IN answer to your letter of the 2nd of March, I beg to state that queries one to three will be answered in the enclosed Balance Sheet. The manner in which the produce is disposed of is—part is consumed in the house, and part sold; that consumed in the house is debited to the common charges; that that is sold, the money is paid over to the Treasurer to the credit of common charges. About an average of eight boys are employed on the land, occasionally one or two old men assist them in digging. There is no special agricultural instructor. The field work is superintended by myself. I am sorry to say that I am not able to give you the account down to March 1857, my accounts being made up from Michaelmas to Michaelmas.

I have, &c.

J. Ruddock, Esq., (Signed) W. MALYON.
Her Majesty's Inspector of Schools.

ACCOUNT of EXPENSES upon, and PRODUCE of, TWO ACRES of GROUND cultivated in connexion with the COOKHAM UNION.

DR. Michaelmas 1855 to Michaelmas 1856. CR.

	£	s.	d.		£	s.	d.
30 bushels of potatoes, for planting, at 3s. per bushel	4	10	0	Produce at cash prices:— 498 bushels of potatoes, at 2s. per bushel	49	16	0
Vetch seed	1	4	0	5,568 cabbages	9	13	4
Cabbage seed	0	4	0	Vetches	3	18	9
Manure	10	15	0				
Cost of implements	0	12	6				
Rent, one year	6	0	0				
Quick, for hedge	0	4	0				
Balance, (for profit)	39	18	7				
	£63	8	1		£63	8	1

Copy of Letter addressed to Guardians of the Cookham Union, with foregoing account.

Cookham Union,
GENTLEMEN, *9 March* 1857.

WITH much pleasure I again lay before you the balance sheet of another year, showing the result of union labour on two acres of land.

You will observe that the balance for profit continues to increase, being 39*l.* 18*s.* 7*d.*, as against 36*l.* 3*s.* 6*d.* in the previous year, the causes of which are,—

1st. Being able to produce on some part of the land two crops in one year.
2nd. There being no charge for labour.

I have endeavoured to keep an account of the expense of the labour, but the difficulty of doing this in a satisfactory manner has been so great that I have entirely abandoned it.

The points chiefly to be borne in mind, in reference to the success of this experiment, are that the labour could not have been, I think, more profitably employed, and that labour has a greater tendency towards good discipline than idleness.

I have, &c.
(Signed) WILLIAM MALYON.

WORKHOUSE FIELD ACCOUNT for the Half-Year ended Michaelmas 1856.

DR. CR.

1856.		£	s.	d.	1856.				£	s.	d.
July 22.	James Backwell, seeds	0	10	6	Mar. 29.	20 score lbs. of vegetables, at 10*d.* per score lbs.			0	16	8
					Apr. 10.	20	ditto	ditto	0	16	8
					May 1.	20	ditto	ditto	0	16	8
					June 7.	10	ditto	ditto	0	8	4
					„ 21.	12	ditto	ditto	0	10	0
					„ 28.	12	ditto	ditto	0	10	0
					July 12.	12	ditto	ditto	0	10	0
					„ 22.	40	ditto	ditto	1	13	4
					Aug. 9.	60 score lbs. of vegetables, at 8*d.* per score lbs.			2	0	
					„ 19.	60	ditto	ditto	2	0	0
	Balance credited to common fund of union	11	17	10	Sept. 8.	60	ditto	ditto	2	0	0
					„ 27.	10	ditto	ditto	0	6	8
		£12	8	4		336			£12	8	4

WORKHOUSE FIELD ACCOUNT for the Half-Year ended Lady-day 1857.

DR. CR.

1857.		£	s.	d.	1856.				£	s.	d.
Feb. 16.	W. C. Leach, lime, &c.	0	18	9	Oct. 4.	200 score lbs. of vegetables, at 10*d.* per score lbs.			8	6	8
„ 26.	ditto seed potatoes	0	4	4½	Nov. 10.	200	ditto	ditto	8	6	8
Mar. 4.	ditto lime	2	10	0	Dec. 30.	200	ditto	ditto	8	6	8
		3	13	1½	1857.						
					Feb. 9.	100	ditto	ditto	4	3	4
	Balance credited to common fund of union	29	8	11½	Mar. 5.	60	ditto	ditto	2	10	0
					„ 21.	34½	ditto	ditto	1	8	9
		£33	2	1		794½			£33	2	1

EASTHAMPSTEAD.

SIR, *Easthampstead Union, 27 March* 1857.

AGREEABLY to your request, I beg to forward you a balance sheet of farm account, which, with the information given to your annexed queries, I trust, will be satisfactory.

Yours, &c.

J. Ruddock, Esq., (Signed) JAMES BANTON,
Her Majesty's Inspector of Schools. Master.

INFORMATION relating to the EASTHAMPSTEAD UNION LAND, requested by J. RUDDOCK, Esq., Her Majesty's Inspector of Schools.

Inspector's Questions.	*Master's Replies.*
1. A detailed account of the gross receipts and expenditure?	See enclosed statement of expenditure and receipts for the year ending Lady-day 1857.
2. Quantity of land under cultivation? -	Ditto.
3. Nature of the produce? - - -	Ditto.
4. How disposed of,—whether sold, or consumed in the house?	Part sold, part consumed in the house.
5. If consumed in the house, how charged?	Charged in provision book as new stock.
6. Whether the boys are employed on the land? how many? and whether they work with or apart from the adult paupers?	Yes; about nine in number, on the average, working with the adults.
7. Whether there is a special agricultural instructor, and if not, how the field work is superintended?	No; the work is superintended by myself.

FARM ACCOUNT from Lady-day 1856 to Lady-day 1857.—6 A. 1 R. 38 P.

EXPENDITURE.						RECEIPTS, &c.					
LAND.	£	s.	d.	£	s.	d.	LAND.	£	s.	d.	£	s.	d.
Rent, &c.*	11	18	0				Potatoes, 271 bushels at 2s.‖	27	2	0			
Potatoes seed, 62½ bushels at 2s.	6	5	0				Carrots, long horn, 9½ bushels at	0	9	11			
Seeds, carrots, &c.	0	5	3				Ditto, Belgium, 2 tons at 40s.	4	0	0			
„ barley	1	16	0				Swedes, &c., 114 bushels at 6d.	2	17	0			
„ beans	0	11	6				Barley§	17	0	0			
„ peas	0	11	0				Mangolds, 1½ tons at 25s.	1	17	6			
„ wheat†		—					Beans (horse) 16 bushels at 5s. 3d.	4	4	0			
Labour	1	11	0				Peas (for soup), 16 bush. at 6s. 2d.	4	18	8			
				22	17	9	Peas and beans (garden), 11½ bushels at 2s. 3d.	1	16	0			
							Wheat, 4 bushels	1	10	0			
							Onions, 4 bushels at 4s.	0	16	0			
							Leeks, 8 score at 1s.	0	8	0			
							Thyme, parsley, &c.	0	13	6½			
							Celery, 10 score at 1s. 6d.	0	15	0			
							Cabbage plants of all sorts, 2,300 at ¼d.	2	7	11			
											70	5	6½
PIGGERY.							PIGGERY.						
Stock in hand, 8 pigs	10	0	0				By sale of 15 pigs	41	18	0			
Bought 3 ditto	7	12	0				Sow and 1 pig in stock	8	5	0			
1 litter of 6 ditto		—									50	3	0
Meal, beans, &c.	14	6	1										
				31	18	1							
Balance, or net profit‡				65	12	8½							
Total			£	120	8	6½	Total			£	120	8	6½

* Of the 6 A. 1 R. 38 P., one acre is the union garden, and 2*l.* 10*s.* as a rent is included in the 11*l.* 18*s.*

† This, in blank, as the seed wheat. About half a gallon was gleaned by the children from last year's crop. Sold on the ground.

‡ In unions where means are provided for the master to market the produce, *i.e.*, the use of a horse and cart, which are kept for union funerals and other purposes, in which hiring is resorted to, this profit would be considerably increased.

‖ The potatoes are stated at the price when dug up, when the Board, it is thought, would lay in a stock if there were no land; the crop, however, when not required for consumption, and therefore kept in stock, generally realizes from 2*s.* 6*d.* to 3*s.* per bushel, which would much increase the receipt.

§ Two acres sold on the ground, and upon which the buyer realized a large profit.

EXETER, ST. THOMAS' UNION.

SIR, *Exeter,* 10 *March* 1857.

IN answer to your letter, dated the 2nd instant, we are directed by the Guardians of this Union to forward the following information, viz. :—

From Lady-Day, 1855, to this date,—

RECEIPTS.	£	s.	d.	EXPENDITURE.	£	s.	d.
Potatoes	77	13	11½	Rates and taxes	3	3	4
Turnips	1	10	0	Rent and tithes	14	19	5
				Seed	5	9	8
				Manure	4	16	2
				Tools	1	13	0
	£79	3	11½		£30	1	7

ANSWERS.

No. 2.—Two acres.
„ 3.—Vegetables.
„ 4.—Consumed in the house.
„ 5.—As provisions for the house.
No. 6.—Yes; fifteen; apart from adult paupers.
„ 7.—Yes.

We are, &c.

J. Ruddock, Esq., Her Majesty's Inspector of Schools. (Signed) BIDWILL AND BOWRING, Clerks.

FARINGDON.

SIR, *Faringdon, 28 March* 1857.

IN compliance with your request, I beg leave to forward to you the information referred to in your letter of the 2nd of March instant, relative to the land attached to this union workhouse. The accompanying sheet contains the whole of the account for the year ended Lady-day last, which, I hope, will be satisfactory.

I remain, &c.

J. Ruddock, Esq., Her Majesty's Inspector of Schools. (Signed) JOHN HAINES, Clerk to the Board of Guardians.

INFORMATION requested on the following points, by Mr. RUDDOCK's Letter, dated 2 March 1857.

1. A detailed account of the gross receipts and expenditure?
   Please see copy of the entire account for the year ending Lady-day 1857, sent herewith.
2. Quantity of land under cultivation?
   About three and a half acres.
3. Nature of the produce?
   Potatoes are the principal crop; cabbages, onions, and mangold wurzel have also been grown.
4. How disposed of,—whether sold, or consumed in the house?
   Almost the whole of the potatoes, with the exception of those damaged, have been consumed in the house; the whole of the cabbages have also been consumed in the house;—and
5. If consumed in the house, how charged?
   The master has charged the same in his day-book (an invoice being furnished weekly), at prices as near as possible to those for similar articles in the neighbourhood. The articles not consumed by the inmates have been sold.
6. Whether the boys are employed on the land? how many? and whether they work with or apart from the adult paupers?
   Yes; fifteen; no adult paupers work in the garden; the whole of the work is done by the boys and their supertendent.
7. Whether there is a special agricultural instructor, and if not, how the field work is superintended?
   There is a special agricultural instructor who is paid 15*s.* weekly.

CR. GARDEN ACCOUNT for the Year ending Lady-Day 1857. DR.

		£	s.	d.			£	s.	d.
1856-7.	A year's rent to Daniel Bennett, Esq., less property tax, due Lady-day	9	11	4	1856. Midsummer.	Inmates, 91½ of potatoes, garden produce	6	17	3
	Property tax, two half years, Schedule A., 18*s.* 8*d.*, B. 8*s.* 2*d.*	1	6	10	Michaelmas.	„ 42½ of potatoes, garden produce	4	5	6
	Poor's rates, three, at 7*s.* 2*d.* each	1	1	6	„	„ 460 heads of cabbage, garden produce	1	9	7
	Mr. Moore, mending two spades	0	0	8	Christmas.	„ 116½ bushels of potatoes, garden produce	11	13	0
	Wages of industrial trainer, 52 weeks, at 15*s.* per week	*39	0	0	„	„ 60 heads of cabbage, at ½*d.* per head	0	2	6
	Balance	6	0	4½	1857. Lady-day.	„ 154 bushels of potatoes, garden produce	19	5	0
					1856. April.	Mr. Warman, 3 sacks of small potatoes	0	9	0
					April & May.	The Rev. R. H. Hooper, 1 sack of potatoes	0	6	0
					May 12.	Mrs. Smith, for small onions	0	3	0
					Sept. 23.	1 bushel of potatoes, the Rev. R. H. Hooper	0	2	0
					Oct. 2.	Mr. Belcher, 1 sack small potatoes	0	3	0
					October.	Mrs. Mercy Godfrey, 5 tons 17½ cwt. mangold	4	14	0
					Sept. and Oct.	Mr. Warman, small pigs' potatoes	1	6	0½
					Oct. and Dec.	Mr. Warman, damaged potatoes	2	8	3
					Oct. and Feb.	Mr. Hooper, 4 bushels of potatoes	7	0	0
					Nov. 16.	Mr. William Moss, 8½ sacks of damaged potatoes	0	17	0
					1857. Jan.	3 bushels of onions, Mr. Warman	0	9	0
					Feb. 6.	4 lbs. of onion seed, at 2*s.*, Mr. Walker	0	8	0
					„ 14.	2 lbs. of onion seed, at 2*s.*, Mr. Walker	0	4	0
					„ 24.	3 bushels of damaged potatoes, Mr. Warman	0	1	6
					March 3.	2 lbs. onion seed, at 2*s.*, „	0	4	0
					„ 7.	1 lb. onion seed, at 2*s.*, „	0	2	0
					„ 9.	2 lbs. carrot seed, at 2*s.* „	0	4	0
					„ 16.	1 lb. of onion seed, at 2*s.*, „	0	2	0
					„ 17.	½ lb. of onion seed, at 2*s.* „	0	1	0
					„ „	6 lbs. of onion seed, at 2*s.*, Mr. W. Rixon	0	12	0
					„ 18.	4 bushels of damaged potatoes, Mr. Warman	0	2	0
					„ 20.	1½ lbs. of onion seed, at 2*s.* per lb. Mr. Warman	0	3	0
	£	57	0	8½		£	57	0	8½

* The Poor Law Board, in their letter dated 27 January 1857, state that the Committee of Council on Education have recommended a repayment at the rate of 11*s.* 3*d.* per week, to be paid to the Guardians out of the Parliamentary Grant, in respect of the salary of Mr. J. Warman, industrial teacher, for the year ended 25th March 1857.

FROME.

DR. GARDEN ACCOUNT, from Lady-day 1856 to Lady-day 1857. CR.

	£	s.	d.		£	s.	d.
Poor pigs bought	10	6	6	Fat pigs killed	29	5	2
Barley meal	5	3	0	Vegetables	40	13	5
Rent, one year	7	0	0				
Rates, &c	4	0	7				
Seeds	1	5	10				
Sundries	2	15	5				
	£ 30	11	4				
Balance carried to credit of common charges account	39	7	3				
	£69	18	7		£69	18	7

2. About four acres and a half.
3. General produce. — Potatoes, parsnips, carrots, onions, cabbage, and, when a change is necessary, corn.
4. Consumed in the workhouse, except corn, which has been sold.
5. Charged to the provision account.
6. The boys are employed, average, about six; sometimes they work with the adult paupers.
7. There is no special insructor or superintendent of labour; the master takes the management.

Dated 24 April 1857. (Signed) L. HAGLEY, Clerk.

HIGHWORTH AND SWINDON.

GARDEN and PIG ACCOUNT from 25 March 1856 to Lady-day 1857.

RECEIPTS.	£	s.	d.	EXPENDITURE.	£	s.	d.
For mangold wurzel and swedes sold	6	6	10½	To 6 pigs, stock on hand	8	6	0
„ 6 fat pigs sold	32	16	4	Paid for straw	1	15	0
Potatoes and vegetables supplied to the house	78	8	6	„ ashes	1	10	0
Value of 4 pigs, stock on hand	9	0	0	„ seed potatoes	4	16	0
				„ plants	0	9	1½
				„ corn and meal for pigs	6	0	6
				„ 4 pigs	6	18	8
				„ 1 sack of pulse for garden and pigs	1	0	0
				„ garden seeds	1	4	6
				„ lime	0	9	4
				„ garden tools and repairs	1	3	6
				Wash for pigs from house (say)	2	12	0
				Rent and taxes (say) 4*l.* per acre	20	0	0
Receipts	126	11	8½				
Expenditure	56	4	7½	Garden and Pig Account Expenditure	56	4	7½
Profit	70	7	1				

2. Five acres.
3. Potatoes and vegetables, barley, swedes, and mangold wurzel.
4. Consumed in the house, except a few surplus swedes and mangolds, which were sold.
5. According to the average market prices of the neighbourhood.
6. Yes; twenty-four. Apart. Adult paupers very rarely employed out of their own yards.
7. Yes.

HUNGERFORD.

HONOURED SIR, 12 *March* 1857.

IN reply to yours of the 2nd instant, which I should have answered before, but knowing our garden account was in the hands of the printer, I thought it would be well to wait a few days, to enable me to furnish you with it, which I now forward, trusting that it will satisfactorily answer several of your queries.

1. See printed statement.
2. Six acres.
3. See statement.
4. Consumed in the house and by the stock, cows, and pigs.
5. To the provision account.
6. Average number of boys, eight; employed every afternoon, weather permitting, but never with the adults.
7. A special agricultural teacher.

Should you require any further information, if in my power, I shall be happy to supply it.

I am, &c.

J. Ruddock, Esq., &c. (Signed) THOS. W. DUNN.

Hungerford Union.

Statement of the Account of the Produce of the Land adjoining the Workhouse, cultivated by the Guardians, from Christmas 1855 to Christmas 1856.

Dr. Cr.

1855.		£ s. d.	£ s. d.	1856.		£ s. d.	£ s. d.	£ s. d.
	To the estimated value of stock, &c. in store, at the commencement of this account, viz.:—				By the following supplies to the workhouse during the quarters ending respectively—			
Christmas	Pigs, (19)	64 16 0			Bacon, 1420 lbs. at 7½*d.* per lb.	44 7 6		
	Cows, (2 and 1 calf)	21 10 0		Lady-day.	Lard, 48 lbs. at 8*d.* per lb.	1 12 0		
	Tools and implements	10 0 0			Milk, 207 gallons, at 4*d.* per gallon	3 9 0		
	Manure	10 0 0			Butter, 30 lbs. at 1*s.* 2*d.* per lb.	1 15 0		
	Mangold wurzel, 8 tons, at 1*l.* per ton	8 0 0			Potatoes, 95½ bushels, at 2*s.* 8*d.* per bushel	12 14 8		
	Carrots, 2½ tons, at 2*l.* per ton	5 0 0			Other vegetables	1 15 9		
	Parsnips, 2½ tons, at 2*l.* 10*s.* per ton	6 5 0					65 13 11	
	Swedish turnips, 1 ton	1 0 0						
	Potatoes, 35 sacks, at 8*s.* per sack	14 0 0		Midsummer.	Bacon, 1790 lbs. at 7*d.* per lb.	52 4 2		
	Seeds in the ground	3 0 0			Lard, 50 lbs., at 8½*d.* per lb.	1 15 5		
			143 11 0		Milk, 181 gallons, at 4*d.* per gallon	3 0 4		
	To cash paid for—				Butter, 34 lbs., at 1*s.* 2*d.* per lb.	1 19 8		
	Pigs	27 11 0			Cabbages and other vegetables	4 6 0		
	Corn and meal for the pigs	54 16 0					63 5 7	
	Hay for the cows	2 12 6		Michaelmas.	Bacon, 500 lbs. at 8½*d.* per lb.	17 14 2		
	Straw	25 2 1			Lard, 24 lbs. at 8½*d.* per lb.	0 17 0		
	Seeds, &c.	7 1 2			Milk, 225 gallons, at 4*d.* per gallon	3 15 0		
	Tools and implements	2 7 10			Butter, 53 lbs., at 1*s.* 2*d.* per lb.	3 1 10		
	Sundries	3 13 0			Potatoes, 47 bushels, at 3*s.* per bushel	7 1 0		
			123 3 7		Cabbages, 97 dozen, at 1*s.* per doz.	4 17 0		
					Other vegetables	3 3 0		
							40 9 0	
	To wash from the workhouse		6 0 0					

To estimated annual value of the land under cultivation			30	0	0	Christmas.	Milk, 177 gallons, at 4*d.* per gallon	2 19 0			
„ tithe rentcharge			1	10	11		Butter, 38 lbs., at 1*s.* 2*d.* per lb.	2 4 4			
To balance (profit)			*83	10	10		Potatoes, 40½ bushels, at 2*s.* 6*d.* per bushel	5 1 3			
							Cabbages, 94 dozen, at 1*s.* per dozen	4 14 6			
							Other vegetables	5 4 0			
									20 3 1		
										189 11 7	
							By the sale of—				
							A cow and calf		12 10 0		
							Plants		1 7 9		
										13 17 9	
							By value of stock, &c. in store at Christmas 1856, viz.,—				
							Pigs, (18)		57 0 0		
							A cow		11 0 0		
							Tools and implements		10 0 0		
							Manure		12 10 0		
							Mangold wurzel, 7¼ tons, at 1*l.* per ton		7 5 0		
							Carrots, 3½ tons, at 2*l.* per ton		7 0 0		
							Swedes, 10¾ tons, at 1*l.* per ton		10 15 0		
							Turnips, 8 bushels, at 6*d.* per bushel		0 4 0		
							Potatoes, 78 sacks, at 9*s.* per sack		35 2 0		
							Onions, 6 bushels, at 3*s.* 6*d.* per bushel		1 1 0		
							Seeds		5 10 0		
							Seeds, &c., in the ground		4 10 0		
							Cabbage and other plants ditto		21 10 0		
							Straw, ½ a ton		1 0 0		
										184 7 0	
		£	387	16	4				£	387 16 4	

* The balance on this account would have been greater but for the loss of five pigs, value 20*l.*, supposed to have been poisoned.

KEYNSHAM.

DR. FIELD ACCOUNT. CR.

	Expenditure in the year									Receipts for the year								
	1854.			1855.			1856.				1854.			1855.			1856.		
	£	s.	d.	£	s.	d.	£	s.	d.			£	s.	d.	£	s.	d.	£	s.	d.
Manure, stable	2	0	0	—			—			Peas	1 sack	1	4	0	-	-	-	-	9	18	6
„ artificial	1	16	9	2	16	3	6	8	0	Beans	4½ „	5	12	6	3¼ sacks	3	18	0	—	—	
Ploughing and dragging	8	1	0	7	10	0	—			Wheat	11 „	15	8	0	10½ „	16	7	0	13⅜ sacks	19	2	0
Hauling liquid manure, &c.	4	3	0	7	8	0	11	11	0	Straw	90 doz.	5	3	4	82 doz.	4	16	0	70 doz.	4	8	9
Seed, wheat	1	5	10	1	16	0	1	10	0	Potatoes	112 sacks	66	10	0	110 sacks	60	1	0	124 sacks	55	9	0
„ beans	0	12	9	0	16	2	—			„ small	29 „	4	2	6	43 „	7	12	6	24 „	3	12	0
„ potatoes	13	8	0	6	1	0	7	4	0	Cabbage	-	-		-	-		-		74 doz.	1	4	8
„ peas	0	5	6	-		-	2	7	6	Swedes	4 tons	3	12	0	3½ tons	3	3	0	—	—		
„ mangold wurzel	0	2	3	-		-	0	2	3	Turnips	2 sacks	0	6	0	8 sacks	1	12	0	—	—		
„ swedes	0	2	6	0	3	2	—			Mangold wurzel	20¼ tons	18	5	5	39 tons	35	2	0	27½ tons	22	5	0
1 year's rent	21	2	6	21	2	6	21	2	6													
„ rentcharge	3	0	10	3	0	10	3	0	10													
„ poor rate	0	18	6	1	4	8	1	4	8													
„ highway rate and church rate	0	3	1	0	1	6½	0	1	6½													
Use of barn, expense of threshing, &c.	0	8	0	1	12	2	1	3	7½													
7½ per cent. on outlay for tools	1	2	11½	1	2	6	1	2	6													
Balance	61	10	3½	77	19	8½	59	1	6													
£	120	3	9	132	11	6	115	19	11		£	120	3	9	£	132	11	6	£	115	19	11

Replies to queries:—

No. 2. 6½ acres.

4. Potatoes, turnips, cabbage, and straw consumed in the workhouse; the remainder sold.

5. Entered in the provision receipt book, in the same way as goods that are purchased, the common fund account being credited with with the value.

6. All the boys who are able to work are employed, separately from the men as much as possible.

7. There is no special agricultural instructor; the master and schoolmaster superintend the work.

Keynsham, 22 April 1857. (Signed) THOS. OXFORD, Clerk.

LAUNCESTON.

SIR, 12 *March* 1857.

I SEND you answers to your questions in the order you have put them :—

1. Receipts, 8*l.* 6*s.* 10*d.*; payments, 17*l.* 18*s.* 7*d.*, for seeds, manure, and rent for the year past.
2. About two acres.
3. Vegetable.
4. Consumed in the house.
5. To in-maintenance.
6. About six boys, two days in a week with men.
7. Superintended by master of house.

I am, &c.

J. Ruddock, Esq., (Signed) JOHN DINGLEY, Clerk.
Her Majesty's Inspector of Schools.

NEWTON ABBOT.

SIR, 28 *March* 1857.

IN answer to your letter of March 2, I inclose copies of the agricultural accounts for the year ended Christmas last, as presented by the Agricultural Committee to the board at their meeting on the 18th inst.

In addition to the information contained in that report, I have to state that the boys work under the superintendence of an agricultural instructor and superintendent of labour, engaged at a salary of 40*l.* per annum, and that they work separately from the adults.

I am, &c.,

J. Ruddock, Esq., (Signed) JOHN ALSOP, Clerk.
Her Majesty's Inspector of Schools.

REPORT of the AGRICULTURAL COMMITTEE for the Year ended Christmas 1856.

The Committee, in presenting to the Board their annual report of the labour scheme for the past year, congratulate them that the many advantages anticipated when it was first introduced, continue to be fully realized.

The total quantity of land under cultivation is about six acres, and the following is a list of the principal crops grown thereon during the past year :—

132 bags of potatoes,	7½ tons of mangold wurzel,
32 bags of wheat,	850 lbs. of onions,
57 cwt. of cabbages,	1,840 lbs. of leeks,
25 cwt. of parsnips,	64 cwt. of carrots.

The number of hours of labour, &c., performed during the past year, by the different classes of inmates employed on the land, has been as follows :—

The aggregate number of hours of field labour done by adult paupers (mostly aged and infirm) - - - - -	10,860
The number of adult paupers at work on an average of 8½ hours daily - - - - - - - - -	5
The total number of hours of field labour done by boys - -	13,239
The number of boys at work, five days each week, and from 3 to 6 hours daily - - - - - - - -	22
The number of boys in the house fit for service at Christmas was	10

Seventeen boys were provided with situations in the course of the year.

(Signed) E. S. BEARNE, Chairman.

Agricultural Account, 1856.

Dr.	£	s.	d.	Cr.	£	s.	d.
To rent	40	10	0	By vegetables, &c., consumed in the house	30	5	3¼
„ rates and tithe	5	16	8	„ wheat sold	27	4	0
„ seed potatoes	12	2	8	„ carrots sold	0	3	6
„ „ wheat	0	15	9	„ potatoes for seed	2	8	0
„ seeds, plants, &c.	1	12	2	„ vegetables, &c., in store at Christmas	48	2	7
„ 20 hogsheads of lime	4	10	0	„ produce of 2 pigs slaughtered	15	12	6
„ harvesting, thatching, and threshing wheat	1	19	11	„ value of 4 ditto in store	22	0	0
„ purchase of 6 pigs	16	18	6				
„ Indian corn purchased	3	16	9				
„ bran, grains, &c., ditto	1	16	4				
	89	18	9				
Profits	55	17	1¼				
	£145	15	10¼		£145	15	10¼

Supplemental Statement.—Disposal of Crops.

Vegetables, &c., consumed by Inmates of Workhouse; to Christmas.

				£	s.	d.	£	s.	d.
Potatoes, 440 score 8lbs.	average price, 9*d.* per score			16	7	2			
Cabbage, 53 cwt. 1 lb.	„ 2*s.* 4*d.* per cwt.			6	5	4½			
Carrots, 6 cwt. 46 lbs.	„ 2*s.* 4*d.* „			0	14	7½			
Parsnips, 12 cwt.	„ 2*s.* 4*d.* „			1	8	0			
Greens, 4 cwt.	„ 2*s.* 4*d.* „			0	9	4			
Onions, 25¾ score	„ 1*s.* 2*d.* per score			1	10	0½			
Leeks, 66 score	„ 10*d.* per score			2	15	0			
Peas, 22 pecks	„ 6*d.* per peck			0	11	0			
Scarlet runners, 5½ score	„ 10*d.* per score			0	4	9			
							30	5	3¼

Wheat, &c., sold.

Wheat, 32 bags, at 17*s.* per bag							27	4	0
Carrots							0	3	6
							27	7	6

Potatoes for seed.

6 bags at 8*s.*								2	8	0

Vegetables, &c., in Store at Christmas.

Potatoes (Cornish apple) 60 bags at 6*s.*							18	0	0
„ (White) 12 bags, at 8*s.*							4	16	0
Mangold wurzel, 7½ tons, at 20*s.*							7	10	0
Carrots, 58 cwt., at 2*s.* 4*d.*							6	15	4
Parsnips, 13 cwt. 44 lbs., at 2*s.* 4*d.*							1	11	3
Leeks, 26 score, at 10*d.*							1	1	8
Celery, valued at							0	8	0
Brocoli							0	16	0
Onions, 3 cwt., at 7*s.*							1	1	0
Cabbage, 4 cwt., at 2*s.* 4*d.*							0	9	4
Straw, 38 seams, at 3*s.*							5	14	0
							48	2	7
							£108	3	4½

NEW FOREST.

Sir, *New Forest Union*, 10 *March* 1857.

I was requested yesterday by this Board of Guardians to prepare the necessary information stated in your letter, dated 2nd instant, and beg to submit the statement made on the other side for any alteration you may please to think it necessary to make before submitting it to this Board.

I am, &c.

J. Ruddock, Esq. (Signed) William Prowson.
Her Majesty's Inspector of Schools.

—	1, and 1*a*. A Detailed Account of the Gross Receipts and Expenditure for the Year ending Lady-day 1857.						2. Quantity of Land under cultivation.	3. Nature of Produce.	4. How disposed of, whether sold or consumed in the House.	5. If consumed in the House how charged.	6. Whether the Boys are employed on the Land.	7. Whether there is special Agricultural Instruction, &c.
1856.		£	*s.*	*d.*		£	*s.*	*d.*	About 12 acres.	Stated in question 1*a*.	Wheat, beans, and turnips, disposed of to the amount of 42*l.* 4*s.*, the rest consumed in the house, and by the pigs.	Charged to the provision account.	12 boys are employed on the land apart from the adult paupers generally.	No special agricultural instructor. The field work is superintended by the workhouse master, with the assistance of the schoolmaster.
	No account was kept of the seeds sown, roots planted, &c. up to May 1856.				Potatoes and beans sold	7	8	0						
	3 tons straw	6	12	0	Peas consumed in the house	1	9	0						
	Manure for land	13	5	0	Wheat and straw	34	19	6						
July 11	Potatoes purchased	1	6	8	Beans and straw	8	10	0						
	Cabbage and other plants	1	8	9	Cabbages and greens	7	10	10						
	Pipes and underdraining 3 acres of land	9	5	7	Onions	1	0	0						
Nov. 1857	2 bushels seed wheat	0	16	0	Parsnips	5	11	9						
Feb. 20.	6 bushels seed peas	2	0	6	Potatoes	29	6	11						
March 10	8 bushels seed beans	2	0	0	Turnips	7	0	0						
	Parsnip, carrot, onion, and other seeds	0	14	0	Potatoes in store	9	0	0						
	20 sacks seed potatoes	10	0	0										
	1 sack seed barley	1	2	0										
	Cost of new tools and repairs of tools	7	15	0										
		56	5	6										
	For labour and profit	55	10	6										
		£111	16	0		£111	16	0						

NEWPORT, ISLE OF WIGHT.

SIR, *Isle of Wight, 7 April* 1857.

I HAVE to acknowledge the receipt of your letter of the 2nd ultimo, and in reply to forward to you herewith the information respecting the land attached to the workhouse of this incorporation for which you apply.

I am, &c.

J. Ruddock, Esq., Her Majesty's Inspector of Schools. (Signed) J. C. CLARKE, Clerk to the Guardians.

Questions.	*Answers.*
1. A detailed account of the gross receipts and expenditure.	See separate paper.
2. Quantity of land under cultivation.	About ten acres.
3. Nature of the produce. - - -	This is shown in the statement of receipts and expenditure; see separate paper.
4. How disposed of, whether sold or consumed in the house?	Consumed by the officers of the workhouse and by the pauper inmates, with the exception of one ton of parsnips, sold for 2*l.* 18*s.*
5. If consumed in the house, how charged?	In the provisions receipt and consumption account.
6. Whether the boys are employed on the land? how many? and whether they work with or apart from the adult paupers?	On an average thirteen boys are employed daily on the land; they work apart from the adult paupers.
7. Whether there is a special agricultural instructor, and if not, how the field work is superintended	There is no direct field work; the garden work is superintended by the governor of the house, there is also a superintendent of labourers, who is not specially an agricultural instructor.

GARDEN ACCOUNT, House of Industry, Isle of Wight, from 27 March 1856 to 25 March 1857.

DR.	£	*s.*	*d.*	CR.	£	*s.*	*d.*
To garden seeds - - -	10	11	10½	By cabbage and greens - -	77	4	9
„ Ditto tools - - -	2	14	0	„ brocoli - - - -	7	16	4
„ Repairs of ditto - - -	0	5	6	„ parsnips - - - -	25	8	10½
„ Lime - - - -	0	11	8	„ turnips - - - -	8	19	5
„ Balance - - - -	185	11	2	„ pot herbs - - - -	0	10	11
				„ broad beans - - -	13	4	8
				„ green peas - - -	1	2	6
				„ potatoes - - - -	36	19	4½
				„ onions - - - -	4	3	2
				„ carrots - - - -	3	5	3
				„ french beans - - -	12	7	3
				„ celery - - - -	0	10	3
				„ currants - - - -	0	12	6
				„ radishes - - - -	0	4	7
				„ leeks - - - -	5	17	2½
				„ parsley - - - -	1	1	7
				„ lettuce - - - -	0	5	7
	£199	14	2½		£199	14	2½

REDRUTH.

SIR, *Redruth Union Workhouse, 9 March* 1856.

IN answer to your letter of the 2nd instant, received this morning, I beg to hand you the following, from the 25th of March last to the 25th instant, or as near as possible.

1st. Received from the garden, for the use of the house, and sold, 30*l.* Cost of manure, garden seeds, and potatoes for planting 5*l.* 15*s.* 8*d.*

2nd. About three acres.

3rd. Potatoes, half an acre; cabbage, quarter of an acre; brocoli, quarter half an acre; parsnips, quarter of an acre; leeks and onions, quarter of an acre; mangles and carrots, quarter of an acre; fruit trees and seedling beds, quarter of an acre: grass, three quarters of an acre; total, three acres. The grass is consumed by the Guardians' horses.

4th. An abundant supply used in the house, and the remainder sold.

5th. The vegetables are charged to the provision account, 6*s.* weekly, and the potatoes to the same account per cwt.

6th. Yes; six boys, and kept apart as much as possible, under the care of the schoolmaster.

7th. The porter superintends the garden work, he being an efficient workman.

I am, &c.

J. Ruddock, Esq. (Signed) JOHN PENBERTHY.
Her Majesty's Inspector of Schools.

SOUTHMOLTON UNION.

DR. INDUSTRIAL TRAINING ACCOUNT from Lady-day 1856 to Lady-day 1857. CR.

1856.		£	s.	d.	£	s.	d.
April 5	Invoice account				0	0	4
May 3	Treasurer, per W. Daniel, lime				2	15	6
„ 17	„ J. Ocock				1	10	9
June 28	Invoice account				0	2	3
	Treasurer, per George Tucker				7	10	0
July 12	„ Luccombe & Co., fruit trees	3	2	6			
	„ John Vernon, seeds	1	11	8½			
					4	14	2½
„ 26	„ Property tax				0	6	8
Aug. 9	„ W. Daniel, lime	3	9	0			
	„ Poor rates	0	11	2			
					4	0	2
Sept. 20	Invoice account				0	0	4
Oct. 4	Treasurer, per George Tucker	7	10	0			
	„ Sir T. D. Acland, Bart., rent	4	13	4			
	„ J. Ocock	4	12	0			
					16	15	4
„ 11	Invoice account				0	0	4
„ 25	Treasurer, per J. Warren, Church rates				0	4	2½
Nov. 22	„ W. Daniel, lime				2	9	6
Dec. 20	Invoice account				0	0	2
„ 27	„ „				0	15	0
	Treasurer, per George Tucker				7	10	0
1857.							
Jan. 3	Invoice account				0	7	7
	Treasurer, per George Redler, Way rates				0	1	0½
	„ J. Ocock, for outlay				1	11	6
„ 17	„ J. Warren, Property tax				0	6	8
Feb. 7	Invoice account				0	0	4
„ 14	„ „				0	1	0
„ 28	„ „				0	0	2
March 7	„ „				0	1	10½
	Treasurer, per W. Tepper, Poor rates				0	11	2
	„ Thomas Short				7	10	0
					59	6	1½
April 18	Common charges transfer				30	6	1½
				£	89	12	3

1856.		£	s.	d.	£	s.	d.
Lady-day	Balance				3	10	2½
	Invoice account, wood				0	15	0
	„ „				0	5	0
	Provisions account, 1st quarter	5	7	11½			
	„ „ 2nd „	11	3	5			
					16	11	4½
	Treasurer, per Paymaster of Civil Services				30	0	0
	„ J. Ocock, produce sold				10	2	10
Michmas.							
Nov. 29	Treasurer, amount of produce sold				10	1	6
1857.							
April 4	Provisions account, 1st quarter	12	2	9			
	„ „ 2nd „	6	3	7			
					18	6	4
				£	89	12	3

2. Quantity of land under cultivation ?	Two acres and two roods, besides the workhouse garden, about one acre.
3. Nature of the produce ?	Vegetables of all sorts, mangold wurzel, swede and other turnips.
4. How disposed of,—whether sold, or consumed in the house ?	Part consumed in the house, and surplus sold.
5. If consumed in the house, how charged ?	The part consumed to the provisions account.
6. Are the boys employed on the lands ? how many ? and do they work with or apart from the adult paupers ?	Yes ; eight per diem ; apart.
7. Is there a special agricultural instructor ? and if not, how the field work is superintended ?	Yes.

(Signed) J. E. Jackson Riccard,
Clerk to the Board of Guardians.

J. Ruddock, Esq.,
Her Majesty's Inspector of Schools.

TAUNTON.

Sir, *Taunton Union*, 1 *April* 1857.

Your letter of the 2nd ultimo having been handed to me this morning by the clerk, I take the earliest opportunity of sending all the information I am able.

1st.—Nil.

2nd.—Three acres,

3rd.—Potatoes, peas, beans, carrots, parsnips, cabbage, onions, leeks, &c.

4th.—Consumed in the house.

5th.—Nil.

6th.—Yes ; average number for the last half year, fifteen ; by themselves.

7th.—No ; by schoolmaster.

One acre and a quarter of the land has been added since Michaelmas last, some men were employed to assist in breaking the ground the first time, since which the work, so far, has been performed entirely by the boys.

I remain, &c.

J. Ruddock, Esq., (Signed) Thos. Bailey.
Her Majesty's Inspector of Schools.

TRURO.

Sir, *Truro*, 11 *April* 1857.

In reply to your letter of inquiry of the 2nd ultimo, I beg to inform you that—

1st.—A detailed account is sent herewith.

2nd.—The quantity of land under culture is nine acres.

3rd.—The nature of produce.—Last year, vegetables.

4th.—The produce is consumed in the house, and by the pigs and horse.

5th.—It is charged at contract prices to the workhouse.

6th.—The boys are employed on the land ; average, about six. They work apart from the adult paupers, under the eye of the schoolmaster.

7th.—No agricultural instructor ; the work is superintended by the Governor.

FIELD ACCOUNT, from March 1856 to March 1857.

RECEIPTS.	£	s.	d.
Value of crops in ground and pigs, March 1856	9	18	0
Potatoes used in the workhouse	26	16	0
Other vegetables for the year, at 7s. per week	18	14	0
Pork consumed at contract price	32	12	9
Swede turnips sold	4	5	3
" unsold	2	10	0
Carrots, 2½ tons, consumed by the horse	2	0	0
Potatoes (seed), two bushels for planting	1	2	0
	£97	18	0

EXPENDITURE.	£	s.	d.
Guano	8	17	6
Super phosphate	4	10	0
Paid for seed potatoes and other seeds	16	3	0
Meal for pigs	12	16	10
Value of crops in ground and pigs in store, March 1857	15	0	0
Balance in favour of unio	40	11	2
	£97	18	0

I am, &c.

J. Ruddock, Esq. (Signed) JAMES LANCASTER, for the Clerk.
Her Majesty's Inspector of Schools.

WALLINGFORD.

SIR, *Union Workhouse*, 11 *April* 1857.

HEREWITH I send you the required account of the produce of the seven acres of land occupied by the Wallingford union, ending 28th March 1857. With respect to the labour, it is under the superintendence of myself and the porter: we employ the second-class boys in the morning, and the first-class in the afternoon, as much by themselves as circumstances will allow. We generally employ them in the gardens; if in the fields, generally apart from the adults, and under the care of one of the old men; the number depending on those employed other ways, such as cleaning their rooms, &c. I shall be pleased to furnish you with any other information you may require.

I have, &c.

J. Ruddock, Esq. (Signed) J. PALMER.
Her Majesty's Inspector of Schools.

DR. LAND ACCOUNT ending Lady-day 1857.—7 ACRES. CR.

	£	s.	d.
Seeds	2	0	9
Manure	3	12	9
Seed potatoes	5	0	0
Rent	42	0	0
Expense of sale	4	14	0
Repairing tools	2	19	5
	60	6	11
	62	0	1
	£122	7	0

	£	s.	d.
60 tons of mangold wurzel	40	6	0
20 tons of carrots	30	12	0
10 tons of Swedes	9	4	0
30 sacks of potatoes	11	17	0
20 sacks of seed potatoes	8	0	0
Potatoes and vegetables consumed in the house, charged to invoice account	15	8	0
Assumed value of stock in hand	10	0	0
	£122	7	0

WARGRAVE.

Reading and Wokingham District School.

Milk Account from Lady-day to Michaelmas 1856.—Three Cows.

Dr. Cr.

	£	s.	d.
Grains	1	4	6
3½ tons of mangold	3	5	6
½ „ of hay	2	15	0
1 sack of beanmeal	1	4	0
1 load of straw	1	5	0
11 trusses of hay	1	7	6
1 load of straw	1	8	0
Brans	0	6	0
2 drinks	0	0	6
Meadow feed	17	10	0
1 ton of hay	4	0	0
Poles for fencing	0	15	0
80 poles of vetches	4	0	0
„ rye	2	0	0
Interest on 66*l.* purchase money for cows	1	13	0
	42	14	0
Balance	57	16	1
	£100	10	1

	£	s.	d.
Milk.			
Quarter ending Midsummer 1856, 3,844 qts., at 2½*d.*	40	0	10
Quarter ending Michaelmas 1856, 3,100 qts., at 2½*d.*	32	5	10
Butter.			
Quarter ending Midsummer 1856, 290 lbs. 8 oz., at 1*s.* 1*d.*	15	14	8½
Quarter ending Michaelmas 1856, 230 lbs. 8 oz., at 1*s.* 1*d.*	12	9	8½
	£100	10	

Land and Stock Account from Lady-day 1855 to Lady-day 1856.

	£	s.	d.
Rent and taxes	34	15	9
Seed wheat	1	1	0
Manure and carriage	4	0	10
Labour	12	12	0
Plants and seeds	0	19	2
18 sacks of potatoes	6	6	0
Bushes	1	10	0
Vetches	0	12	0
Cleaning wheat	0	11	0
	52	7	9
Balance	62	15	9
	£115	3	6

	£	s.	d.
3 sacks of wheat and tail	6	16	0
1½ loads of straw	1	16	0
Vetches and vegetables sold	9	16	0
7 tons of mangold	7	0	0
8 „ swedes	8	0	0
1 „ turnips	1	0	0
700 cow cabbage	2	12	0
20 bushels of onions	2	0	0
Beans and peas consumed	1	12	0
300 cabbage plants	0	10	0
16 cwt. of carrots	1	10	0
10 „ parsnips	1	0	0
138 doz. of cabbage consumed	3	0	0
57 sacks of potatoes sold	20	6	6
35 „ planted	12	5	0
60 „ consumed	21	0	0
50 „ in store	15	0	0
	£115	3	6

Cow Account.

	£	s.	d.
Grains	3	4	0
Beanmeal	3	12	0
6 tons of swedes	6	0	0
7 „ mangold	7	0	0
700 cow cabbage	2	12	0
Meadow feed	2	2	0
3¾ tons of hay	19	17	0
4 loads of straw	5	0	0
	49	5	0
Balance	6	16	2
	£56	1	2

	£	s.	d.
4,352 qts. of milk, at 2½*d.*	45	7	8
153 lbs. 8 oz. of butter, at 1*s.*	7	13	6
2 calves valued	3	0	0
	£56	1	2

PIG ACCOUNT.

	£	s.	d.		£	s.	d.
Grains and toppings	24	9	0	17 porkers sold	34	1	6
Meal	92	13	0	7 hogs	54	6	6
„	2	9	8	4 „ brought into store	28	3	0
Grinding and killing	3	8	0	Estimated value of 2 sows and 17 pigs	20	0	0
7 loads of straw	8	15	0	2 sows in pig	6	0	0
	133	14	8				
Balance	9	16	4				
	£143	11	0		£143	11	0

GENERAL SUMMARY.

	£	s.	d.
Balance on land	62	15	9
„ cows	6	16	2
„ pigs	9	16	4
Total	£79	8	3

WELLS.

SIR, *Wells Union, 27 March* 1857.

I HAVE to apologize for allowing your letter of the 2d instant to have remained so long unanswered, but added to the extra duties just now, the close of the parochial year, I have, for some time past, been unwell.

In reply to your questions, we occupy about twelve acres of land, say three for pasture, and nine garden; the produce of the latter is chiefly vegetables and roots.

Two cows are kept, and several pigs; the produce of the land wholly supplies the house with vegetables, as do the cows with milk, and partly with butter. The value of such produce is charged to the provisions account as though contracted for.

The average number of boys employed on the land is twelve; they chiefly work apart from the adult paupers.

There is no special agricultural instructor; the whole management is under the superintendence of the master, who himself has been a farmer.

I have, &c.

J. Ruddock, Esq., (Signed) HENRY BADCOCKE, Clerk.
Her Majesty's Inspector of Schools.

WILLITON.

SIR, *Williton Union, 5 March* 1857.

I HAVE the honor to forward for your information the enclosed accounts for the garden and piggery for the year 1856, which I trust will meet with your approval. The work has been performed by the old men I have had in the house, with one able-bodied man, the boys not being taught spade husbandry. Taking into consideration the poor and exhausted state of the ground, I think the return very satisfactory. Having arranged it so that I have made the discharge from the drains of the house available for

manure, I trust to have a still more favourable account to render at the close of the present year. The quantity of land, including the field, is about three acres; average number of men employed during the year has been four.

I have, &c.

J. Ruddock, Esq., (Signed) HENRY PRATS, Master.
Her Majesty's Inspector of Schools.

ACCOUNT of the LAND cultivated at the above Union, from 1 January to 31 December 1856.

DR.	£	s.	d.		£	s.	d.	CR.
To amount paid for small seeds and seed potatoes	1	15	4	Sept. 29. By potherbs for the quarter	0	13	0	
„ „ for seed wheat	1	11	6	„ „ 1,472 lb. of potatoes at 1*d.*	6	2	8	
„ hire of horses and ploughs, labourers, &c.	1	8	8	„ „ 13 cwt. of carrots at 2*s.* 6*d.*	1	12	6	
„ hire of steam threshing machine	1	0	0	„ „ 10 cwt. of parsnips at 2*s.*	1	0	0	
„ reed for thatch, and man to thatch the rick	0	17	0	Nov. 25. „ 18¼ bags of potatoes, at 8*s.* per bag	7	6	0	
„ 1 year's rent of field	5	10	0	Dec. 25. „ potherbs for the quarter	0	13	0	
„ tithes	0	8	4	„ „ 62¼ bushels of wheat, at 5*s.* 9*d.*	17	17	11¼	
„ rates and taxes	1	4	3	„ „ waste wheat	0	5	0	
„ lime for dressing	0	6	0	„ „ 2 tons of straw, at 30*s.*	3	0	0	
Balance profit	28	2	0¼	„ Value of potherbs in the ground	0	13	0	
				„ Estimated value of manure in hand	3	0	0	
	£42	3	1¼		£42	3	1¼	

PIGGERY ACCOUNT, from 1 October 1855 to 31 December 1856.

1855.	£	s.	d.	1855.	£	s.	d.
Sept. 29. To value of 2 pigs taken over	2	13	0	Dec. 20. 1 pig killed, 10 score at 10*s.*	5	0	0
1856.				1856.			
Jan. 1. „ 1 pig purchased from Mr. Jones	3	0	0	Feb. 28. 1 do. 7 score 10 lb., at 10*s.*	3	15	0
Feb. 1. „ 2 pigs purchased from Mr. Langdon	1	4	0	May 8. 1 pig killed, 4 score, at 10*s.* 6*d.*	2	2	0
Mar. 1. „ 1 pig purchased from Mr. Langdon	0	18	0	„ 1 pig killed, 12 score 3 lb., at 10*s.*	6	1	6
June 7. „ 2 pigs purchased from Mr. Dunne	2	0	0	„ 10 lb. lard, at 8*d.*	0	6	8
„ straw purchased from Jan. to Aug.	0	12	0	Oct. 1. 1 pig killed, 4 score 10 lb., at 10*s.*	2	5	0
„ barley meal for the 15 months, ¼ a ton	6	0	0	Dec. 21. 1 pig killed, 12 score, at 10*s.*	6	0	0
„ paid for killing and dressing 6 pigs	0	6	6	„ 31. Value of 2 pigs in stock	5	0	0
Balance profit	13	16	8				
	£30	10	2		£30	10	2

About three acres of land cultivated.

	£	s.	d.
Profit on garden and field	28	2	0¼
Ditto on pigs	13	16	8
	£41	18	8¼

WYCOMBE.

BLEDLOW SCHOOL FARMING ACCOUNT, for the Year ended Lady-day 1856.

DR. CR.

	£	s.	d.	£	s.	d.
Stock in hand Lady-day 1856:—						
1 milch cow	7	0	0			
2 store pigs	4	0	0			
Mangold wurzel and turnips	0	10	0			
2 cwt. of hay	0	10	0			
Rye grass and clover (sown)	0	5	0			
Cabbage plants	0	5	0			
				12	10	0
Payments for new stock, &c.:—						
1 cow in calf	16	0	0			
1 sow in pig	5	5	0			
Hay and straw	37	1	4			
Pigs feed	14	0	0			
Plants and seeds	1	19	8			
Seed potatoes	3	10	0			
Making fences	2	8	4			
Mowing of clover	0	2	6			
Rent of land	10	17	6			
Poor rates	1	17	6			
Highway rates	0	6	3			
				93	8	1
Total				105	18	1
Balance in favour, Lady-day 1856				43	9	5½
				£149	7	6½

	£	s.	d.	£	s.	d.
Produce consumed in the house:—						
Potatoes, as per quarterly account	30	2	5			
Cabbages	0	16	0			
Carrots	0	8	0			
Onions	1	3	0			
Apples	0	12	0			
Gooseberries	0	8	0			
Milk and butter	28	14	0½			
				62	5	5½
Stock, &c. sold:—						
1 calf	1	5	0			
3 fat pigs	24	19	2			
Apples	0	10	0			
Potatoes	0	7	6			
Stack of clover hay	4	0	0			
1 barren cow	7	0	0			
				38	1	8
Stock in hand, Lady-day 1856:—						
1 milch cow, valued at	11	0	0			
7 store pigs, 30*s.* each	10	10	0			
½ ton of hay	2	11	3			
1½ ton mangold wurzels	1	10	0			
20 lbs. Sweed turnip seed	0	16	8			
200 bushels of potatoes	20	0	0			
25 ditto for seed	2	12	6			
				49	0	5
				£149	7	6½

(Signed) W. H. MAYNE, Industrial Teacher and Superintendent.

GENERAL REPORT, *for the Year* 1856, *by Her Majesty's Inspector of Schools*, H. G. BOWYER, Esq., *on the* SCHOOLS *of* PAROCHIAL UNIONS *and on the* REFORMATORIES *inspected by him in the* EASTERN *and* MIDLAND DISTRICT.

MY LORDS,

THE last Report which I had the honor to submit to your Lordships embraced the year 1855 and the first quarter of 1856, terminating at Lady Day. I shall therefore take that day as the starting point of this, and, when practicable, of every future yearly record of my official labours; so that the parochial year may form the limit of my General Reports, as it does of the annual certificates awarded to workhouse teachers, and the annual grants by which their salaries, and those of the industrial instructors, are repaid to boards of guardians. I shall thus be enabled to convey a more correct idea of the changes which the character of the certificates issued may show to have taken place, either for the better or for the worse, in the teaching body of workhouse schools. I shall also be able to furnish statistics of the produce and profit derived from the land devoted to the industrial training of boys in workhouse schools, which it has not been in my power to do since the year 1853, owing to the fact that my Reports have been called for before Lady Day, on which day the accounts of almost all school farms are made up. For these reasons I hope that nothing will occur to prevent my taking the parochial year as the limit of all my future Reports. I express this hope more especially with reference to agricultural statistics, as the results of one year's cultivation are not of much value as the basis for estimating the probable produce of a piece of land cultivated by boys, since circumstances may have rendered the land more or less productive than usual. For example, the potato disease, which raged last year on most of the union school farms, reduced their balance far below the average. But a series of annual agricultural reports will afford the means of ascertaining the average productiveness of land tilled by the spade in the hands of boys, not as a main object, but as an accessory to school instruction. At a time when reformatories are rising in every part of the country, such information is of peculiar value, as it is generally agreed that their industrial system should be chiefly based on agriculture; but I do not think that the value of that kind of

Expediency of making period embraced by our annual reports coincide with parochial year.

Statistics of union school farms.

Importance of such statistics with reference to reformatories.

industry, as a source of income to the institution, is appreciated so highly as it deserves to be. I have no hesitation in expressing my conviction, founded on the experience acquired by ten years' inspection of workhouse schools, that the produce of the land cultivated by the inmates of reformatories will go very far towards defraying their current expenses. They will possess, in a financial sense, a great advantage over workhouse schools, inasmuch as their inmates will be, generally, far more valuable labourers than workhouse boys, on account of their greater average age, and will devote more hours in the day to the cultivation of the land than can be done in workhouse schools. If sufficient care be taken to keep down working expenses, and to economise the manure produced on the premises, I do not think I shall be far wrong in setting down the average profits at 10*l.* per acre. These considerations have induced me to issue a circular to all the workhouse schools in my district in which agricultural training is carried out, requesting a balance sheet of last year's cultivation; and, in order to avoid adding to the bulk of this Report by transcribing in extenso the returns which I have received, I have reduced them into a tabular form, which will I think, afford all the information of any practical utility. This table will be found in the Appendix to my Report. (*See Appendix* A.)

My tour of inspection has been somewhat extended this year, for the purpose of inspecting a part of my colleague Mr. Ruddock's district, a protracted indisposition having compelled him to suspend for a time his official duties. The schools which I inspected are situated in Oxfordshire, Buckinghamshire, and Berkshire. I do not consider myself entitled to report upon these schools any further than by the general remark, that they afford abundant evidence of careful and zealous inspection; and especially so by the efficient manner in which industrial training is carried out in them. I shall, however, make an exception in favour of two facts, which I am desirous of bringing to the notice of boards of guardians in my district. The first is, that, Mr. Huthnance, master of the Chipping Norton workhouse, has taken out a patent for an improved economic laundry stove and drying room, which appears to me worthy of general adoption, not only in workhouses and district schools, but also in all public establishments. The details relating to this invention will be found in the Appendix to this Report. (*See Appendix* B.) The second is, that, the schools of industry established by the Oxford and Wycombe unions for the maintenance and education of the children receiving in-door relief, which are entirely disconnected from their respective workhouses, have been placed by the Committee of,

Improved economic laundry stove and drying room.

Oxford Industrial school.

Council and the Poor Law Board on the footing of district schools in regard to the annual payments which they receive from the Parliamentary Grant appropriated to pauper schools.

In the Oxford industrial school the superintendent receives 70*l.* a year; the matron, 30*l.*; the gardener, 30*l.*; the laundress, 15*l.*; and the cook, 12*l.* 12*s.* Adding to this the salaries of three teachers, the annual payments made by the public to the Oxford union for salaries of officers amount to 268*l* 12*s.* per annum. If to this be added the average stipends of two pupil-teachers, and the remuneration paid to the schoolmaster for their instruction (which, though not paid to the union, must be considered as expended for its benefit, since they promote the efficiency of the school), the total annual contribution of the country towards the education and industrial training of the pauper children in the Oxford union amounts to 307*l.* per annum. The Wycombe industrial school, though smaller than the former, affords an equally striking example of the solicitude of the Committee of Council and the Poor Law Board to promote the establishment of schools for pauper children, free from the pauperising influences of workhouse associations. I would fain hope that these examples of the liberality of the State may operate as precedents to the encouragement of boards of guardians to establish separate schools for the children now reared in the workhouse; if not solely for the sake of the moral and social benefits which their constituents will derive from the diminution of pauperism, and the increase of industry and virtue, through an untainted and practical education; at all events, whenever the increase of population, and the sanitary regulation for the prevention of overcrowding recently enforced by the Poor Law Board shall place the alternative before them, either of enlarging the workhouse or of removing the children to a separate establishment. I confess, however, that my recent experience is not such as to inspire confidence. I stated in my last Report that the Wolverhampton board had decided on erecting a separate school for their workhouse children. I regret, however, to be obliged to say, that that decision has been reversed, and that the children are to remain in the workhouse, in which additional accommodation is to be provided for them by a considerable enlargement of the building. I must, however, allow that my regret at what I must conceive to be an error on the part of the board is a good deal mitigated by the measures taken by them at the same time for improving the education and industrial training of the children.

Salaries paid from Parliamentary Grant.

Wycombe Industrial school.

Enlargement of Wolverhampton workhouse.

Repayment of salaries of industrial instructors out of the Parliamentary Grant.

The repayment to the unions of the salaries of industrial instructors, which was authorized by the circular letter dated 7 August 1855, will enable us to improve materially the industrial training afforded in workhouse schools. Owing to an accidental circumstance, I was not authorized to act upon that circular till a considerable time after my colleagues. I am, consequently, rather behindhand in availing myself of it. But I have, nevertheless, had sufficient experience of its working to convince me of its importance for good, so long as it be not applied with too great liberality. The object of that measure is the improvement of the industrial training afforded to pauper children; and, consequently, the industrial instructors contemplated by it are, strictly speaking, only such officers as are appointed for the *purpose* of instructing them in some useful calling. But, in applying it to workhouse schools, cases occur in which it is difficult to ascertain whether industrial instruction is the main business of the officer in question, or only an incident in the performance of his duties originating in mere convenience. In a good many workhouses the shoes and clothing of the inmates have always been made in the house, because it was considered cheaper to do so than to have them made by contract. The person charged with this duty is generally a workman of very humble pretensions, who would, most probably, be an inmate but for that employment; and he is assisted by one or two crippled inmates, formerly of the same trade, and a few boys, to whom the easiest part of the work is assigned. In this workshop are made or repaired the coarse clothing and shoes of the inmates, but no article is attempted which would suit the ordinary customers of a tailor or shoemaker. I am far from undervaluing the utility of even the coarsest work as an instrument of industrial training. But, considering that these workshops were established many years ago by the boards of guardians, on grounds of economy and convenience, and would continue to exist without any assistance from the public, I do not think them proper objects for the application of the Parliamentary grant, except under the condition of an increase in the number of boys trained in them, and an improvement in the quality of the work performed. Unless that condition be made imperative, and its performance be rigidly enforced, that grant will cease *pro tanto* to be an educational grant, and become nothing else but a payment out of the public taxation in aid of the rates. This difficulty, however, vanishes wherever any new workshop is established, and an industrial instructor is appointed in consequence of the proffered repayment of his salary; or where

a separate laundry, dairy, or kitchen is devoted exclusively to the instruction of the girls; as their object can have been no other than the education of the children. The same observation applies to agricultural instructors, as economy alone would have dictated that the children should be set to work under the superintendent of labour, or some inmate.

Changes which have taken place among workhouse teachers.

The number of new appointments has been nearly the same as in the previous year; and, setting those that are an improvement on what previously existed in the same schools against those that are the reverse, the balance is slightly on the favourable side. The number of re-examinations has been unusually large; partly because several teachers had not been re-examined for some years past, but principally by the operation of the alteration which your Lordships have made in the scale of capitation payments. I am happy to be able to say that it has fully attained the object which your Lordships had in view; for it has not only stimulated the teachers to study for an examination, but (what your Lordships justly consider far more important) encouraged them to increased attention to the improvement of their schools, not only in the ordinary subjects of school instruction, but also in industrial knowledge and habits.

Alteration recently made in scale of capitation payments.

Admission of workhouse teachers to Queen's scholarships.

I expressed a hope in my last report [*see* Minutes on Parochial Union Schools, for 1855–6, p. 62] that the opening afforded to workhouse teachers, with certificates of competency and efficiency, for obtaining a Queen's scholarship without examination, by a three years' good service in the same workhouse school, would attract to this department of elementary education some of the pupil-teachers in non-pauper schools who were unsuccessful in the Christmas examination for Queen's scholarships, or had been prevented by circumstances from attending the examination. I cannot say, however, that the experience of the past year has justified that hope. It may be, that the repugnance felt by teachers to service in a workhouse overbalances the temptation of obtaining a Queen's scholarship on such easy terms; but I am more inclined to attribute the failure of my anticipations thus far to their not being aware of the possibility of so doing, as the letter of your Lordships' Secretary, announcing it, has only been published in the volume of Union School Reports, which is not distributed to elementary schools unconnected with the Poor Law. I may be permitted to express a hope that means will be taken to make that letter more extensively known. Workhouse schools would be greatly benefited by the services of this class of teachers, who are very superior, both in knowledge and in power of teaching, to the generality of the candidates that

answer the advertisements. And I am persuaded that the experience which the young persons themselves will acquire by three years' service in a workhouse school will be useful to them in after life, whatever class of school they may afterwards be entrusted with. My anticipation that the expectation of earning a Queen's scholarship by the means held out in that letter would tend to keep restless young teachers in the same school, has been fully realized.

I have now touched upon all the most salient points of my inspection of workhouse schools in the course of the past year. To enter into more minute details of the slight and fleeting changes which take place from year to year in the schools under my inspection would be of no practical use. One school may improve, owing to the appointment of a good teacher; another may be injured or ruined by an opposite cause. One county may be more favoured in the lottery of appointments than another. But no conclusion could be drawn from events which cannot be traced to the operation of any fixed cause; and no fact from which a conclusion cannot be drawn deserves a place in an official report. While the general conditions which govern the problem of pauper education remain mainly such as they were established by the Act which reformed the Poor Laws, it is futile to expect any more satisfactory solution of it than has been attained through the unceasing efforts of two departments of Government, and the expenditure of considerable sums of the public money. Much has been, doubtless, thus effected, in concurrence with the improvement which has taken place during the same period in the feeling of boards of guardians on the subject of education, both moral and industrial; and it is impossible not to view with satisfaction the results of this education in many workhouses in which a fortunate concurrence of circumstances neutralizes the moral evils inseparable from such a place. But so long as the children are dispersed among 724* workhouse schools, requiring 389 schoolmasters and 494 schoolmistresses; and of these schools only 25 have more than 100 children each, only 30 between 75 and 100, only 101 between 50 and 75, while the enormous number of 568 contain less than 50 children; it is quite impossible that the supply of competent teachers should at all approach to equality with the demand. And, so long as these schools continue to form part of the workhouses, the insufficiency of the supply will be aggravated by the aversion of

General reflections on present state of workhouse education.

* These statistics are taken from a letter addressed by the Committee of Council on Education to the Poor Law Board, and dated 15 June 1852; but, though old, they are sufficiently in accordance with the present state of workhouse schools to illustrate my argument.

teachers to the position and the duties of a workhouse schoolmaster. This feeling or prejudice on the part of the community of teachers throughout the country has not exhibited any signs of diminution during the past year. Many cases have occurred in which boards of guardians have advertised repeatedly without success, and been obliged at length to elect a person whom they knew to be incompetent, because there was no other alternative. In one instance, a board dismissed their schoolmaster on account of his gross neglect of his duties, and, after several unsuccessful attempts to fill the vacancy by election, were obliged to reappoint the teacher whom they had dismissed. The constant elections of school masters and mistresses are still, as hitherto, a source of trouble and annoyance to boards of guardians, and the incompetency of the persons whom necessity compels them to appoint is as great as ever. Of this, a remarkable instance came recently under my notice. The school in which it occurred was a small one, but it had the good fortune of possessing, for several years, very efficient schoolmasters; and the boys' school has, consequently, been a remarkably good one. These good masters were, however, succeeded by a series of incompetent ones. The mistresses have always been bad during the ten years in which I have inspected the school. The last mistress examined there was entirely unacquainted with arithmetic. Of the master's attainments, the following specimen of his examination papers will suffice to give an idea. The question was—"Explain the meaning and derivation of the following words." I subjoin the words, with his explanations of their meanings:—

"Construction"	"A person instructed."
"Salubrity"	"Foul."
"Antichrist"	(*Not answered.*)
"Antecedent"	"A noun."
"Collateral"	(*Not answered.*)
"Dislocate"	"To put out of joint."
"Innocuous"	"Bitter."
"Interpose"	"To console."

I must add that this person was by profession a schoolmaster, and had been for some years in charge of a National school. To persons who have not occasion to examine teachers belonging to the class of village schoolmasters whose schools are not under Government inspection, it may perhaps appear almost as strange that such simple questions should be put to a professed instructor of youth, as that they should have been so imperfectly answered. But I think that most of my colleagues will bear me out in saying that these and similar questions have proved a stumblingblock to not a few indi-

viduals of that class; and that a vocabulary of the words whose meaning is within the knowledge of the ordinary village schoolmaster and mistress would be an exceedingly small one, and would afford small assistance to the well-known "intelligent foreigner," if he were desirous of studying the English language.

District schools.

I have so fully explained, in my previous annual reports, the measures which ought, in my opinion, to be adopted by the Legislature, if it be desired that the existing Acts on the subject of district schools shall be anything but a dead letter, unless under exceptional circumstances, that it would be inexcusable in me to trespass on your Lordships' indulgence by any further observations on the subject. I may, however, be permitted to state that I have not altered my opinion of the expediency of consolidating the existing pauper schools, whether as district schools, or as industrial schools, like those belonging to the Oxford, Wycombe, Hartismere, Liverpool, and Manchester unions, to which neighbouring unions should send the children from their workhouses; though I cannot conceal from myself that every year that passes without some steps being taken in this direction raises new obstacles in the way of the improvement which I desire, in the shape of new schoolrooms, new dormitories for children added to workhouses, or entire new workhouses built for children and adults. I shall abstain from making any further observations on this subject; but the confirmation afforded to my opinions by the authority of one of the most experienced and able among the Poor Law Inspectors is too valuable to me to be passed by. I shall, therefore, conclude with the following emphatic statement of Sir John Walsham, extracted from his Report for 1855, addressed to the Poor Law Board:—

Opinion of Sir John Walsham, Poor Law Inspector.

"Nothing whatever has been done towards the establishment of district schools among the unions under my superintendence; and I consider that all attempts to induce the guardians of those unions to promote the formation of school-districts will, as heretofore, be perfectly useless, so long as that formation depends exclusively on their consent, and so long as powers analogous to those vested in the Poor Law Commissioners, by the 4th and 5th Will. 4. c. 76. s. 26., for the organization of unions, are not available for the organization of school districts. I sincerely wish that those powers could be obtained from the Legislature; for until the bulk of the children brought up in workhouse schools can be educated in separate establishments, and removed altogether from the debilitating influence of workhouse associations, the reports of the 'stagnant dulness of workhouse education' which annually proceed from Her Majesty's Inspectors of Schools must continue to be more and more discouraging."

Reformatories.

Reformatories in my district.

This class of schools was under the inspection of Her Majesty's Inspectors of non-pauper elementary schools until the circular letter of your Lordships' Secretary, dated July 1856, transferred them to the superintendence of those of Her Majesty's Inspectors who are charged with the inspection of workhouse schools. The reformatories referred to me for inspection in consequence of that circular are the following.—The Horndon reformatory, in Suffolk; the Marsham reformatory, in Norfolk; the Saltley reformatory, near Birmingham; and the Birmingham girls' reformatory; the Peccleton House reformatory, in Leicestershire, and the Tiffield reformatory, instituted by the Northamptonshire Society for promoting and extending Education. In order to convey an accurate idea of the reformatory movement in my district, I will add that the Staffordshire Reformatory Society has commenced the erection of one near Stafford; that the Warwickshire Reformatory Society has opened one near Leamington, not as yet assisted by your Lordships' grants; and that the Monks of the Order of St. Bernard have one in operation in Leicestershire. Of the last two I have no official knowledge. I have only visited one of these institutions for the purpose of determining the annual grants; viz., that of the Northamptonshire Society, as the months fixed upon for that purpose have not yet arrived with regard to the others on my list. I have visited, for the purpose of simple inspection, the Peccleton reformatory, and attended the last inspection of the Saltley reformatory by my colleague, the Rev. H. W. Bellairs.

Difficulty of forming correct opinion on state of a reformatory.

Under these circumstances it would be premature in me to offer any opinion on the working of the reformatories in my district, and I am deeply sensible of the difficulty of forming one which I could, with any confidence, report to your Lordships, without greater knowledge of the subject than I can hope to acquire before several years of attentive observation. In fact, no opinion relative to the actual work of reformation effected in any of these establishments can be much more than a conjecture, if grounded solely on the impression produced in the mind of the Inspectors. The instruction, both religious and secular, the industrial training, the general management of the institution, may be outwardly unexceptionable. The officers may appear exemplary in their moral qualifications and their devotedness to their duties; and yet it is obvious to any person who has noted the tendency exhibited by all institutions, and especially those whose objects are the highest, to conceal their shortcomings, and to appear all the more perfect the less they are conscious of being so, that all those fair appear-

ances may possibly cover a far different reality. There is, indeed, room for a similar doubt, to some extent, in inspecting any common school; for though it is possible to ascertain, with sufficient accuracy, the amount of positive knowledge, religious and secular, imparted to the children, it is more difficult to assure oneself that the moral tone of the school is as genuine as it is apparent. But the materials on which the moral agencies of the school are brought to bear are children, most of whom may fairly be presumed to have more virtuous tendencies than evil ones, as it is only on such a hypothesis that the existence of civilized society, with its manifold temptations and multitude of tempted, can be at all explained. The object of these schools is to improve natures assumed to be already more virtuous than vicious, and also to prepare them for the duties and occupations of life. There is nothing so arduous in such an undertaking as to justify doubts of its having been fairly, if not completely, accomplished, when all outward appearances tend to impress the mind of the inspector with the conviction that it has been so. It is far otherwise in the case of a reformatory. Here the presumption with regard to the children is, that their tendencies are more vicious than virtuous; and, indeed, considerably more so, as only children who are believed to be otherwise irreclaimable, are sent to these institutions. In them, therefore, the moral agencies of the school are all important, and the positive instruction and training imparted to the children can only be considered free from danger to society on the assumption that those moral agencies have triumphed, and converted vicious into virtuous natures. Should this assumption not prove correct, the only result of the education imparted in a reformatory will be to expand and invigorate the intellects, and extend the knowledge of the dangerous classes. To watch the involuntary, and generally momentary, workings of the countenance, which betray the real mind within, or the more permanent marks impressed on it by previous habits of thought and action still rooted in the character, and thus to discover to what extent the moral agencies of the school have succeeded in the work of reformation, must be the inspector's principal object while apparently occupied in ascertaining what the inmates have been taught, and how they have been trained to industry. Now this is no easy task under any circumstances, but its difficulty is greatly increased when the minds to be probed are those of children and youths whose previous lives have trained them to command their countenances, and mould them to any expression which may suit their purpose, and who are bent upon making a favourable impression on the

Government Inspector and on the members of the committee present at the examination. It is, consequently impossible to place implicit confidence in favourable impressions, though a real feeling of shame and religion may often be read in the countenances of many of the younger inmates. Where, on the other hand, the result of the inspection leaves an unfavourable impression, greater reliance may be placed on its correctness; as whatever blemishes may appear must have been involuntarily betrayed. If the characteristic expression of the criminal class is still perceived to pierce in momentary gleams through the staid and demure countenance, it may be confidently concluded that no real reformation has been effected. In the course of my experience of workhouse schools, which are composed of children somewhat analogous to those belonging to the criminal class, I have invariably found the countenance an index to the character.

Difficulty of reforming juvenile criminals somewhat underrated.

I am, however, very far from doubting the possibility of reforming a considerable proportion of our juvenile criminals. This has been established beyond controversy, both in England and on the Continent. But I am inclined to think that the difficulty of the undertaking has been somewhat underrated by many of the promoters of reformatories. There is no doubt that these institutions will, even if imperfectly conducted, effect a considerable amount of good. A large proportion of the juvenile criminals are children who have been impelled by want, persuasion, evil example, or even thoughtlessness, to commit petty larcenies, which, had their perpetrators belonged to the middle and upper classes, would have been visited only with domestic correction. But their dispositions are not really worse than those of most children; and the mere refuge afforded to them by the reformatory from the temptations which occasioned their fall, together with the regular life they lead in it, the religious and secular instruction, the industrial training it affords them, and the employment which the benevolent care of the managers procures for them when they leave it, can hardly fail to render them respectable members of society. This result, however, falls far below the object which the promoters of reformatories have in view, and the expectations which induced the country to support them by annual grants of the public money. The great social evil which has called the reformatory movement into existence, and the removal of which forms its principal aim, is a class of children who are born, bred, and trained to crime as to the calling by which they are to live. They are the rising generation of the caste of professional criminals, whom society does not know how to reform, can no longer banish, and dares not exterminate.

A large proportion of juvenile criminals not naturally worse disposed than other children.

Real class of children for whom reformatories are needed.

It seems to be believed that the young of this caste can be converted into average, and even exemplary, members of society by daily instruction in Scripture, reading, writing, and arithmetic, regular hours of work, a life of decent seclusion, and morning and evening prayers, read by the superintendent or the chaplain; all this administered by the watchful care of a steady respectable man, practically acquainted with agriculture and some other trade, while his equally steady and respectable wife performs the duties of matron. This belief is surely at variance with both theory and experience. It is not credible that a few years passed under the influence of such ordinary mental and bodily discipline can overbalance the effects of a previous life which, though brief in comparison to that ordinarily allotted to man, has produced a soul thickly sown with the seeds of evil, and cultivated by criminal parents, friends, and associates, with all the sagacity, the practised skill, and the ardent zeal with which wickedness pursues its ends; so that its soil is unfitted for bearing any but evil fruit, and is rendered so fertile of evil that it bears that fruit, reversing the sacred parable, some thirty-fold, some sixty-fold, and some an hundred-fold! To drain this mental soil of its impurities is no easy task. It requires, in him who would successfully undertake it, the exercise of the same faculties of the mind as have been employed for the purpose of corruption; and others besides of a far higher and purer character. It calls for a sagacity as unerring, a skill as consummate, a zeal as ardent, and a knowledge of human nature far more profound. It calls, further, for the rarest qualities of the soul; entire forgetfulness of self, singleness of mind, simplicity, and that compassionate love which is not an amiable weakness, but a power, strengthening and animating all the other faculties, and working irresistibly by sympathy on the hearts of those towards whom it is directed. Nor is this theory unconfirmed by experience. I need only mention, in support of my assertion, the Mettray and Ruysselede institutions, the Rauhe Haus, the Red Hill and Hardwick reformatories. Those who founded these institutions were not ordinary respectable and well-intentioned men, but men who are among the choicest fruits of Christianity.

Qualities required for reforming them.

If this opinion be correct, if such be the qualities requisite for the head, or the schoolmaster and mistress of a reformatory, the serious question presents itself—how a sufficient supply of persons thus qualified is to be procured? It is obvious that they cannot be common; and it is, I think, to be feared that they will be inconveniently rare, unless their production be promoted by the formation of a religious order or confrater-

Difficulty of procuring sufficient supply of persons thus qualified. Necessity of doing so.

nity, devoted to that particular work. Such orders have been formed with admirable results in Protestant Germany, but the attempts made to introduce them into England have not hitherto succeeded. The obstacles which stand in the way of the application of the principle of association (so congenial to the English character in every other department of human activity) to religious purposes, are not difficult to be perceived by any person acquainted with our religious history since the Reformation. But this would not be the proper place to point them out. I shall confine myself to stating my conviction that this source of supply is not one that is open to us. Some means must, however, be devised to obtain a sufficient number of men qualified for this arduous and important work; for on this depends the success of the undertaking. Without them all the money expended on reformatories, and all the care bestowed on them, will be thrown away. So impressed was Monsieur de Metz with this truth, that he devoted several years previously to commencing the establishment of his reformatory, exclusively to training an efficient staff of teachers.

Minute dated 2 June 1856, relating to Reformatories.

The Minute of the Committee of Council, dated 2 June 1856, attests the importance attached by your Lordships to this question. The fourth article of that Minute grants—

"The sum of 35*l.* to the treasurer of any reformatory school, in respect of every person qualified as next under-mentioned, who shall have been boarded, lodged, and trained as a master in such reformatory school during a period of twelve months, viz.:

"(*a*) All teachers of common elementary day schools holding certificates of merit, or registered.

"(*b*) All teachers of workhouse schools holding certificates of efficiency.

"(*c*) All students in normal colleges under inspection, who shall have resided therein not less than one year, and shall have successfully passed the examination at the end of the year before Her Majesty's Inspectors of Schools."

The principles on which these provisions are grounded are unquestionably sound. They are:—

1. That the reformatory itself is the best place to train a reformatory schoolmaster.

2. That a candidate for that appointment ought to bring to it a mind previously cultivated by a superior education.

Expemental character of this Minute.

The application of these principles, however, to the state of things at present existing is (like all your Lordships' measures for the promotion of reformatories) avowedly experimental. I trust, therefore, that I shall not be deemed to abuse the freedom which your Lordships' indulgence has hitherto allowed to your inspectors, in expressing their opinions on the effects of the measures adopted by you, if I venture to offer a few observations on this subject.

Its probable results. Reasons for doubting its success.

I fear that very few, if any, certificated teachers or students in normal colleges [(*a*) and (*c*)] who have obtained a place on the class-list will undergo a year's training in order to bestow their services on reformatories, unless they be of such size and importance as to render the situation of superintendent, or head schoolmaster, an object of ambition to them, both in a pecuniary and in a social sense. If the prejudice against the situation of workhouse teacher is so strong among the better class of elementary teachers and students in training colleges, that it was found necessary, at the Kneller Hall Training College, to bind the students by a pledge to serve for seven years in a workhouse, and this liability occasioned the failure of that institution, notwithstanding the superior pecuniary inducements held out for the purpose of attracting students to it,—how much stronger must their prejudice be against the situation of a reformatory schoolmaster, or even that of superintendent of an ordinary reformatory containing twenty-five, thirty, or forty boys? The prejudices of the English people are extremely strong; and the status of a teacher will always depend, in his own estimation and that of others, on that of his pupils. Notwithstanding the many estimable qualities of our trained elementary teachers, I do not think that they are exempt from the less amiable peculiarities of our national character. And, indeed, the sacrifice of *amour propre* which they must make, in order to devote themselves to this branch of their profession, is very considerable. They must not only descend from the high place they have won for themselves among their fellow teachers, to a level below that of the untrained village schoolmaster or the pauper schoolmaster; but they must put aside, as a useless, and even a forbidden, department of instruction, the greater part of what they have learned, with so much labour, in the training college, and on the acquisition of which they most prided themselves. The following extract from the circular letter on the subject of reformatories, dated July 1856, will show the standard of attainments required for teachers in those establishments:—

"The literary ability of a teacher may be regarded as sufficient if the inspector is satisfied that the boys under his charge learn to read, write, and cipher in such a manner as to acquire the practical command of those arts in earning their bread, and making their way in the world. In the same way, as to religious knowledge, you should endeavour to ascertain that the doctrines and maxims of Christianity are taught in such a manner as to be likely to become motives and rules of conduct."

This standard is considerably below that of a workhouse teacher possessing a certificate of competency; and a glance at the syllabus of studies drawn up by the Rev. Canon Moseley for training institutions, and the papers for the

Christmas examinations, will enable your Lordships to estimate the sacrifice of self-esteem which a young certificated teacher or student must make, in order to become a teacher in a reformatory, and the enormous disproportion between the knowledge imparted to him and what he will then be permitted to teach. To this must be added, a life of more constant labour and more complete seclusion than that of a workhouse schoolmaster, and, at least, equal occasions of disagreement with the superintendent and matron. Similar, though less powerful, causes will, I fear, prevent most workhouse teachers with certificates of efficiency from undergoing a year's training for the purpose of obtaining employment in a reformatory, unless induced to do so by the offer of an increased salary, which is not probable, since they now receive between 50*l.* and 60*l.* For these reasons, I entertain very slight expectations of a supply of qualified teachers through the operation of that Minute. It remains to be considered whether there be any other means of attaining the object in view. I venture to think that such means exist; and I shall state, as briefly as possible, what I conceive them to be.

Other means by which object in view might be attained.

The first reflection that presents itself to the mind, in considering this question, is the following:—

1. Instead of attempting to create a supply of suitable teachers, sufficient for a considerable number of small reformatories, by any artificial stimulus, the demand might be rendered proportionate to the supply by consolidating the present large number of small reformatories into a lesser number of large ones.

From this reflection springs another:—

2. These large reformatories might be made the means of training a staff of teachers, by incorporating with each of them a training college organized with an especial view to the work for which the students are intended.

It appears to me that these two ideas embrace the only satisfactory solution of the problem.

Probable number of juvenile criminals for whom reformatories are required.

1. I have attempted to follow up this idea into its practical application, but have been arrested *in limine* by the impossibility of forming a correct estimate of the number of children in England and Wales for whom reformatory education is required. The tabular statement of the number of criminal offenders issued by the Home Office affords no means of obtaining this information, as it does not state the ages of the criminals; and I have not been able to obtain any reliable statistics from other sources. The only fact which I can state with confidence is, that the number of juvenile offenders (aged sixteen years and under) committed summarily, or for trial, in

the twelve months ending on the 29th of September 1856, was 11,808 males and 2,173 females, making a total of 13,981. Supposing the proportion of the acquitted to the convicted to be the same among juvenile criminals as among those of all ages, which was 22·9 of the former to 77·1 of the latter (*see* Tables of Criminal Offenders for 1855, p. 5), there would be about 10,780 undergoing punishment. But, in order to secure myself against the possibility of over estimating, I will reduce this number to 8,000. I am aware that many of these would not be sent to a reformatory; but against them may be set a number of children, not convicted of crime, but sent there by their parents. How far these would make up for the absence of the former, I have no means of judging; but it may be assumed with tolerable safety, that the tendency of magistrates will be to send a juvenile offender, especially if ignorant (which he almost is sure to be), to a reformatory, whenever it is possible to do so, and that, consequently, the number 8,000 may be accepted as approximately correct. As two years is the shortest period for which children can be sent to a reformatory, the whole 8,000 will be inmates of those establishments at the end of the year. To these must be added a number of inmates admitted in previous years, whose sentence has not yet expired. These may, I think, be set down (according to a calculation made by the Northamptonshire Educational Society for that county) as probably amounting to 5,000. We thus have a total of 13,000 children to be provided for in reformatories. This number would require 325 separate establishments, such as are now rising all over the country, assuming them all to reach 40 inmates each, which appears to be almost universally the contemplated maximum. As each reformatory must have a superintendent and matron, a schoolmaster and assistant, the number of officers possessing peculiar and rare qualifications that society will be required to furnish will be 1,300. I am sensible that this calculation is a very rough one; but, making every reasonable abatement in it for possible overestimation, enough will remain to bear me out in saying that, how to procure a sufficient staff of competent officers constitutes the great difficulty which the reformatory movement, as at present directed, will have to encounter.

Probable number of reformatories (according to present scale) requisite for this number of children.

I will now suppose that these 325 small reformatories are consolidated, so that each should constitute a *family*, according to the organization adopted at the Mettray Reformatory, and become a part of a larger establishment. Ten of them would form an aggregate of 400 children, living in ten distinct cottages grouped round a chapel, and governed by a superintendent and matron, four head schoolmasters, and twelve

Number of reformatories requisite if those now existing be consolidated and organized on Mettray system.

assistant teachers. Thus it would require no more than thirty-two of these establishments to perform all the work of the 325, which would occasion a saving of 293 superintendents and the same number of matrons. The number of head schoolmasters would be 128 instead of 325, showing a saving of 197. Against these savings there is only to be set a slight excess in the number of assistant teachers, namely 384 against 325. I need only point out the importance of this organization in a financial point of view. It is obvious that, while the salaries of the officers might be increased, the reduction of their number would occasion a very considerable saving, both to the public purse and to subscribers. I pass to the more important consideration of its efficiency as an instrument of reformation. While it would be utterly impossible to find 325 persons qualified for the arduous duties of superintendent, it would be easy to procure thirty-two men realizing the following description by the pen of the Rev. Sidney Turner :—

Advantages of proposed consolidation.

Greater facility which this consolidation would afford for procuring qualified superintendents and teachers.

"You want a religious man. I mean, a man who takes up his work as a mission,—something given to him by God,—something in which he is responsible, not only for the *means* he uses or the *methods* he pursues, but for the *results* he attains to. Such a man views his work as one which he *cannot, dare not* leave, just to get more salary, leisure, less worry, or more less confinement. Such a man conducts his work in the spirit and by the instruments of the missionary. Not only teaching, but praying; not only admonishing and advising, but giving the daily example of patience, kindness, industry, endurance, and devotion in his personal life. Before such men the stubborn tempers bend, the hard hearts soften, the idols of vice and crime are cast down. They need not be men of extraordinary talent, but they must be men of earnestness, love, and a sound mind."

These qualities, though here attributed to the head schoolmaster, are quite as necessary for the superintendent, whose spirit ought to animate the whole establishment, and rule by moral ascendency over his subordinates. Similarly, while it would be vain to expect 325 head masters at all approaching this standard, it would be easy to find thirty-two fully attaining it. The 384 assistant teachers would be in great measure furnished by the more advanced students under training. These should commence their course from an early age, and pursue it for four or five years, after which they should, if found suited to their work, be promoted to the post of assistant master. By developing the principle of the Mettray Elder Brothers, I believe that excellent masters might be recruited from among the inmates themselves. Such men might be expected to devote themselves to their holy calling with an ardour and self-abnegation far exceeding that which would be found in any other class.

2. I now proceed to consider the reformatory as a training institution for furnishing reformatory teachers. The superiority,

Proposed reformatories considered as training institutions.

in this point of view, of a large establishment, organized as above described, over the present small reformatories of twenty-five, thirty, or forty inmates, is so evident that I hardly think it necessary to prove it. Instead of being cut off from all communication with their fellow students, and confined to the society of an ordinary superintendent, his wife, and a schoolmaster, with occasional visits from the visiting committee, he would be encouraged and strengthened by the society of his fellow students; and his character would be moulded and disciplined by the control and example of his teachers, the watchful care of the superintendent, collective lessons and discussions, the daily observation or exercise of the duties of his future calling, common prayer in the chapel, and the exhortations of the superintendent, if a clergyman (which I would strongly recommend that he should be), or of the chaplain. Thus, and thus alone, can he be fully armed for the high and holy mission he aspires to.

Objection to proposed plan.

Characteristics of popular movements.

Right of State to direct and control this movement.

It will be objected to my plan that the comprehensive survey of the work to be done, the combination and concentration of efforts which are requisite for its realization, are not compatible with the spontaneous and local development of a popular movement, such as that by which reformatories are rising in every part of the country. This I freely acknowledge. I value as highly as any man the animation, the earnestness, and the manly tone of independence which are developed by any popular movement for a good object; but these advantages are purchased by a considerable sacrifice of forethought, comprehensiveness, and combination. It must however be remembered that voluntary action, vigorous and sanguine as it is, has not been able to carry out its object without assistance from the State, and that, consequently, its feelings of independence from central control should be considerably qualified by the consciousness of this fact. Were, indeed, the State to withdraw that assistance, very few of the existing reformatories could be supported; and as the lapse of time, together with the rise of other social movements, shall abate the interest now felt in the reformation of criminals, those institutions will inevitably become still more dependent on the public purse. It is difficult, therefore, even on purely financial grounds, to place any limit on the control which the State is bound to exercise over institutions thus sustained in order that the public money may not be unprofitably expended. But the claim of the State to exercise a higher influence over the work of reformation than that of a mere paymaster rests upon far higher grounds than these. Crime is as truly a national as a local evil, and to repress it has been always considered the first

duty of the supreme power. The enforced abandonment of transportation has so greatly increased the difficulty of effectually performing that duty, that the adoption of preventive means, formerly considered to belong to the domain of individual action, has become a public question of pressing urgency. As the stream of crime can no longer be diverted to the antipodes, public safety requires that measures should be taken to cut it off at its source. This operation is too important to the whole country to be delegated to private benevolence and local authority. The consequences that would result to the whole community from its failure are too serious to justify its being undertaken without that comprehensive view of its extent, and mature deliberation as to its execution, which can alone inspire a well founded confidence of success. If, after a full trial of the present tentative and desultory efforts, it should be discovered that crime was as rife as ever, or even that it was only slightly and insufficiently abated, the evil of such a consummation would not be limited by the extent of the failure. The confidence of the public in the efficacy of moral agencies for the extirpation of social corruptions, which is the most hopeful characteristic of these times, would be rudely shaken, and a reaction would take place in favour of an increased severity of repression, as the only way of dealing with the dangerous classes. At the same time the face of the country would be so thickly studded with reformatory societies and reformatory institutions, fostered by the pecuniary assistance afforded to them by the State, that the introduction of a better organization would be attended with far greater difficulties than it will have to encounter at present, when the ground is comparatively clear, and the public in earnest on the subject.

Example offered, by Poor Law administration, of harmonious combination of local action and central control.

There is, fortunately, nothing novel in the combination of local action and central supervision for the attainment of important social reforms. The present administration of the Poor Law offers us, probably, the most perfect example of the way in which those two essential elements of well-ordered liberty can be blended together, without either being absorbed in the other, and brought to bear, with compound force and entire success, upon one of the most menacing evils with which a nation can be afflicted. The very antagonism which must exist between them prevents the development of the defects to which each of them is naturally subject, and lends new vigour to their healthful action. Neither of them could alone have raised the secure, and yet not too rigid, barrier which now protects society from the encroachments of pauperism;

yet each of them exhibits, in triumphant union with the other, its peculiar excellencies in their freest development. It must, however, not be forgotten that the foundation of the whole system was the power given by the Poor Law Reform Act to the central authority to combine parishes into unions. Without this power the mutual jealousies and divergent interests of parishes would have prevented the formation of all but a very few unions, and thus rendered the whole scheme abortive. A similar power is equally essential to the execution of the plan which I venture to propose. I do not expect that many counties will voluntarily enter into combinations for the purpose of erecting a reformatory on the Mettray plan. Each county will set its ambition upon having a reformatory of its own, and will be predisposed to reject any proposals of union which may come from neighbouring counties. But the authority of the legislature will bear down all opposition; and I cannot but believe that the full discussion which the whole question of the reformation of criminals must receive in Parliament before such a power is granted to the executive will establish so conclusively the necessity of that power, that its exercise will meet with very general acceptance. The unions of counties, or parts of counties, being thus formed, powers of investigation and inspection analogous to those exercised by the Poor Law Inspectors might be conferred on the inspectors of reformatories; but I do not think that these powers need be as extensive as in the former case.

Power to be given to Government to form unions for reformatory purposes.

The local portion of the Poor Law organization affords an equally useful guidance in framing the corresponding portion of this scheme. The precarious resources of voluntary contributions should be entirely discarded; and the cost of erecting as well as supporting the reformatories should be defrayed by the reformatory union, as that of erecting workhouses, and the expenses technically denominated the establishment charges are defrayed by the Poor Law unions; while the maintenance of the inmates would fall on the counties in which their conviction took place, in the same manner as that of the inmates of a workhouse falls on the parishes in which they have their settlement. Similarly the State should facilitate the erection of reformatories as it does that of workhouses, by advancing the required capital on easy terms, and repay to the unions the salaries of the teachers and industrial instructors out of the educational grant, on the condition of annual inspection by the officers of the Committee of Council on Education.

Proposed plan (in imitation of Poor Law administration) for erection of reformatories, support of their establishments, and maintenance of their inmates.

In submitting to your Lordships these results of my reflec-

tions on the subject of the reformation of criminals, I am sensible that I have omitted many details which are well worthy of consideration, and far from completely traced the outline of the most important features of my scheme. But to do more than I have done would have been unnecessary, considering whom I have the honor to address; and I am far more apprehensive of needing indulgence on account of what I have written than what I have omitted.

I have the honor to be, &c.

H. G. Bowyer.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix A.

Summary of Balance Sheets on account of Land cultivated by Boys in Workhouses; for Parochial Year ended Lady Day 1857.

Name of School.	Extent of Land under Cultivation.	Average No. of Labourers employed.		Crops grown.	Live Stock kept.	Rent, Tithe, and Rates.	Working Expenses and Stock. Total.	Produce and Stock. Total.	Profit. Total.
		Boys.	Men, if any.						
	A. R. P.					£ s. d.	£ s. d.	£ s. d.	£ s. d.
Blofield	3 2 0	13	3	Parsnips, potatoes, turnips, cabbages	None.	6 5 0	5 10 0	25 14 10	13 19 10
Blything	2 2 0	7	2	Parsnips, potatoes, beet	None.	5 3 9½	5 2 0	13 4 10	2 19 0½
Bosmere and Claydon	8A. arable 13A. pasture	12	4	Potatoes, cabbages, carrots, turnips	3 cows, 2 sows.	31 10 0	109 14 10	193 4 5	51 19 7
Boston	2 2 23	24	2 or 3 occasionally.	Mangold, carrots, potatoes	None.	18 18 0	1 17 3	40 10 8	19 15 5
Bourn	0 3 27	6	None.	Potatoes, beans, carrots, mangold wurzel	None.	4 2 8	0 13 3	7 1 4	2 5 5
Burton-on-Trent	2 0 0	9	6 sometimes.	Potatoes, cabbages, carrots, onions, &c.	Pigs.	10 7 11	23 3 4	65 17 1	32 5 10
Cheadle	1 3 0	8	None.	Potatoes	None.	3 3 0	17 6 0	28 12 10	8 3 10
Colchester	5 0 0	8	5	Potatoes, cabbages, parsnips, carrots, &c.	Pigs.	15 15 0	184 7 3	287 9 10	87 7 7
Daventry	2A. nearly	12	None.	Potatoes, beans, parsnips	None.	7 0 0	2 8 7	12 13 3	3 4 8
Depwade	4 2 0	18	4 or 5	Potatoes, beans, parsnips	None.	15 0 0	- - -	59 9 0	44 9 0
Downham	2 0 0	5	1	Barley, potatoes	None.	12 0 0	8 3 9	26 2 8	5 18 11
Ely	4 2 0	14	4	Oats, beans, potatoes, onions, cabbages	None.	31 4 10	10 5 0	82 16 9	41 6 11
Erpingham	1 0 0	10	1	Potatoes, cabbages, carrots, parsnips, peas, onions.	Pigs.	1 16 9	13 4 1	38 11 11	23 11 1
Gainsborough	8 0 0	8	5	Grass, 3A., potatoes 5A., &c.	None.	12 0 0	43 15 6	107 6 0½	51 10 6½
Glanford Brigg	3A. nearly	20	2 sometimes.	Wheat, potatoes on 2½ A.; on the rest, vegetables.	—	15 0 0	17 18 6	38 18 6	6 0 0
Grantham	2 3 0	11	4	Wheat, potatoes	Pigs.	8 3 7	31 2 7	77 17 6	38 11 4
Guiltcross	5 0 0	8	6	2A. potatoes, 1½A. wheat, ¾A. oats, ⅝A. cabbages, beans, ⅜A. carrots, parsnips, ¼A. white turnips.	Pigs.	4 10 9½	117 4 0½	171 3 3½	49 8 5½

Halstead	2 0 0	9	2	Potatoes, carrots, cabbages, onions, beans, parsnips, &c.	15 Pigs.	8 17 6	43 16 7	96 3 2½	43 9 1½
Hartismere	3 0 0	12	1	Wheat, potatoes, turnips, carrots	Pigs.	11 9 4	36 14 9	74 14 0	26 9 11
Holbeach	—	—	—	——	—	—	—	—	—
Horncastle	—	—	—	——	—	—	—	—	—
Linton	2 2 6	3	2	Potatoes, wheat	Pigs.	8 12 9	20 8 1½	82 17 6	53 16 7½
Mitford and Launditch	9 2 0	—	—	Wheat, barley, peas, cabbages, potatoes, carrots	Pigs.	22 5 4½	161 0 8	235 19 4	52 13 4
Newark	1 0 0	9	1	Potatoes, peas	None.	5 5 0	1 16 0	15 16 0	8 15 0
Newcastle-under-Lyme	4 2 0	13	6	Potatoes, &c.	10 pigs.	13 15 10	49 7 9½	127 5 6½	77 17 9
North Witchford	6 0 0	12	20 old men.	Wheat, cabbages, potatoes, beans, &c.	None.	34 9 4	12 15 10½	63 4 0	15 18 9½
Oakham	3 0 0	10	8	Wheat, barley, potatoes, turnips, carrots	Pigs.	17 8 0	12 0 5	60 10 9	31 2 4
Peterborough	5 2 10	19	None.	Wheat, potatoes, pease	Pigs.	21 11 9	104 3 10	148 13 0	22 17 5
Plomesgate	4 0 32	10	2	Potatoes, cabbages, mangold, carrots, pease, beans	2 cows, 7 pigs.	21 4 4	34 1 8	81 15 4	26 9 4
Potterspury	5 2 0	6	3 old men.	Wheat, barley, peas, turnips, potatoes, mangold wurzel.	Pigs.	17 15 0	54 2 10	118 12 2	46 14 4
Saffron Walden	6 0 0	17	6	Wheat, barley, swedes, carrots, &c.	2 cows, 4 pigs.	18 6 0	84 9 10	145 0 11	42 5 1
Sleaford	3 0 12	10	2	Potatoes, cabbages, turnips, mangold wurzel, tares.	Pigs.	6 18 4	109 12 6	143 13 3	27 2 5
Spalding	—	—	—	——	—	—	—	—	—
Stafford	4 0 0	15	1	Onions, lettuce, cabbages, peas, potatoes, &c.	None.	25 0 0	36 15 7	131 7 3	69 11 8
Stamford	1 2 0	14	—	Potatoes, onions, peas, beans, cabbages, &c.	None.	6 0 0	1 10 0	25 6 6	17 16 6
Stoke-upon-Trent	13 2 21	17	None.	Wheat, oats, hay, cabbage, carrots, potatoes, &c.	5 cows.	54 0 8	103 5 1½	208 12 3	51 6 5½
Stow	7 1 0	12	8	Wheat, barley, beans, peas, potatoes, &c.	4 pigs.	20 16 5	16 15 3½	126 7 3½	88 15 7
Tendring	—	—	—	——	—	—	—	—	—
Thetford	3 0 0	7	None.	Potatoes, carrots, turnips, peas, &c.	None.	9 15 0	2 11 9	36 6 7½	23 19 10½
Wisbeach	9 0 20	10	6	Wheat, potatoes, carrots, turnips, cabbages, &c.	Pigs.	54 15 0	202 5 0	337 1 3	80 1 3
Woodbridge	Arable, 10 2 23 Pasture, 4 1 30	3	2	Wheat, peas, oats, potatoes, cabbages, carrots, &c.	2 cows, 2 sows.	28 13 3	136 9 0	228 14 3½	63 12 0½

Appendix B.

Huthnance's Patent and Improved Economic Laundry Stove and Drying Room, proportioned to suit Public Institutions and Private Dwellings.

The stove presents the following important advantages :—

1. The simplicity of its construction, the facility and ease with which it can be attached to any room, and the comparative cheapness with which it can be erected.

2. It becomes self-acting as soon as the fire is lighted.

3. It economises fuel, inasmuch as the fire necessary to heat the irons for the use of the laundry likewise dries the clothes; and when the stove is not required for laundry use, it is invaluable as a hot plate for other domestic purposes.

4. The top of the stove (on which the flat-irons are heated) is cast in separate parts, so as to allow for expansion; there is, therefore, no chance of its getting out of order; and to prevent the possibility of accident from the action of the fire, the heating tubes are covered with a non-conducting material, the ends of which are secured in iron plates.

5. The arrangement of the drying room is such, that the admission of dust or dirt of any kind is entirely prevented, and by a system of ventilating apertures, the steam damp is readily carried off, and the clothes purified (while the colour and fibre remains uninjured) during the process of drying, which is of the utmost importance.

9. The drying room may likewise be used as a convenient, inexpensive, and safe place for airing beds, beading, &c.

It is therefore obvious that this arrangement entirely removes the annoyance, inconvenience, and great expense of domestic washing and ironing; while to public establishments, it is not only economical, but, in a sanitary point of view, inestimable.

Sir, *Chipping Norton*, 15 *August* 1855.

I am directed by the Board of Guardians of the union, in answer to your application to them for an expression of their opinion upon your patent laundry now in use in this workhouse, to say that it appears to act admirably in every respect, especially as regards economy and cleanliness, and that in their opinion it is a very valuable invention, and particularly suited to all large establishments, as well as for private families.

I am, &c.

Mr. R. P. Huthnance, Chipping Norton. (Signed) A. L. Rawlinson, Clerk of the Union.

Chipping Norton Union Workhouse, 15 *August* 1855.

At a meeting of the Board of Guardians held this day, a vote of thanks to Mr. Huthnance was proposed and carried unanimously, for his ingenious and useful invention, and for erecting for the use of the union workhouse his patent laundry stove and drying room, which, after a minute inspection and a trial, appears to answer the purpose required in every respect.

(Signed) A. L. Rawlinson, Clerk to the Board of Guardians.

Board Room, Union Workhouse, Chipping Norton, 15 *August* 1855.

I have much pleasure in bearing testimony to the merits of Mr. Huthnance's patent drying room; for economy, simplicity, convenience, and cleanliness, I think it cannot be surpassed, and in a sanitary point of view most valuable to this establishment.

(Signed) John Farwell, Surgeon to the Union Workhouse.

SIR, *West Bromwich*, 23 *October* 1855.

HAVING inspected your patent laundry stove and drying room, I have much pleasure in stating that I consider it a very ingenious and useful invention. I have nowhere seen anything of the kind so economical and convenient, and I have no hesitation in saying that it must afford great comfort in any establishment where it may be erected. I have adopted your apparatus for the new workhouse at Dudley.

I am, &c.

Mr. R. P. Huthnance, (Signed) G. B. NICHOLS, Architect.
Chipping Norton.

SIR, *No.* 329 *Bradford Street, Birmingham*, 25 *October* 1855.

HAVING inspected the drying apparatus patented by you, we are of opinion the same is simple in its arrangement, economical in the consumption of fuel required for heating, and efficacious in its results. We purpose applying the same to the washhouses and laundries in connection with a workhouse for 600 inmates, about to be erected under our superintendence for the Guardians of the West Bromwich union.

We are, &c.

To Mr. R. P. Huthnance, (Signed) BRIGGS and EVERAL, Architects.
Chipping Norton.

SIR, 3 *New Street, Worcester*, 5 *November* 1855.

I CONSIDER your patent drying and heating apparatus for cleanliness, convenience, and economy of fuel decidedly the best yet invented, and capable of the greatest extension, and may be applied to all kinds of public buildings with the greatest safety. To private families it will likewise be a great boon, and rendered doubly valuable from its ease of management.

I am, &c.

Mr. R. P. Huthnance, (Signed) J. W. DAVIS, Architect.
Chipping Norton.

MR. HUTHNANCE, *Winslow*, 27 *May* 1856.

IN reply to your letter of the 24th instant, which reached me here this day, and in which you ask my testimony as to the efficiency of your patent laundry stove and drying room, I have much pleasure in stating that I consider it to be so useful, convenient, and economical an invention—in all cases where a large quantity of linen is required to be regularly and periodically washed—that I never fail to recommend its adoption in the various workhouses under my inspection.

I consider it to be superior to the drying closets often set up in gaols, hospitals, and other public establishments in the following important points:—

1.—It more effectually economises the heat supplied.

2.—It affords more space for the hanging and drying of sheets, blankets, &c.

3.—It is of simple construction, and less likely to get out of repair.

It is not a week since I saw that lately erected by you in the Banbury workhouse; the master and matron of the workhouse, and the guardians generally, express their entire satisfaction with the result, and considered the outlay a very judicious one.

I am, &c.

Mr. Huthnance, (Signed) GRENVILLE PIGOTT,
Chipping Norton. Poor Law Inspector.

Sibford School, 27*th of* 4*th Month*, 1855.

A LAUNDRY stove and drying room having been constructed, under the direction of Richard P. Huthnance, at the "Friends' Agricultural School," at Sibford, Oxfordshire;

It is hereby certified that the result has fully realized the sanguine expectations of the committee and managers of the school; it is found to be amply sufficient for the whole household; a thorough ventilation is combined with rapid drying; beds and bedding, as well as all other articles, to the finest muslin, may with safety be

subjected to its operation, without the possibility of burning or singeing; while the *great economy of fuel and ease of management renders it a cheap, safe, and valuable* appendage to the school.

Issued by direction of the annual general meeting of Sibford school, and signed on behalf thereof by

(Signed) JAMES SESSIONS, Clerk.

SIR, *Sarsden House, 27 September* 1856.

I HAVE much pleasure in assuring you that the stove lately erected in my laundry is not only most convenient, but very economical. I will take every opportunity of recommending it to my friends.

I am, &c.

Mr. Huthnance, (Signed) J. H. LANGSTON, M.P.
Chipping Norton.

SIR, *Chipping Norton, 1 October* 1856.

I HAVE much pleasure in giving my testimony in favour of your patent laundry stove and drying room. I find it a most useful and most economical apparatus, while it affords the greatest comfort and convenience to my family. I consider it only requires to be known to be appreciated.

I am, &c.

Mr. Huthnance, (Signed) ROBERT PARSONS, Draper and Tailor.
Chipping Norton.

SIR, *Banbury, 9 January* 1857.

YOUR letter of the 6th instant was laid before the Board yesterday. The Guardians directed me in reply to inform you that they are perfectly satisfied with the patent laundry apparatus erected by you at the workhouse; they consider that it is admirably adapted for their establishment, and they believe, that in an economical point of view, its value will soon be evident.

I am, &c.

Mr. Huthnance, (Signed) W. W. HEMING,
Chipping Norton. Clerk to the Board of Guardians.

SIR, *Shipston-on-Stour, 10 January* 1857.

IT gives me sincere pleasure to inform you, in reply to your inquiry, that your patent apparatus for drying has given me the greatest satisfaction. I find it most convenient and very economical. You need not hesitate to refer any one to me on the subject; I consider it a highly valuable appendage to my establishment.

I am, &c.

Mr. Huthnance, (Signed) EDMUND ATKINS, Tanner.
Chipping Norton.

SIR, *Banbury, 12 Jauuary* 1857.

HAVING seen your patent apparatus for drying at work, I was induced to adopt it for a bacon room, which I find answers the purpose to my entire satisfaction. I likewise find it very valuable to me in the preservation of dry goods. In point of safety, convenience, and economy, I think it cannot be equalled. I believe your apparatus to be capable of the greatest extension, and I beg to assure you that I shall feel much pleasure in recommending it to my friends.

I am, &c.

Mr. Huthnance, (Signed) W. W. COLEMAN, Grocer.
Chipping Norton.

Laundries are now in course of erection for the under-mentioned persons, viz.:—The Guardians of the Shipston Union Workhouse; Colonel North, M.P., Oxon; Henry Dashwood, Esq., J.P., Oxon; the Governors of the Oxford Infirmary; the Guardians of the Oxford Industrial School; the Superioress of the Convent at Banbury.

Tabulated Reports, by Her Majesty's Inspector of Schools, H. G. Bowyer, Esq., on the Parochial Union Schools inspected by him in the Eastern and Midland District, from Lady Day 1856 *to the* 23*rd of March* 1857.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
Bedfordshire.			—
Ampthill, November.	8	28	The boys are instructed in the National school, the girls and infants in the house by a mistress. There had been a great deal of sickness among the children, which had retarded the progress of the school, but, making allowance for this circumstance, the instruction was satisfactory. The girls are well instructed in needlework, but the boys receive no industrial training.
Bedford, November.	41	35	The boys' school, conducted by a very deserving master, who has been many years in this situation, was in its usual fair condition. Their instruction, though not extensive, is sound as far as it extends, and the excellence of their moral training is evinced by their good conduct in after life. The girls' school was, on the whole, in fair condition. The boys are taught shoemaking and tailoring by industrial instructors, paid from the Parliamentary grant, and the girls needlework by the mistress.
Biggleswade, May.	21	30	The boys, formerly sent out to school, were now taught with the girls by the mistress, who has been for several years in this situation. I was much pleased with the progress the children had made, as well as with the good discipline and healthy tone of activity which the school exhibited. The boys are employed in agriculture, and the girls in needlework.
Leighton Buzzard, May and November.	11 12	34 31	This school is a fair one when there are a sufficient number of permanent scholars, but it has been for some time very fluctuating in its composition. The girls' school consists chiefly of infants. The boys work in the garden. The girls receive the training usual in workhouse schools.
Woburn, November.	14	23	A good school, conducted by a mistress lately at the Ampthill Parochial Union School. The boys were, till her appointment, instructed in the Free School, and whenever I examined I was struck with their ignorance and want of intelligence. The contrast they now present is a remarkable exemplification of the truth, that the school is the reflection of the teacher. A new school-room was nearly completed, and the Board had decided upon erecting a separate laundry for the girls.
Cambridgeshire.			
Cambridge, July.	38	52	The boys' school is respectably conducted, but has been stationary for some time past. The girls' school has improved, and is nearly equal to the former. The boys work on the land, and learn shoemaking and tailoring the girls knit and sew, as in other workhouses.
Caxton and Arrington, January.	10	28	A fair school, conducted by a mistress.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
Cambridgeshire—*cont.*			
Chesterton, July and December.	28 26	17 30	The boys' school has improved since my last report, and is in a respectable state of efficiency.. The girls' school is middling. The boys work in the garden, and learn shoemaking and tailoring. The girls sew, knit, and wash.
Ely, December.	32	41	A mixed school, conducted by a master and mistress, appointed since my last inspection. The changes of teachers have been very frequent in this school as long as I have been acquainted with it, but they have been, fortunately, all above the average, so that the efficiency of the school has not suffered. On this occasion the instruction, though generally respectable, was not equal to what it used to be. The most advanced scholars had rather lost ground than improved. The boys are employed in agriculture, and the girls wash and iron, besides sewing and knitting.
Linton, July.	19	12	Separate schools, fairly conducted by a master and mistress. The boys are employed on the land, the girls in sewing and knitting.
Newmarket.	39	26	This school is very fluctuating, and the room is much too small for the numbers in the winter months, which is very detrimental to its discipline and tone. The instruction is, however, generally fair, and has been sometimes good.
North Witchford, December.	16	34	The boys' school was a good deal improved, and was in a respectable state of efficiency. Some land is cultivated by them. The girls' school was fair, but stationary. Washing and ironing are taught, besides the needlework usual in workhouse schools.
Wisbeach, December.	69	95	The boys' school was not in a satisfactory state, but an efficient master had been recently appointed, under whom it will certainly rise from its present depression. The girls' school was generally satisfactory, but stationary in the character of the instruction. A piece of land is cultivated by the boys. The girls wash and iron, besides sewing and knitting, but the washhouse is a very bad one, and without a drying room, so that washing, ironing, and drying are obliged to be performed in one small and sloppy room.
Essex.			
Colchester, June.	37	29	Both schools exhibited a fair amount of improvement. The boys are better instructed than the girls, but the latter are now fairly proficient. The elder boys work in the garden, and the younger ones knit. The girls are well instructed in needlework and knitting.
Halstead, June.	22	19	Both schools were very backward, making every allowance for their fluctuating composition. There has since been a change of teachers. The boys worked occasionally in the garden; the girls were taught needlework, but not knitting.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
Essex—*cont.*			
Saffron Walden, July.	36	40	New teachers had been appointed a short time before my visit, and the schools had been separated. The master, an able teacher, had already effected some improvement. The mistress, a person of natural aptitude for teaching, though small experience, had not been long enough in office to produce much impression on her school, which she received in a very backward state. The industrial training was as efficient as usual, consisting in agriculture, cow-keeping, dairy work, and needlework.
Tendring, June.	21	42	The boys' school was composed almost entirely of recent admissions, and was consequently in low condition. The girls' school was as hopelessly bad as it has been ever since I have known it. Never was school more unfortunate in its teachers! The boys' school has had some decidedly good masters, and none incompetent. The boys are employed on the land; the girls sew and knit.
Hertfordshire.			
Hitchin, May.	23	38	The boys' school was in its usual respectable state of efficiency. The girls' school middling and stationary. The boys are taught tailoring, and occasionally employed on the land. The girls sew, knit, and wash.
Royston, January 1857.	46	50	The boys' school had improved since my last visit, and was in fair condition. The girls' school was as middling as usual, but the Scriptural knowledge of the first class was fair. Needlework is well taught. The industrial training of the boys is very defective; only eight are taught shoemaking and tailoring, the rest receive no training, there being no land for that purpose.
Huntingdonshire.			
Huntingdon, May.	25 28	43 43	Two new school-rooms had been erected since my last visit, and the schools were conducted on the separate system. At my first visit the boys' school was conducted by a trained master, but he soon after married the mistress, and they both resigned. At my second visit the boys were under a temporary master, and the girls under a new mistress. Some land is cultivated by the boys.
St. Ives, December.	28	25	Both schools have improved considerably under the present teachers, and are in a fair state of efficiency. On this occasion the Scriptural knowledge of the boys was not equal to what it used to be. The boys are employed in agriculture, the girls in needlework and knitting.
St. Neot's, May.	11	33	Since the resignation of the schoolmaster the boys have been sent to the Eaton National School, where they are well instructed. The girls are fairly taught by a mistress. The boys are employed in agricultural labour, and a new laundry has been built for the girls.
Leicestershire.			
Ashby-de-la-Zouch, November.	30	29	A mixed school, fairly conducted by a mistress. I recommended that an industrial instructor should be appointed to train the boys to agriculture.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
Leicestershire —*cont.*			
Barrow-on-Soar, April.	15	12	A fair school, conducted by a master and mistress, but stationary. The boys are employed on the land.
Billesdon, April.	7	15	A small mixed school, under a mistress, tolerably conducted. The boys are employed on the land, and the younger boys knitting. The girls sew and knit.
Blaby, March	7	12	A fair mixed school, under a mistress. It was formerly very moderate, but has lately improved.
Hinckley, April and November.	16 3	19 11	A mixed school, very fluctuating in its composition. I visited it twice, in order to examine newly appointed mistresses.
Leicester, March and January 1857.	76 89	81 116	The boys' school is efficiently conducted by a certificated master trained at Kneller Hall, but it is composed of such fluctuating materials that it is impossible for him to effect much. The girls' school labours under the same disadvantage, and under the further one of the very large amount of needlework performed in it, which materially interferes with the school instruction. The infants are taught in a satisfactory manner. The industrial training of the boys consists in shoemaking and tailoring. The girls are taught to wash and iron.
Loughborough, April.	22	29	The boys' school was much improved; the girls' school also showed some improvement. The boys work occasionally in the garden. The girls sew and knit, and two of them are employed in household work.
Lutterworth, April, November and January 1857.	9 5 8	25 18 24	This is a fair school, under a mistress, and had improved a good deal under the late one. She was succeeded by a former pupil-teacher in the Kirkdale Industrial School. I was much pleased with the progress made by the children at my last inspection.
Market Bosworth, April and October.	14 18	21 14	An average school, under a mistress. The abuse of taking the children from school into the women's ward to nurse prevails here to a remarkable extent.
Market Harborough, December.	17	32	A mixed school, under a mistress. Its composition was very unfavourable, chiefly infants or recent admissions. It therefore appeared to disadvantage; bu in general it is a very fair school.
Melton Mowbray, December.	31	59	Both schools have been conducted in a very satisfactory manner by the present teachers, since they have been under my inspection; but on this occasion they were not in their usual good condition, owing to the changes which have taken place in their composition. The boys work in the garden, but not regularly. The girls sew, knit, wash and iron.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
Lincolnshire.			
Boston, December.	47	79	The boys' school had been for six months under an inefficient teacher, lately a lawyer's clerk, and was consequently in bad condition. The girls' school was in a high state of efficiency, and creditable to the present able mistress. A few of the boys are taught shoemaking and tailoring, the rest cultivate a piece of land. I recommended the appointment of an agricultural industrial instructor. The needlework of the girls is excellent, and some of them are taught to cut out.
Bourn, December.	19	31	The boys' school was rather improved, but still middling. Some land is cultivated by them. The girls' school which has always been under bad teachers since I have known it, was as unsatisfactory as usual.
Caistor, February.	15	42	A school of average merit, which has varied very slightly since I have known it. The boys are employed on the land belonging to the Union, and the girls wash and iron, besides sewing and knitting.
Gainsborough, February.	27	42	A new master had been appointed. I found the boys' school not in so efficient a state as it used to be, but still respectable. The girls school was improved, and in fair condition. The boys cultivate a piece of land, and the girls wash and iron, besides sewing and knitting.
Glanford Brigg.	41	48	The boys' school was left in very low condition by the late master, but an efficient one had been appointed shortly before my visit. There was a new mistress in the girls' school, which was much the same as usual. The boys cultivate a piece of land, and the girls wash and iron, besides sewing and knitting.
Grantham, January 1857.	16	25	The boys' school was very moderate. The girls' school fair. Both teachers were appointed since my last visit. The boys cultivate a piece of land; the girls sew, knit, wash, and iron.
Holbeach, December.	28	32	The boys' school has improved under the present master trained at Kneller Hall, and is in a respectable state of efficiency. The girls' school is very moderate. The boys cultivate a piece of land; the girls sew, knit and cut out.
Horncastle, January 1857.	30	40	The boys' school was in fair condition, the girls' school middling. But it consisted chiefly of recent scholars. A piece of land is cultivated by the boys.
Lincoln.	42	45	The schoolmaster had died shortly before my visit, and the school was conducted by a temporary master, till a successor could be appointed. The boys receive no industrial training. The girls' school was in fair condition, but deficient in regard to arithmetic. I recommend the appointment of industrial instructors in both schools.
Louth, February.	31	43	I found both schools improved. The boys' school is well conducted. The girls' school is now in a fair condition. The industrial training of the boys is very imperfect. The girls wash and iron, besides sewing and knitting.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
Lincolnshire—*cont.*			
Sleaford, February.	24	40	A good school conducted on the mixed principle by a master and mistress. Singing from notes has been introduced, with success, by the present master. Some land is cultivated by the boys.
Spalding, December.	38	44	The boys' school was under an able master, and had consequently improved considerably. The girls' school was stationary. A few of the boys were taught shoemaking and tailoring; the rest were employed in the cultivation of a piece of land. I recommended the appointment of an agricultural industrial instructor.
Spilsby, February.	23	41	This school is no longer in its former high state of efficiency, but is on the whole a very fair one. The girls have fallen off less than the boys, but this is explained by the fact, that their first class is composed of nearly the same children as at my last visit. A piece of land is cultivated by the boys.
Stamford, December.	27	38	A mixed school with master and mistress. The school had improved considerably under the instructions of the present master, lately at the Boston Union school. A piece of land is cultivated by the boys.
Norfolk.			
Aylsham, August.	21	28	This school has been, for some time, unfortunate in its teachers. The present ones are very middling, but none better could be procured. The schools were very middling, but the girls were superior to the boys in Scriptural knowledge. The boys cultivate a piece of land, and the girls sew, knit, wash, and iron.
Blofield, July.	21	21	A mixed school, under a master and mistress. This school, conducted ever since I have known it by the same teachers, has been stationary till the last year, when it slightly improved; one boy was taught shoemaking, and the rest were trained to agricultural labour. The girls were instructed in needlework, knitting, household work, washing, and ironing.
Depwade, August.	22	27	A well conducted school in every respect. The boys are trained to agricultural labour, and some of them to shoemaking and tailoring.
Docking, September.	19	36	This school has been unfortunate in its teachers for several years; many of them have been morally as well as intellectually unfit for the duties of a teacher. At the time of my visit there was no master.
Downham.	31	20	A good mixed school with two teachers. Of late, however, a good deal of insubordination has prevailed in it. Some land is cultivated by the boys.
Erpingham, September.	25	18	The boys' school is in a very efficient condition. The girls' school is fair, but deficient in regard to arithmetic. The boys are trained to agricultural labour, and the girls to washing and ironing, besides the usual needlework.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
Norfolk—*cont.*			
St. Faith's, July.	19	11	An efficient school with two teachers. Excellent maps are drawn by the boys. The boys are employed on the land.
ast and West Flegg.	8	14	The elder boys are taught in the National school, and the rest fairly by a mistress.
Forhoe, September.	21	17	The boys answered fairly in the Scriptures, but in other respects their instruction was moderate. The girls' school was stationary. Some land is cultivated by the boys.
Free bridge, Lynn, September.	10	12	A mixed school under a mistress; much improved, and very fair.
Guiltcross, September.	30	38	A very fairly conducted school. Some land is cultivated by the boys, and the girls wash and iron, besides sewing and knitting.
King's Lynn, September.	27	39	The boys' school was fairly instructed, but the girls' school was very middling.
ddon and Clavering, July.	25	22	A mixed school, with a master and mistress. The instruction is middling, but the industrial training is good. The boys cultivate a piece of land, and the girls wash and iron, besides sewing and knitting.
Mitford and Launditch, September.	64	110	This is one of the most efficient schools in my district both in regard to instruction, and to industrial training. The boys' school was as excellent as usual, and the girls' and infant schools were in a satisfactory state. The industrial training consists in agriculture for the boys, and needlework, knitting, washing, ironing, and kitchen work for the girls.
Norwich, Boys' Home July	43	–	This establishment is a house hired by the union for the accommodation of the boys who would otherwise be in the workhouse, as well as for the board and lodging of those formerly belonging to the former class, who are earning wages in varous employments in the town, but are not yet able to provide entirely for themselves. As soon as their earnings are sufficient to enable them to do so, they are struck off the books of the Home. Till then they pay for their board and lodging out of their earnings. The master of the establishment is the schoolmaster of the boys receiving in-door relief, who are denominated the "workhouse boys," to distinguish them from the former class. The school has improved considerably under the present master, and is now in a satisfactory state. I subjoin the financial statement for 1855:—

NORFOLK—Norwich, Boys' Home—*cont.*

WORKHOUSE AND BOYS' HOME ACCOUNTS COMPARED.

WORKHOUSE.		BOYS' HOME AND SCHOOL.	
Average Numbers, 286.	*Clothing.*	*Average Numbers*, 64½.	
	£ s. d.		£ s. d.
Total Cost	373 6 1¼	Total Cost	130 6 9¾
Average Cost per head	1 6 1¼	Average Cost	2 0 4¾
Balance unappropriated, 3¾*d.*		Balance unappropriated, 1*s.* 3¾*d.*	
Workhouse Rate less than Boys' Home, 14*s.* 3½*d.*			
	Rent, Rates, Taxes, and Repairs.		
	£ s. d.		£ s. d.
Total Cost	345 19 2½	Total Cost	119 12 3
Average Cost per head	1 4 2¼	Average Cost per head	1 17 1
Balance unappropriated, 1*s.* 7*d.*		Balance unappropriated, 4¼*d.*	
Workhouse less than Home, 12*s.* 10¾*d.*			
	Provisions, Necessaries, and Utensils.		
	£ s. d.		£ s. d.
Total Cost	2,797 5 5½	Total Cost	535 14 6
Average Cost per head	9 15 7¼	Average Cost per head	8 6 1¼
Balance unappropriated 2*s.* 8¼*d.*		Balance unappropriated 9½*d.*	
Home less than Workhouse, 1*l.* 9*s.* 6*d.*			
	Miscellaneous Expenses.		
	£ s. d.		£ s. d.
Total	412 17 2¾	Total	112 10 2
Average Cost per head	1 8 10¼	Average Cost per head	1 14 10¼
Balance unappropriated, 4*s.* 10¾*d.*		Balance unappropriated, 8¼*d.*	
Workhouse less than Home, 6*s.* 0¼*d.*			
	*Total Expenditure.**		
	£ s. d.		£ s. d.
Total Expenditure	3,929 7 11¾	Total Expenditure	898 3 8¾
Average Cost per head	13 14 9¼	Average Cost per head	13 18 6
Balance unappropriated, 3*s.* 6¼*d.*		Balance unappropriated, 5¼*d.*	
Workhouse less than Home, 3*s.* 8¼*d.*, which, multiplied by the Average Number of Home Inmates, gives a Total of 12*l.* 0*s.* 6¼*d.*			
		£ s. d.	
Earnings of Home Boys during the Year		113 6 0	
Workhouse gain brought down and deducted		12 0 6¼	
Balance in favour of the Home		101 5 5¾	

* The whole salary of the chaplain is charged to the Workhouse Account, but the excessive number of servants and sewing women employed at the Home, and not included in the returns of average numbers, more than counterbalance the portion of such salary fairly chargeable to the home.

NAME OF SCHOOL AND DATE OF VISIT.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
NORFOLK—*cont.*			
Norwich, Girls' Home, July.	-	38	This establishment resembles the former, except that there are no out-boarders. It is simply a pauper school separate from the workhouse. The general superintendence of the establishment, and the industrial training are admirably conducted by the matron, and the children are fairly instructed by a mistress. The girls are thoroughly trained for domestic service.
Norwich, Workhouse School, July.	18	47	This school was intended only for children admitted from temporary causes, the more permanent inmates being sent to the Homes; but, owing to the insufficiency of the accommodation afforded by these, many children who ought to be sent to them, are necessarily left in the workhouse. Several of them have been so for more than two years.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
Norfolk—*cont.*			
Swaffham.	-	-	Not visited. Children instructed out of the house.
Thetford, September.	24	23	An excellent school conducted by a master and mistress. The master was educated and trained in the Stow Union school. The boys cultivate three acres of land. Some of them are also taught shoemaking and tailoring.
Tunstead and Happing, August.	10	12	A mixed school, under a master and mistress. It has improved considerably under the present master, and is now in a respectable state of efficiency. Singing is fairly taught.
Walsingham, September.	30	13	The girls' school was without a mistress; one had been appointed (the second since my last inspection), but she had not yet entered on her duties. The instruction was moderate. The boys' school was generally fair, and somewhat improved; but the maps had not been used as they ought to have been.
Wayland, September.	9	27	A small mixed school, very fairly conducted by a mistress.
Great Yarmouth. August.	32	42	The boys' school was in a satisfactory state of efficiency, and had improved considerably. The girls' school was very fair. The industrial training of the boys consists in agriculture, shoemaking, and tailoring.
Northampton-shire.			
Brackley, May.	12	19	The boys' school has lately improved, and is in fair condition. The girls' school is very fair.
Brixworth, January 1857.	15	13	A fair mixed school, lately improved.
Daventry, April and January 1857.	29 18	29 39	A mixed school, conducted by a master and mistress. The reading of of the upper classes was, however, deficient in distinctness; and generally the two upper classes were not so satisfactory, on this occasion, as as usual. Some land is cultivated by the boys.
Hardingstone, April.	6	20	A small school, conducted by a mistress. The instruction was stationary.
Kettering.	18	34	A mixed school, very efficiently conducted by a mistress.
Northampton, April and October.	20 19	26 39	A mixed school, very efficiently conducted by a mistress. The boys are taught shoemaking.
Oundle, December.	23	18	A moderate school, conducted by a mistress. There was some improvement in the Scriptural knowledge.
Peterborough, December.	28	60	A very fair mixed school, conducted by a master and mistress. It has improved a good deal under the present teachers. The boys cultivate a piece of land, and the girls wash and iron, besides learning the needlework usual in workhouse schools.
Potterspury, April and January 1857.	12	16	A mixed school, conducted by the workhouse master, assisted by a mistress. The instruction was moderate. Some land is cultivated by the boys.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
Northamptonshire —*cont.*			
Thrapston, December.	7	4	There was only one boy who had been any time in the school. He answered fairly.
Towcester. March and December.	5 13	13 26	A moderate school, conducted by a mistress. There has been, however, some improvement of late. The boys work in the garden, and some of the girls are taught to cook.
Wellingborough, December.	15	31	A fair mixed school, conducted by a mistress. The boys are employed in agricultural labour, and some girls are trained to dairy work.
Nottinghamshire.			
Basford, February.	21	34	A very fair school, and lately improved. I recommended the appointment of industrial instructors.
Bingham, January.	4	6	A very small school, efficiently conducted by a mistress, who is thrown away upon it.
East Retford, February.	14	15	A small school, chiefly composed of infants. The religious knowledge is fair, but other things are moderately taught. The industrial training of the girls is good.
Mansfield, February.	16	19	A mixed school, conducted by a mistress. The instruction was moderate. The boys are employed in agriculture.
Newark, February.	15	33	A new master and mistress. The school, which is a mixed one, was in bad condition at the time of their appointment, but I expect an improvement under their management. A piece of land is cultivated by the boys.
Nottingham, January.	55	70	The boys' school was generally stationary, but an improvement had recently taken place in the teaching of the Catechism. The boys are taught shoemaking, tailoring, and baking; and their industrial training has worked well in enabling them to obtain employment out of doors. The girls' school was improved in discipline and proficiency.
Radford.	-	-	The children, who are very few, are instructed out of the house. I have not examined them this year.
Southwell, February.	12	23	The boys' school was, a few years ago, one of the best in my district, but it has had a succession of inefficient teachers, and is consequently very much deteriorated. The girls' school is as unsatisfactory as it has always been. A piece of land is cultivated by the boys.
Worksop.	14	26	A very fair and progressive school, under a mistress. The boys work on the land, and the girls sew, knit, make and mend, wash and iron.
Rutland.			
Oakham, January.	11	7	A mixed school, conducted by the workhouse master. The instruction has been very unsatisfactory for several years; but on this occasion I can report an improvement. A piece of land is cultivated by the boys.
Uppingham, January.	21	13	A mixed school, very efficiently conducted by a mistress.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
STAFFORDSHIRE.			
Burton-on-Trent, November.	36	43	This school contains some children from the Tamworth Union, and a good many from the West Bromwich Union. The latter, who are recently admitted, are very ignorant, and, consequently, give an unfavourable aspect to the schools. Making allowance for this circumstance, the instruction may be considered as fair as usual. A piece of land is cultivated by the boys.
Cheadle, November.	9	13	A small school, efficiently conducted by a mistress. The boys cultivate a piece of land.
Leek, November.	11	32	A mixed school, very fairly conducted by a mistress. The instruction is confined to Scripture, reading, writing, and arithmetic; but what is attempted is well done, and the discipline and moral tone of the school are excellent. The girls are taught needlework, knitting and laundry work, under the superintendence of the mistress. The boys are employed on the land.
Lichfield, May.	14	18	A fair average school, conducted by a mistress. The instruction has improved during the last two years.
Penkridge, November.	10	19	A moderate school, conducted by a mistress, recently appointed.
Stafford, November.	25	41	A very fair mixed school, conducted by a master and mistress. The boys cultivate a piece of land.
Stoke-upon-Trent, November.	43	67	An excellent school, both in regard to instruction and industrial training.
Stone, November.	15	26	The boys' school had somewhat improved, but was still middling. The girls' school was stationary.
Tamworth, January.	3	18	A mixed school, under a mistress. The instruction was much improved. The elder boys are sent to the Burton-on-Trent workhouse.
Uttoxeter, November.	19	12	A fair school, conducted by a mistress.
Walsall, May.	16	12	A mixed school, under a mistress. The instruction is as fair as can be expected, considering the extremely fluctuating character of the attendance.
West Bromwich.	–	–	The children are mostly sent to the Burton-on-Trent workhouse.
Wolstanton and Burslem, November.	24	30	A very moderate school. Some of the boys are taught shoemaking and tailoring.
Wolverhampton, May and October.	60 50	74 76	The boys' school was in its usual excellent condition. At my second visit I found the girls' school much improved. The guardians have, since my last visit, taken measures for rendering the industrial training more efficient.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
Suffolk.			
Blything, July.	25	33	This school is very fluctuating, and cannot, consequently, be rendered efficient. The boys cultivate a piece of land, and the girls wash and iron, besides sewing and knitting.
Bosmere and Claydon, August.	19	27	This is a very fair school. The boys are, however, inferior in intelligence to the girls, though on this occasion they showed themselves to greater advantage than usual. The industrial training is excellent, consisting in agriculture and cowkeeping, needlework, knitting, cookery, and dairy work.
Bury St. Edmund's, August.	22	22	An average specimen of a workhouse school, and at present more fortunate in its teachers than it has lately been.
Hartismere, August.	20	20	This is more properly an industrial school than a workhouse school, as it is in a building several miles from from the workhouse. The instruction has been moderate and stationary for some years, but on this occasion I found some improvement. The boys cultivate a school farm, and the girls are trained to cookery, washing, ironing, and household work, besides the usual needlework.
Hartismere, Workhouse School.	–	19	This is a school which has been established more than a year ago in the workhouse for the instruction of the infants who are too young to be sent to the former school. They are fairly taught.
Hoxne, July.	22	19	The boys were less backward than at my previous visit. The girls were much as usual. Fifteen boys were taught agriculture, two shoemaking, four tailoring, and one baking. Nineteen girls were taught needlework, four washing, and one cookery. The industrial training is, therefore, very efficient.
Ipswich, August.	48	46	Both schools are highly efficient, and satisfactory in every respect. The boys work in the garden, and some of them are taught shoemaking and tailoring. The girls sew, knit, and wash.
Mildenhall, August.	21	5	The school-room is disconnected from the workhouse, and day scholars are allowed to attend from the town. Only seven of the boys were from the workhouse. The instruction was moderate, and showed little, if any, improvement. The girls are taught in Lady Bunbury's school. A small piece of land is cultivated by the boys.
Mutford and Lothingland, August.	10	30	A fair school, conducted by a mistress. The industrial training is good. A good many of the boys go to sea.
Plomesgate, August.	19	34	The composition of this school is very fluctuating, so that the instruction cannot be raised above mediocrity. No allowance could, however, justify the very unsatisfactory state in which I found the boys' school at my previous visit. On this occasion I found a slight improvement. The Board have tried to procure a better master, but without success. The girls school was better than the boys', but still middling. The boys cultivate a piece of land, and the girls are taught dairy work, besides sewing and knitting.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
Suffolk—*cont.*			
Risbridge, December.	28	31	The boys were tolerably well taught, but had not perceptibly advanced in knowledge. But the first class was reduced to three, which may, in great measure, account for it. The girls were very backward; the infants fair. The boys are sometimes employed on the land, but chiefly in mat-making.
Samford, August.	20	13	Both boys and girls were tolerably instructed, and had made some progress since last visit. The boys work on the land, and the girls wash and iron, besides sewing and knitting.
Stow, August.	28	17	An excellent school, conducted by the workhouse master, assisted by a mistress. The boys are trained to agriculture and straw plaiting, and some of them are taught shoemaking and tailoring. The girls are taught the needlework usual in workhouses, and household work.
Sudbury, July.	30	27	The children were fairly instructed, except in arithmetic. About two acres had been procured for the industrial training of the boys, which was conducted by the schoolmaster to the satisfaction of the Board. The girls are well trained by the schoolmistress in needlework, knitting, and laundry-work.
Thingoe, August.	16	28	The boys' school had improved, and was in a very fair state of proficiency. The girls' school was very fair but stationary. The boys work on the land under the direction of the superintendent of labour. Some of them are also taught shoemaking. The girls are taught needlework as in other workhouses.
Wangford, August.	14	13	A fair school, conducted by a mistress. The elder boys are instructed by the superintedent of labour, who directs their labours on the land belonging to the house.
Woodbridge, August.	17	34	The boys' school had suffered from two inefficient masters, and was, consequently, in an unsatisfactory condition. The girls' school had improved considerably under the care of the present mistress, who has rendered it, for the first time since I have known it, deserving of praise. The boys cultivate a piece of land.
Warwickshire.			
Alcester.	–	–	The children are instructed out of the house.
Aston, April and October.	12 15	19 14	A very pleasing school, conducted by a mistress in a satisfactory manner.
Atherston, April and November.	11 10	10 10	A fair school, conducted by the workhouse master.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
Warwickshire—*cont.*			
Birmingham, April and October.	118 125	199 162	This is a very important school, and generally conducted in an efficient manner. At my second visit, however, I found the boys' school deteriorated. But an efficient master had been recently appointed, from whose exertions I anticipate an improvement in the discipline and moral tone of the school, as well as in its instruction. As it has been impossible to find suitable candidates for appointment as pupil-teachers in the school, the Board have, at my suggestion, selected two from the Blue-coat school. The boys are taught shoemaking and tailoring. I recommended a laundry and kitchen for the industrial training of the girls. The girls' and infant schools were in their usual satisfactory condition.
Coventry, April and September.	32 24	29 16	Both boys and girls are well instructed. The very young girls are more forward than in most other schools.
Foleshill.	–	–	Not visited. Children sent out to school.
Meriden, April	5	7	A very small mixed school, conducted by a mistress. The children are well taught.
Nuneaton, April and September.	11 6	14 10	This school has been very unfortunate in its teachers, and is, consequently, unsatisfactory. The last, however, was more promising than her predecessors, and had effected some little improvement in the instruction. The children, however, ought to be sent to the Coventry workhouse.
Rugby, March, September, and January.	7 3 17	11 11 11	This school was much neglected by the late mistress; and, though slightly improved at my first visit (in consequence of a previous severe report which I was compelled to make), was left by her in as unsatisfactory a state as ever. My last visit was for the purpose of examining a recently appointed mistress.
Solihull.	–	–	Not visited. Children instructed out of the house.
Southam, September.	22	22	A very fair school, conducted by a mistress. The attendance had increased from the admission of several deserted families.
Stratford-on-Avon, September.	6 4	19 20	The mistress whom I found at my first visit proved incompetent, and her appointment was, consequently, not confirmed by the Poor Law Board. At my second visit I found a new mistress, who promised better than her predecessor.
Warwick, September.	45	65	A well-conducted school. The girls are taught washing and ironing, besides needlework. The boys work on the land belonging to the house.
Worcestershire.			
Shipston-on-Stour, September.	17	31	A mixed school, very fairly conducted by a mistress.

General Report, *for the Year* 1856, *by Her Majesty's Inspector of Schools,* T. B. Browne, Esq., Barrister-at-Law, *on the* Parochial Union Schools *inspected by him in the* Northern District; *and on the* Ragged Schools *and* Reformatories *inspected in the same district.*

My Lords, 1857.

Subjects of Report.

My Report for the year 1856 relates not only to schools of parochial unions, but also to ragged schools and reformatories for criminal children, inspected for the first time, in accordance with the instructions of your Lordships, during the past year. The duties of Inspectors of union schools may henceforth, therefore, extend to all destitute, vagrant, and criminal children throughout the country; involving the consideration of questions of greater difficulty than any, perhaps, that have been discussed hitherto in these Reports. As I believe that children in workhouses, ragged schools, and reformatories all really belong to the same class in society, I have included the schools for all in one report, but, in order to facilitate reference, under three divisions.

I.—Schools of Parochial Unions.

General results.

In the course of the year 1856 schools were organized for the first time in Ripon and Bolton workhouses, and placed, in both instances, under the management of good teachers. A school has also been opened for infants in the Preston workhouse, so that there are now three schools in three distinct workhouses in that union; and very recently, since my visit in October last, a school has been organized for the first time in the Auckland workhouse. There are still, however, sixty-two unions or districts, maintaining their poor separately, without regular schools. Some of these unions are without workhouses, but in most of them the children are sent from the workhouse to a neighbouring village school,—a practice, as I have remarked on former occasions, from irregular attendance or other causes, rarely leading to satisfactory results. From five unions, Barton, Bury, Prestwich, Rochdale, and Glossop, a limited number of children is sent to Swinton. The Barton guardians thus educate more than one in a thousand of their population. In the other unions the proportion is much less.

The Tabulated Reports for 1856, based upon my own notes, made during the examinations in the schools inspected, give the following results:—

Number of children in attendance	8,264	In the simple rules of arithmetic	1,875
Present at the date of inspection	7,640	In the compound rules	1,168
Reading easy narrative	1,643	In proportion and practice	362
Reading Holy Scripture	2,906	In fractions (correct)	360
Reading secular books	2,433	Learning geography	3,081
Writing on paper	3,316	Learning grammar	1,949
Writing from dictation (correct)	957	Learning English history	1,362
In numeration and notation (correct)	1,939	Learning music from notes	677

The centesimal proportions, compared with those for the year 1855, show generally improvement.

	In 1855.	In 1856.		In 1855.	In 1856.
Present at the examination	7,719	7,640	In the simple rules of arithmetic	24·08	23·21
Reading easy narrative	22·37	21·50	In the compound rules	14·70	15·23
Reading secular books	30·18	31·84	In proportion and practice	5·54	4·74
Reading Holy Scripture	37·51	38·03	In fractions	3·79	4·71
Writing on paper	42·94	43·40	Learning geography	36·00	40·32
Writing from dictation (correct)	9·88	12·52	Learning grammar	23·74	25·51
In numeration and notation (correct)	21·37	25·37	Learning English history	16·16	17·82
			Learning music from notes	10·66	8·86

Diminution in number of children educated by Liverpool guardians.

It may be safely said that education has continued to advance, although slowly, in the northern district up to the present time. There would, indeed, have been an increase in the numbers present if the Liverpool guardians had not reduced the attendance at Kirkdale below the level of any former visit. Those schools were built to accommodate 1,150 children, and have accommodated more than 1,200; but 737 only were present at the date of inspection in October. The 300 or 400 children thus excluded must either grow up without education, or be reduced to depend for it upon private benevolence; and if any of them should be admitted into ragged schools, it is clear that they must be a heavier burden to the subscribers than they would be to the ratepayers at Kirkdale, where the necessary staff of teachers, rooms, apparatus, and all other requirements are already provided.

But, if some slight improvement is perceptible year after year in the education of the pauper children in the northern district, it must be acknowledged that the general results are really trivial and unsatisfactory. If there were a good school in every union, and 8,000 children were well educated by the guardians throughout this "populous north," I should still say the same thing. But such is not the fact. It has been already stated that in many unions there are no schools, and the tabulated reports in detail will prove that in not a few schools the education afforded is nearly worthless, and not likely to have any practical or permanent effect. The annual addition of three or four schools on the present scale to the list, if it should go on regularly for some time to come, would

still be a small matter. Much more is plainly required if any deep and lasting impression is expected to be made on the destitute and criminal classes.

Guardians should educate more children;

The population of this district exceeded 5,500,000 in 1851, and is probably by this time not less than 6,000,000. The education of 8,000 children cannot have much effect upon such a mass of human beings. These 8,000 constitute no more than a fraction—about one sixth or one seventh—of the pauper children of the district, many of whom must receive out-door relief, from the necessity of the case; because in their respective unions there are either no workhouses, or none large enough to accommodate them. And I apprehend that in all parts of the country where the working people depend chiefly upon manufactures for employment, out-door relief must be treated as a permanent fact. Guardians and ratepayers would not consent to maintain in prosperous times a spacious workhouse, which would then be comparatively empty, in order that they might be enabled to carry out the workhouse test in the case of every applicant for relief in times of distress. In manufacturing districts, therefore, there is a peculiar reason for treating the distinction between out-door and in-door pauper children as null in respect of education; for in parts of the country purely agricultural a large proportion of the children would probably be inmates of the workhouse who receive out-door relief in a great manufacturing town. The distinction between out-door and in-door pauper children must be, in a great many instances, merely formal, not substantial; yet, unreal as it is, practically, and in point of treatment, it places a barrier, almost insurmountable, between two children of the same class; one is educated at the public expense, and the other is not. This distinction is, indeed, contrary to the intentions of the legislature, as expressed in the Act of the 18th and 19th Vict., cap. 34., "to provide for the education of children in the receipt of out-door relief." But, as that Statute simply enables guardians to send children to school and pay for them, it is not likely to tempt ratepayers to add largely to their expenditure,* or pauper parents to forego the earnings of their children, often considerable, for the sake of future advantages, which such persons cannot be expected to appreciate. It is evident that both guardians and paupers require some stronger inducement than the Statute supplies. The number of pauper children to be educated must bear a certain proportion to the population. With a population of five millions and a half and upwards,

* Mr. Symons' Report for 1855, p. 139.

and with the numbers of children in receipt of out-door relief attested by the half-yearly returns published by the Poor Law Board, it may be safely assumed that the guardians in this district ought to educate about 50,000 children. And, if guardians had the power to make the consent of the parent to his child's education a condition of relief to that parent, a power which the Statute in question expressly refuses, and were also authorized to open ragged schools at suitable spots in their respective unions where pauper children might receive their meals as well as instruction, and work half their time for the benefit of the ratepayers, it is probable that education would advance rapidly, and that a far more decided check would be given to pauperism and crime than is practicable with the limited resources of ordinary ragged schools supported by voluntary subscription, which are the chief institutions now available for supplying what has been left undone by guardians.

and can maintain pauper schools more easily and economically than any other persons.

It is certain, I think, that no private persons, however vigilant and anxious that their charity should not be abused, could conduct a ragged school so economically, or so easily, as a board of guardians, who would be able to test the circumstances of each applicant for admission through their relieving officers; and who could set off against the expense of the child's maintenance and instruction the allowance now made to his parent on his behalf, which would of course be withheld as soon as the child attended school. It is questionable whether the education of the large number of pauper children I have mentioned would add anything to the expenditure of the ratepayers, as the diminution in the sums paid for out-door relief on account of children might fully equal the expenses incurred by the maintenance of schools for feeding and teaching them. The measure, if carried out, might also operate, in some degree, as a test of destitution, and be the means of removing from the relief list some names which ought not to be there, as there are, doubtless, persons who would not relinquish the earnings of their children on the terms proposed.

It may be alleged, in answer to what I have stated, that poor law guardians are not the proper persons to carry out education on so large a scale, and that they are elected by ratepayers in a great measure for a different object. But I conceive that a multiplication of machinery is, in all cases, to be deprecated, unless it can be shown to be necessary. The guardians can educate destitute children with greater ease, and at less cost, than any other persons; and if it cannot be said that some among them are very favourable to education, there is no reason to suppose that any elected body would, on the whole, be much more so, in the present state of public

opinion, and I conceive that the system of education, dependent throughout the country upon the co-operation of local managers, will not be departed from, for obvious and weighty reasons.

Indifference of some guardians to education.

Many boards of guardians certainly show great indifference to education, an unavoidable inference from the fact that there are so many unions without schools; on the other hand, I have no cause of complaint against a large number of the boards in this district; the books or apparatus which I ask for are provided, and more would probably be done if such guardians had more power. The different boards differ almost as much as individual men, and cannot be included, with any regard to justice, under the same category. No bodies can be more variously constituted than boards of guardians; they include among their members all classes, from small farmers and tradesmen to clergymen and magistrates, members of both Houses of Parliament, and some of the leading men in the country. I am unable to see any good reason why the education of pauper children should be considered a matter alien from the functions of such bodies. The hostility of some guardians to education is really symptomatic; it shows that such hostility, or at least indifference, exists somewhere among those whom they represent, and therefore would not fail to manifest itself in any elected and representative body. All men who endeavour to influence representative and elected assemblies, however pure their motives, or beneficial their objects, must expect to encounter difficulties, since they deal imperfectly with imperfect instruments, but the good which ultimately results, beyond all comparison preponderates over the evil. The proceedings of some boards of guardians are occasionally very strange and unaccountable, and the continuance year after year of many workhouses, in which classification of the inmates is impossible, and which are therefore nothing less than schools of vice, maintained at the public expense, argues a deplorable insensibility to right and wrong. It may be useful to mention, plainly and without reserve, some of the proceedings to which I refer. Thus, the Newcastle guardians incurred an expense, as I understand, of about 12,000*l.* in building schools, with a considerable extent of land attached to them, separated from the workhouse, large enough to accommodate 500 pauper children; and yet, at my last visit in 1856, I found the girls under the charge of a schoolmistress selected from the relief list, and a smaller number of children in attendance than were present in the old crowded schoolrooms in 1855. That such a sum should have been spent, such buildings erected, and that when they were finished, it should have been considered apparently a matter of no moment whether

they were filled or not, or whether the children were under the charge of competent or incompetent persons, is incomprehensible. It may be said, indeed, that the Newcastle guardians had scarcely had time to complete their arrangements, although the completion of a building can be foreseen; but this excuse does not apply to the Tynemouth guardians. They also have built good school-rooms, detached from the workhouse, much smaller than those at Newcastle, but at a considerable expense, and they also have appointed a teacher for the boys, selected from the relief list, a one-armed schoolmaster. If no money had been spent, no buildings erected in these two cases, the conduct of the guardians would have been intelligible; the anomaly consists in their having spent a large sum of money, apparently without an object.* The Ormskirk guardians appear to consider knitting, even for the boys, paramount to all other considerations. To the Rochdale guardians I have inadvertently given offence by omitting to state, in a very brief minute made long since in their visitors' book, that some of the children present at an examination were idiots, although the question of idiocy is manifestly one for a medical officer. It did not seem to occur to the guardians that the association of sane with idiotic children is an injury to both, and among the worst abuses in those workhouses which do not admit of a proper classification. As I have already stated, the Liverpool guardians have seriously reduced the numbers of children at Kirkdale; the Leeds guardians have never filled their industrial schools; and even the Manchester guardians had not filled Swinton at my last visit, although the numbers have been increased materially of late years, and at the last inspection there were many more children present in school at Swinton than at Kirkdale.

Progress of education dependent upon public opinion.

These facts notwithstanding, I believe, that the cause of education is advancing in the country, but it cannot advance very much faster than public opinion will permit. The opinions of constituents must always influence their representatives, and it seems to me a delusion to suppose that education can be materially promoted by changing the representatives, while the constituents must remain generally the same.

Main objects in educating destitute children.

As I have now reached the tenth year since my appointment as Inspector of Schools, it may not be useless if I endeavour to show what objects are attainable and desirable in the education of destitute children, and what obstacles are to be encountered in the efforts to attain those objects.

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* "The life of the execution of affairs," says Bacon, "resteth in a good choice of persons."

Concerning the objects to be kept in view in the education of the poor, I have nowhere met with any remarks more pertinent than the following, extracted from Archbishop Whately's admirable annotations on Bacon's Essays, p. 213 :—

Interest of individual often distinct from that of public.

"Under this head of the 'dividing between self-love and society' may be placed a distinction made by Bishop Copleston between two things which, he says, are occasionally confounded by Locke, as well as most other writers on education. 'Two things,' he remarks, 'ought to be kept perfectly distinct, viz., that mode of education which would be most beneficial as a system to society at large, with that which would contribute most to the advantage and prosperity of an individual. Now, the peculiar interest of the individual is not always the same, is seldom precisely the same, is even frequently at variance with the interest of the public; and he who serves the one most faithfully always forgets, and often injures, the other. The latter is that alone which deserves the attention of a philosopher; the former, individual interest, is narrow, selfish, and mercenary. It is the mode of education which would fit for a specific employment, or contribute most to individual advantage and prosperity, on which the world are most eager to inform themselves; but the persons who instruct them, however they may deserve the thanks and esteem of those whom they benefit, do no service to mankind. There are but so many good places in the theatre of life, and he who puts us in the way of procuring one of them does to *us*, indeed, a great favour, but none to the whole assembly.' He adds, a little after, 'A wide space is left to the discretion of the individual, where the claims of the community are either not pressing or wholly silent.'"

But it will be better, perhaps, to consider the positive side of the question before the negative.

Objects of State in education necessarily religious and moral;

The State must relieve pauperism and punish crime. It is therefore called upon to endeavour, at least, to prevent both; the State has also a direct interest in the general welfare of all its members, whose various faculties, moral, intellectual, and physical, cannot be fully developed without education; and experience proves that, to enable poor children to be educated, the assistance of the State is required. But, if these views be sound, it follows that, as crime is not prevented by the absence of the power to commit it, but of the will, the use which any individual may make of the additional power which he acquires through education is more material than such acquisition to the community; and whether the use will be good or bad is a question to be determined by observing how far the individual has been accustomed to act from religious and moral motives. It does not appear, therefore, how the State, consistently with a due regard to its own safety and continuance, can base the education of the poor on any other than a religious and moral foundation; or that, if the principles of religion and morality be neglected, the State has any very direct interest in the education of the poor at all. I conceive, also, that the diffusion of Christianity is a duty incumbent upon all Christian men, whether regarded in the aggregate, or as isolated. It will be conceded, I suppose, on

all hands, that if our schools were mere gymnasia for athletic exercises,—undeniably useful as strength and activity are,—they would not deserve the name of schools; and if such gymnasia were advanced another stage, and made places of intellectual as well as of bodily exercise, they would still be liable to a similar objection as maimed and imperfect institutions, because the moral element in man's nature would be disregarded. But the moral element is inseparably combined with the religious, for the very word duty implies One to whom it is due; and the multitude of allusions, continually recurring in historical and other reading, to matters forbidden in a purely secular school, would render the narrow path of the schoolmaster, who, in self-defence, must maintain order and veracity, as difficult to tread as the theory of his managers would be incomplete. It may be added that, whatever embarrassments might arise from the adoption of a system of education wholly secular, they would be perfectly gratuitous, as every year's experience furnishes additional proof that the so-called religious difficulty is unreal. In union schools it has not been discovered in the course of ten years. If pauper children did not receive religious instruction in school, it is evident that, in most cases, they would not receive it elsewhere. There is little ground for confidence that children would be properly instructed in any subject which did not form part of the regular scroll-work.

so-called religious difficulty unreal.

I have always endeavoured to promote intellectual as well as moral and religious training in union schools, believing that the one reacts upon the other. It has been said that "stupidity is seldom soundly honest."* However this may be, it does not appear to be either beneficial or practicable to impose upon teachers any restrictions as to the subjects to be taught to children, who are usually under twelve or thirteen years of age. The first object is, I think, to form the mind and character of the future man; the second, to communicate what is commonly termed useful knowledge. Many right-minded and well-meaning persons would think it enough to say, in answer to the question, "What would you do with pauper children?"—"I would have them brought up to earn their bread honestly." There is no fault to be found with this answer, as far as it goes, but I submit that it is too limited. The process of bread-earning must come to an end in some fifty years, or, it may be, much less; the man does not: he is to be trained not only for time, but for eternity. A pauper boy, too, may have latent powers, talents, capacities,

* H. Taylor.

by no means adjusted to his humble position in life. The wisdom of Divine Providence, in the apportionment of natural ability to individuals, is plainly regardless of the artificial distinctions of classes; and we have the highest authority for asserting that talents of all kinds were given to be used, in the noble words of Bacon, "for the glory of the Creator, and the relief of man's estate." But some one might allege further, "Why should you suppose that education, extend it as you will, is likely to do more for these children than it has done for so many before them, under far more favourable circumstances? If the method of teaching you advocate is good, it is not new; all teaching by questioning is essentially Socratic, and it failed to arrest the decline of the most intellectual people in the world, even in the hands of Socrates and Plato. Look at the lives of literary men, and if you think that the community has an interest in the matter, as well as the individual, what would the community gain by multiplying examples of the desultory scepticism and studied indecency of Montaigne, or of the baseness and ingratitude of Bacon, or of the coarse irreverence of Dryden, or of the effeminate malice of Pope, or the shallow presumption* of Bolingbroke, or the worthless sentimentalism of Sterne or Rousseau, or of the profaneness and the absence of self-control and self-denial in Voltaire, or of the indifference to truth and virtue of Goethe? In the same manner, the lives of many scientific men, of many artists and collectors of works of art, will not bear scrutiny.

Objections to education:

"The tree of knowledge is not that of life."

To such remarks it might be answered that men have abused all things; that it is a trite fallacy to argue against the use of anything from the abuse of it, more especially against the use of reason and knowledge; that most of the names mentioned are not, in all moral points, rocks to be shunned; that there are many which might be opposed to them, of men eminently excellent in character, as well as highly gifted in intellect; that the civilization of society at large is the object to be realized by national education, rather than the special training of a few remarkable minds; that the benefits of literature, science, and art are incalculable, and without them civilization cannot exist; that the true parallel is between civilization and barbarism, as the one appears in the most civilized and the other in the most savage races of the earth at this time; that the dangers and mischiefs of ignorance, in such a country as England, are far greater than those of knowledge, if such there be; and, lastly, that, in

answered.

* A shallow and presumptuous writer.—Burke.

endeavouring to raise all over whom we have any influence to the full height of their moral and intellectual stature, we rest firm in the confidence that He who "hath set the world in man's heart," a world which is yet "inferior to the soul," will vouchsafe a blessing upon the exercise of His gifts and vindicate the wisdom of His laws.

Industrial training should be educational rather than pecuniary.

The remarks of Bishop Copleston, quoted in a former page, apply with much force to the practice of teaching special trades to pauper children, and I fear that much misapprehension exists on the subject of industrial training, which seems to be regarded in a pecuniary, rather than in an educational light. A pauper boy may be trained to be a mechanic as well as another, but there is no reason why he should have advantages which another has not. All cannot be mechanics; it seems, therefore, unjust that any should be made such at the public expense; such matters may be left to take their natural course. I conceive that every boy in a pauper school should be rendered as far as possible active and muscular, that he should be led to notice what he sees, to be lively and have his wits about him, and made familiar with the use of all the tools of an ordinary labourer, as far as his years permit. But it cannot concern the community that he rather than another should be made a carpenter or blacksmith, or taught any trade which requires skill. The more extensively pauper boys are employed in fieldwork the better, but it seems to be an unnecessary and an unjustifiable expense to maintain for their benefit half a dozen or more industrial officers, by whose special training they are generally too young to profit much, and perhaps not often rendered more acceptable to tradesmen as apprentices, if apprentices they ought to be. In large schools boys are taught tailoring and shoemaking from motives of economy, in order that they may make their own clothes; but this practice does not stand in need of encouragement. The girls in union schools are usually taught to sew and knit, and trained in some degree to be household servants, but I apprehend that few learn to be cooks or dairy maids. Both boys and girls in a great many instances leave the workhouses prematurely, and before they can have received a proper education either in school, or to qualify them for employment as labourers or house servants. There is a great demand for very young girls to act as nurses.

Main obstacles to progress of education.

The main obstacles to the progress of education are, I conceive, the indifference to the matter prevalent among the working classes, the high wages which young children can often earn, and the reluctance felt obviously by many in the class immediately above them, that the advantages of edu-

cation should be extended. If it were otherwise, there would not be so many unions without schools, nor so many schools with an attendance of children far below what it ought to be. The excessive materialism of our age and country is also an obstacle, not the less felt because those upon whom it operates are often unconscious of its influence. Materialism may be checked by the tone of examination papers, by the character of questions, by indications in various ways that your Lordships attach great importance to subjects to which mere money worshippers attach little or none, and by leading the minds of men gradually to the conclusion that the chief results of education cannot be made palpable to the senses. At present, in some instances, the impression appears to be that, when a building, which any man who goes near it can see, has been completed, the whole work is done, that it matters not who the teacher is, nor even whether the school is entirely or only half filled with children. Where it is necessary to effect a change in men's opinions and habits of thinking, and yet more where it is necessary to ask the poorest to forego pecuniary profits for the sake of advantages to their children, not immediate and very dimly understood, progress must be slow, but such are clearly the difficulties which the friends of education have to meet, and they are not to be overcome by refusing to acknowledge them, and assuming "non causa pro causâ," or a fictitious cause for the real one.

Materialism.

In my last report, I referred at some length to the condition of teachers in union schools. It remains unchanged, and is undoubtedly such as frequently to deter competent persons from accepting employment in any schools for pauper children. One schoolmistress assured me, in the course of the past year, that the governor had called her a liar in the most insulting manner, and closed his fist in her face, which I take to be an assault in law. Respectable and well-educated persons cannot be expected to subject themselves to the risk of such treatment.

Unsatisfactory condition of teachers in workhouses.

The formation of union schools throughout the country in buildings such as those at Newcastle, Tynemouth, and Dewsbury, near the workhouse, but detached from it, would materially alter the position of teachers. Such schools would be found practicable in almost all unions, if out-door pauper children were admitted to them, as well as those in the workhouse, and the schoolmaster might be made exclusively responsible to the guardians for the management of the building, and for all that occurred in it, and thus there would be no longer occasion for collisions with governors. The increased workhouse accommodation thus obtained would be a source of economy, and not of expense to ratepayers, as it would tend to check out-door

Advantages of union schools detached from workhouses.

relief. It is probable, if good schools were organized for all pauper children, and not merely for the fractional portion in workhouses, if working men could be induced to be temperate, if proper dwellings, in which habits of self-respect could be preserved, were provided for the poor, and suitable investments, easily accessible, for their savings, that in another generation adult pauperism might be almost annihilated in the North of England.

Objections to district schools.

Of district schools I have spoken at length in my last report. The long agitation of this question has tended, I fear, to impede the formation of efficient union schools. A brief summary of the chief objections to district schools may not be useless. These are, that, they would tend to contract education when it requires to be very much expanded, as it is certain that if pauper children must be sent a considerable distance to school, all would not be sent who might attend if the school were near; that they are wholly inapplicable to the many unions already very populous, and with a population rapidly increasing, and which ought, therefore, to have schools of their own; that there is ample proof that all the large schools of this description have not been peculiarly successful in emancipating children from pauperism, and that the assemblage of large numbers of children, more especially girls, of the lowest class, some of whom must be familiar with all manner of vice, is a novel experiment, and has already led in several instances to the most deplorable results. It is evident that these children require to be dispersed in schools of moderate size, not collected together in such numbers as to multiply indefinitely the power of mutual corruption, and counteract and paralyse the influence of their teachers.

II.—Ragged Schools.

During the latter part of the year 1856, I inspected for the first time the Bolton, St. Bega's, Hartlepool, Newcastle, Manchester, Soho Street, Liverpool, and Toxteth Park ragged schools. The number of children on the different school-books amounted to 655, of whom 520 were present. No general conclusion can be formed as to the state of education in this class of schools from six visits only, but none of those inspected came up to the level of a good union school, and with the exception of the girls at Toxteth Park, the proportion of children unable to read was large.

Difficulties in management of ragged schools.

Ragged schools are calculated, I think, to effect great good, but their management is subject to peculiar difficulties. At present much that ought to be done by boards of guardians is left to private benevolence, which cannot be

expected to be equal to the work. Some division of labour is necessary; for, after guardians had done all that could fairly be asked from them, a very large number of children would still remain to be educated. A considerable proportion of the children who now attend ragged schools, or who would be likely to attend them if they were extensively multiplied, must have drunken and worthless parents, incapable of appreciating the benefits of education, and who would only be encouraged in their career of vice and improvidence, if their children were taken off their hands. It is too often not the want of money which prevents such persons from doing their duty to their families; for they may possibly earn high wages. No children are more unfortunate, in England at least, than those upon whose heads the sins of their parents are visited, by a comfortless and disorderly home, familiarity with vice in all its shapes, constant want of cleanliness, and occasional want of food, neglect of all education, and neglect of religion. It is well, indeed, if they are not turned into the streets to get, no matter how, a certain sum of money, and beaten if they come back without it. Simply to provide schools for children belonging to this large class may prove but lost labour, the difficulty is to induce the parents and relatives to send the children when the schools are provided. A regular system of district visiting from house to house by religious and sensible persons is likely, I think, to do more good than any other course. Missions, on the plan of the London City Mission, are established in the principal towns of the North of England, but to effect much they must plainly be carried out on a very extensive scale.

Another difficulty incident to ragged schools, to which the attention of your Lordships has been already directed, is the danger of attracting the children from national and other schools, where the parents pay their weekly pence, and where food is not given. It is an essential part of the ragged school system that the children should receive their meals; and the temptation to take advantage of the charity is naturally very great to those who are not really in need of it. Constant care is necessary on the part of managers to prevent abuse, and the real circumstances of the parents, I apprehend, can only be ascertained in each case by frequent visiting from house to house, and not always, perhaps, even by that. It is a great evil, that men who can well afford to pay for their children's education should prefer to spend all the money they can spare, and often more than they can spare, in drink; but it does not seem probable that any good can be done by coercive measures where the moral obligation is not felt. It was said of old of Christianity, "nil nisi justum suadet et lene;" and history

shows that a social reform, to be successful, should be carried out in a merciful spirit and by persuasion alone.

Costliness of ragged schools where children are lodged.

The ragged schools visited are all, with the exception of that at Hartlepool, also refuges, where some of the children sleep on the premises. Such institutions are, in fact, workhouses without adult paupers; but the expenses are so great as necessarily to limit their extension very materially. The treasurer of the Manchester ragged school stated the annual cost to be, at Manchester, 6*l.* 2*s.* 7*d.* per head; at Aberdeen, 4*l.* 9*s.*; at Dundee, 8*l.* 13*s.*; at Edinburgh, 7*l.* 1*s.* 1*d.* Your Lordships have granted to the Manchester school, with an average attendance of 89 children, 359*l.*; to that at Liverpool, with an average of 132 children, 475*l.*; and to the girls' school, Toxteth Park, 153*l.* 10*s.*, average attendance 40. Thus it would seem that the grant per head for each child may exceed 4*l.*, and is not likely to fall below 3*l.* 10*s.*

The publication of the following details relating to the Manchester ragged schools, extracted from the tenth annual Report, published in 1856, may be of use to those who are desirous of establishing similar institutions in large towns.

HISTORICAL SUMMARY of the OPERATION of the MANCHESTER RAGGED AND INDUSTRIAL SCHOOLS during Ten Years.—Established 1846.

Number admitted:—	
Boys	655
Girls	337
Total	992
Condition:—	
Both parents living	449
Fatherless	383
Motherless	90
Orphans	70
Total	992
Occupation before admitted:—	
Matchsellers, beggars, pickpockets, sweeps, and street singers	640
None and various	352
Total	992

Attainments when admitted:—	
Unable to read and write	761
Able to read only	189
Able to read and write	42
Total	992
All admitted accounted for:—	
Returned to beg	128
Removed to Swinton	70
Left the town	114
Gone to work	370
Dead	12
Gone to other Schools	73
Left without reason	132
On the books	93
Total	992

DAILY OCCUPATION of the CHILDREN in the INSTITUTION.

Inmates lodged and fed in the institution, nine in number, rise at six o'clock in the morning to prepare the rooms for the business of the day. The remainder of the children assemble at seven o'clock a.m.; wash themselves, and breakfast at eight, which consists of cocoa, or coffee, and bread; after which reading of the Scriptures, religious instruction, and prayer. From nine until twelve they are taught reading, writing, spelling, arithmetic, geography, &c. Dinner at half-past twelve. From one till half-past, wash themselves, and recreation in the playground. From half-past one till half-past four they are employed in various industrial occupations, such as sorting bristles for brush-makers, making paper and canvas bags for tea and coffee dealers, grocers, confectioners, &c., winding bobbins for weavers, clog and shoe making, tailoring, and printing; the girls in knitting, sewing, and household work. From half-past four until five oral instruction, singing, and

prayer. They are then dismissed, each receiving a piece of bread. At six o'clock all the inmates of the institution assemble for family worship, after which they have tea, when the remainder of the evening is spent in reading books from the school library and self-improvement, and at nine they retire to rest.

The Financial State of the Institution.

	£	s.	d.		£	s.	d.
Amount received in subscriptions and donations	5,536	0	9	Amount expended	6,088	19	10½
Profit on work during ten years	569	2	3½	Balance in hand	16	3	2
	£6,105	3	0½		£6,105	3	0½

Proceeds of the Ladies' Bazaar for a Building Fund, held in the Royal Exchange, on the 7th of April 1856.

	£	s.	d.		£	s.	d.
Received	1,657	8	7½	Expenses for wages, rent, &c.	108	12	1
				Balance in the bank	1,548	16	6½
	£1,657	8	7½		£1,657	8	7½

	£	s.	d.
Cost of food per head during the past year	3	6	0
Cost per head, including all expenses from the commencement of the institution, per year	6	2	7½
Average daily attendance during the past year - 89			
Number on the books, September 1st, 1856 - 93			

I subjoin the Treasurer's account with the same schools from1 September 1855 to 1 September 1856.

Dr.	£	s.	d.	Cr.	£	s.	d.
To subscriptions and donations	481	8	0	By balance from last year's Report	21	16	3
„ ladies' association	198	11	7	Night asylum, old debt	50	0	0
„ contribution box	0	14	3				71 16 3
„ profit on work done by the children	76	0	6	Public meeting expenses			9 0 0
Collected at the public meeting	5	17	1	Commissions			20 18 6
				Advertising and printing			13 18 6
				Provisions			294 4 9
				Wages and salaries			207 17 9
				Rents and rates			56 12 0
				Gas and water			11 4 6
				Materials			14 15 6
				Books, stationery, &c.			10 8 6
				Fixtures			10 13 10
				Alterations			1 12 1
				Coals			18 8 0
				Sundries			4 18 1
				Balance in bank			16 3 2
	£762	11	5		£762	11	5

Work Account.

Dr.	£	s.	d.	Cr.	£	s.	d.
To cash received for goods sold, the produce of the children's work	178	5	3	By cash paid for canvas, paper, and other materials used in the industrial occupation of the children	102	4	9
				By balance profit on the work done	76	0	6
	£178	5	3		£178	5	3

Stock Account.

	£	s.	d.
To three printing presses; viz., one lithographic and two letter presses, type, cases, standing presses, and other materials in the printing office	248	11	0

The above account was drawn up, and the books of the institution were examined, audited, and found correct, this 22nd day of September 1856, by

(Signed) { Charles Pountney, *Accountant.*
{ James Samuels.

I extract from the eighth annual report of the Liverpool ragged school union some particulars respecting the class of children who attend the Liverpool ragged schools, stated to be thirty-four of all descriptions, at the commencement of the year 1856. It appears that the children receive their dinners at three schools only, two of which I have inspected; they are thus described in brief notes on each school:—

Class of children who attend ragged schools.

"Thieves, outcasts, ragged children, lowest of labourers' children, chip and grit sellers, labourers' children, young persons now at work and not able to pay, rope-workers, sweeps, beggars, homeless, hawkers, cinder gatherers, the very poorest of all grades of low life, wild, vicious, rude boys, the very lowest of society, children of prostitutes, very poor neglected children, very bad boys, children of beggars, scavengers, gypsies, wanderers, children found in the gutters, the very lowest that can be found, girls of the worst class, vagrant and homeless."

If such be the condition of multitudes in our great commercial seaport, where so many zealous and excellent men have exerted themselves so earnestly and so long for the welfare of their fellow-creatures, the torrent of juvenile vice and misery to be purified throughout this country must be vast. Very many, it is plain, have never been reached by the influences of Christianity and civilization, and the work to be accomplished is far beyond the resources of private benevolence.

III.—Reformatories.

I inspected five reformatories in the year 1856, viz., Bradwall, in Cheshire; the Akbar frigate, moored in the Mersey; Castle Howard, and Calder Farm, Yorkshire, for boys; and the Toxteth Park reformatory for girls. The numbers on the books were 124, and none were absent at the time of examination. The boys appeared to be making fair progress at all the institutions visited, and on board the Akbar to be particularly well trained, but the girls at Toxteth Park reformatory were in a low state. In this instance the arrangements of the building are very defective, and, as the property was stated to be in Chancery, much difficulty was experienced in obtaining power to make the requisite alterations. I conceive, however, that it is easier to reform boys than girls, who have a deeper sense of shame, which renders them more reckless when they have gone far wrong, and generally less intellectual energy.

Zeal and humanity of managers of ragged schools and reformatories, contrasted with indifference of many guardians.

The boys on board the Akbar are taught most efficiently to be sailors; at the other institutions the principal employment is fieldwork; the girls are trained to be domestic servants. The contrast between the indifference of many guardians to the welfare of pauper children who may not have committed any crime, and the zeal and humanity of the managers of

reformatories on behalf of those who are deeply criminal, cannot fail to strike any one who goes to a reformatory from a workhouse. The same remark applies also to the managers of ragged schools. An inspector in both these instances has to deal with persons simply anxious to do good, not with pertinacious opponents of the most obviously useful measures, or with those who meet all remonstrances with a chilling indifference yet more hopeless. It is true that some managers of ragged schools and reformatories may also be guardians, but in the latter capacity they are liable to be overwhelmed and outvoted by numbers.

Reformatories likely to succeed;

I conceive that reformatories are likely to succeed to a great extent, especially if habitual veracity is made a primary object in every instance, and that a large majority of those who are admitted into them, of the boys at least, may be rendered upright and useful members of society. The zeal already manifested in the cause is the first element of success. But the question has two sides, and the reformation of individual criminals, most desirable as it is, is only one of them. Here also the soundness of Bishop Copleston's principle, that in all such matters the first point to be considered is what is due to the public, will, I think, become manifest. Reformatories, as now managed, are not places of punishment in any sense of the term. The regulation that the parents of convicted children are to be held responsible for a part of their maintenance, seems to be the only one of a penal character, if to oblige parents to contribute to the education of their children can be called penal. But I find it stated by Mr. Mansfield, stipendiary magistrate of Liverpool, at a meeting of the subscribers to the Liverpool Juvenile Reformatory Institution, held in January in the present year, that "the small sum which had been collected from parents was perfectly ridiculous." He moved accordingly the following resolution: "That this meeting, convinced of the wisdom of the provision of the Act of Parliament for holding the parents of convicted children peculiarly responsible for a part of the maintenance of their children when under reformatory treatment, is anxious to press upon the Government the propriety of making more efficient arrangements than at present exist for carrying the intention of the legislature into effect." Mr. Mansfield at the same time stated, that, "nothing could be more gratifying than what he had heard from the best authority as to the diminution in the number of juvenile offenders." But the question of justice to society still remains. These institutions might bear different names according to the different points of view whence they are regarded. With reference to the indi-

not penal institutions.

Question of justice to society.

viduals who enter them, they might be justly called reformatories, but with reference to society rather boarding-schools. The boys are better off, I think, than in any pauper school, and subject to no greater restraint than ordinary school-boys, most of whom would probably not go to school if they were allowed a choice in the matter. The children in reformatories are treated with the greatest kindness, real in every case, whether uniformly felt to be such or not; ample opportunities of instruction and improvement are offered them, such as no others of their class can command from twelve or thirteen to seventeen or eighteen years of age, the period when the mind advances most rapidly and can profit most by education. Even if the standard in school should be low, and confined to a few subjects, an intelligent lad must have leisure for improvement occasionally during winter evenings and at other times, when to check him would be cruel, and have a pernicious influence on his character. It appears to me very necessary to consider what effect all these circumstances are likely to have upon the working classes when they become known, and when the advantages of education are duly understood and appreciated.

It will be generally acknowledged, I suppose, that it is unjust to teach trades to children in reformatories, or to give them such an intellectual education as would raise them above the necessity of manual labour;* that the object in view is to make them useful agricultural labourers, sailors, soldiers, or domestic servants, and above all to impress upon them the distinction between right and wrong, to give them a sound moral and religious education, not that kind of knowledge which has a marketable value. I conceive that an education is practicable, really excellent, but not convertible into money as mechanical skill is. If reformatories should be generally established, the treatment of children in them will soon be known to the criminal classes, and if great caution is not exercised, it is possible that young persons may commit crime in order to render themselves eligible for admission. It is thus conceivable that crime may increase, although the number of individuals reformed may regularly increase, and,

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* Mr. Latham, who has organized the Bradwall Reformatory, in Cheshire, on his own estate, has permitted me to make the following extract from a letter which he addressed to me :—

"I confess that I am not anxious for a very great amount of schooling for criminal boys, certainly not more than boys in their condition of life who have remained honest are likely to get. It is rather to raise them morally than intellectually that we are trying; and though the intellectual helps to lift up the moral, yet I scarcely think that it should be highly cultivated at the expense of a suspicion of unfairness."

under such circumstances, society would not be a gainer but a loser by its own benevolence. The difficulties of the question are serious, but it seems to me that it should be considered, not on the ground of what it may be for the interest of society to do but on the broad principle of justice to all classes, as the one least likely to mislead. If reformatories are expected to be efficient, and to deserve their name, fear cannot be made the ruling motive of action; if they are to have an influence on crime generally, they ought to be penal, and to deter by example. Some light may be thrown upon the point of what it is just to do by taking a simple case. Two ragged, hungry, penniless boys are wandering about the streets of a large town; they pass by a baker's shop, one patiently, the other, with less self-denial, seizes a loaf of bread, and runs away with it. The thief is arrested by the police, convicted before the magistrates, and sent to a reformatory. The honest boy has his honesty for its own reward. At the end of some five years, the two boys meet again, the thief well fed, well clothed, and in a good situation; the honest boy, whose education has been neglected, and who is in every respect worse off, cannot help saying to himself, "I should not have been as I am now if I had stolen the bread like him." It may be well to remark, as Archbishop Whately has done, that the maxim, "'Honesty is the best policy,' is one which perhaps nobody is ever habitually guided by in practice; an honest man is always *before* it, and a knave is generally *behind* it." But it is surely an evil of no small magnitude, if reflections on the disadvantages of honesty are forced upon the mind of any one, not by the inscrutable dispensations of Providence, but by the operation of human laws. It may not be a popular doctrine to maintain at the present moment, but there are many considerations tending to prove that the first object of punishment is retribution, and example only the second. It has been said that the distinction between accidental and intentional injury seems peculiar to man, and it is in the latter case alone that a desire for the punishment of the offender arises in any well-governed mind. A man in the habit of analysing his own feelings must acknowledge, I conceive, that he derives a certain satisfaction from hearing that a just sentence has been passed upon a great offender whom he has never seen, and that simply because a criminal has met with his deserts; the reflection, that others will be deterred by his punishment from similar acts, is not that which first occurs. The familiar expression, "It served him right," in ordinary use when any one suffers from the consequences of his own vice or folly, shows that this is the common feeling of

Primary object of punishment, retribution.

mankind. I conceive that this feeling of simple satisfaction at the punishment of vice and crime subsists, or has subsisted, in every civilized country, and is therefore a natural law, intended by Providence to protect the individual and to protect society, and which cannot be violated without mischievous consequences. In the New Testament, punishment by the civil ruler is recognized as simply retributive, and without any reference to example, in the following passage:—"If thou do that which is evil, be afraid; for he beareth not the sword in vain; for he is the minister of God, a revenger to execute wrath upon him that doeth evil."—Rom. xiii. 4. I have been induced, my Lords, to say thus much, because I fear that there is at the present day a certain spurious humanity, which, while it attempts to set itself above the natural feelings of mankind, may possibly end by sinking beneath them, as indulgence to vice is quite compatible with severity to virtue, and because the reformation of criminal children, most desirable as it is, would be too dearly purchased, if it should be so accomplished as to cause those who are not criminal to consider themselves unjustly treated.

Difficulties in management of reformatories.

There are two difficulties inherent in the management of reformatories as at present constituted; in the first place, there is little or nothing about them to deter from crime; and, secondly, the condition of young offenders admitted into them is most materially improved, as a direct consequence of the commission of crime. It is possible that reformatories might have a deterring effect if they were limited exclusively to the Scotch islands, or the Isle of Man, as I conceive that young criminals would generally feel a repugnance to quit their own neighbourhood, and to go to a considerable distance, apart from all their old associates. The total disruption of all such ties, however, would render their reformation more probable. It is well that they should have nothing to remind them of their previous career, and in producing this result distance exercises a natural influence. But I do not see at present how their treatment in reformatories can be materially altered. To the question, Is it just that the condition of any persons should be improved as a direct consequence of the commission of crime? it might be answered that it is the duty of the State to make the people better; but this principle has never been distinctly recognised, as far as I know; and if it were acknowledged it would involve most extensive obligations, because prevention is better than cure, and the claim on society of those who are on the verge of crime, but have not committed it, is naturally prior to that of felons. The case of criminal children is essentially distinct from that

Should condition of any persons be improved in consequence of their crimes?

of pauper children, who are seldom, if ever, personally responsible for their pauperism, as ragged children are seldom responsible for their rags; but it cannot be denied that the criminal child, notwithstanding all that may be said as to extenuating circumstances, has incurred some personal guilt; many, in fact, have been repeatedly convicted, and after their first conviction must have known that they were doing wrong. Therefore, as it seems to me, children equally destitute, equally miserable, but who have not violated the law, have a better claim on society than the thieves, although I would not for a moment maintain that the claims of any ought to be disregarded. It may be said that young thieves prey upon society, and that those who cost most must be attended to first; but such remarks, however accurate as to facts, are irrelevant when the question is one of justice.

Those who have not violated law have first claim on society.

I have endeavoured, in this report, to investigate the principles of the question, because reformatories are novel; because it is useless, and must in the end be mischievous, to slur over difficulties, not likely, perhaps, to strike any persons more forcibly than those who come practically into contact with them, and because, in such matters as these, I cannot but feel that I incur a responsibility which is not solely of an official character.

I have the honor to be, &c.

T. B. Browne.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix A.

Dear Sir, *Chorlton Union Workhouse,* 12 *February* 1857.

In compliance with your request, I herewith furnish you with an account of the fieldwork done by the boys of this workhouse during the year ending 31st December 1856, and am sorry that I have not been able to send it earlier. As it is the first year of our agricultural operations, I respectfully beg permission to make a few observations in reference to the account I now enclose.

The portion of ground cultivated by the boys is about one and a half acres in extent, and is entirely apart from that whereon the adult paupers are employed. The crops grown last year were, potatoes, carrots, turnips, beet, parsnips, onions, leeks, cabbages, savoys, cauliflowers, peas, beans, and celery. The average number of boys employed was, mornings, 15; afternoons, 10; total daily average, 25; time employed, 5 hours a day. As you are aware, Sir, these boys have been instructed by a paid superintendent, whose whole time is devoted to them.

Our profits have not been nearly so great this year as it is believed they will be in future; for, owing to the proximity of the land to the house, it was continually carted across during the erection of the building, and was in a very bad state when the boys commenced operations upon it.

You will observe, Sir, that I have given the estimated rental of the land, but have not put in the salary of the superintendent, as that is repaid by Government

I ought also to add that during the potato harvest the boys were employed for some time in gathering potatoes from land that had been recently purchased by the guardians; so that if their labour on that occasion is taken into consideration, it will increase the amount of profit by at least 5*l.*

In conclusion, I beg to observe that the gardening account does not exhibit the whole of our industrial training, for in addition to the twenty-five boys thus employed, we have ten lads learning tailoring, two shoemaking, two painting, and two baking; and the whole of these are taught their various trades by *paid* instructors, and not by inmates.

I remain, &c.

T. B. Browne, Esq., (Signed) Wm. J. Johnson,
Her Majesty's Inspector of Union Schools, &c. Schoolmaster.

Dr.	£	s.	d.
Estimated value of stock of implements at the commencement of the year	6	0	0
Seeds and seed potatoes	5	9	0
Manure	7	10	0
Estimated rent, 1½ acres, at 4*l.* per acre	6	0	0
Balance in favour of boys	22	18	10
	£47	17	10

Cr.	£	s.	d.
Vegetables supplied in small quantities to the workhouse	17	10	0
General crop transferred to the master	19	0	0
Sold during the season	4	7	10
Value of seeds on hand	2	10	0
Value of implements 6 0 0			
Less 25 per cent. for wear and tear 1 10 0	4	10	0
	£47	17	10

Appendix B.

Sir, *Harraby Hill Industrial Schools, Carlisle*, 12 *February* 1857.

In reply to your kind favour of the 7th inst., and in compliance with your request therein contained, I have now the pleasure of enclosing a statement of the field account and pig account respectively for the year ending March 27th, 1856, the account being always made up to that period. The extent of land attached to the workhouse is not quite three acres, too little to admit of raising a succession of crops; consequently it is confined to the growing of potatoes, onions, cabbages, and potherbs, of which the greater portion is consumed in the house. Twenty boys on an average are employed in the cultivation of the land, the eldest fourteen, youngest ten; boys under that age are not able to dig, but can make themselves very useful in other respects, such as weeding, gathering stones, forking, clearing the growing crops, &c. The field boys I have formed into a class, called the field class, composed of three sections, and the boys in each section are sent out alternately on the forenoon and afternoon of each day, thus enabling those not engaged in the field to be in attendance at school. The employment of boys in cultivating land is, I think, very desirable, and produces a good effect; it not only invigorates, but renders them eligible for out-door employment at farms on leaving the workhouse. There are, besides, most important advantages resulting from such occupations; for instance, we notice the great improvement in the physical condition of the boys from being out in the fresh air, and the inducement afforded to farmers to employ them from their ability to use the spade and other agricultural implements. Several boys so qualified have left this workhouse, and are, I am glad to say, doing well in the service of farmers and others in the neighbourhood. The labour in the field is under the able superintendence of Mr. G. Wilkinson, the porter.

I remain, &c.

T. B. Browne, Esq., (Signed) Charles H. Watson.
Her Majesty's Inspector of Union Schools. Schoolmaster.

Carlisle Union.—Harraby Hill Industrial Schools.

Dr. Field Account. Cr.

1855.		£ s. d.	£ s. d.	1855.		£ s. d.	£ s. d.
March 31	To 3 score of straw, at 3*s.* 6*d.*	- - -	0 10 6	Sept. 25	By 358½ st. potatoes (consumed), at 5*d.*	7 9 4½	
April 28	„ 4½ tons manure, at 4*s.* 6*d.*	1 0 3			„ vegetables for the quarter, ditto	0 16 3	
	„ carting ditto	0 6 0					8 5 7½
	„ 200 st. seed potatoes, at 7*d.*	5 16 8		Dec. 26	„ 544½ st. potatoes (consumed), at 5½	12 9 6½	
	„ garden seed and implements	1 1 0			„ vegetables for the quarter, ditto	0 16 3	
	„ 3 score of straw, at 3*s.* 6*d.*	0 10 6					13 5 9¾
			8 14 5	1856. March 27	„ 531 st. potatoes (consumed), at 5½*d.*	12 3 4½	
Sept. 26	„ 12 bottles thatch, at 6*d.*	0 6 0			„ vegetables for the quarter, ditto	0 19 6	
Dec. 1	„ 3 score straw, at 3*s.* 6*d.*	0 10 6					13 2 10½
	„ rent	20 0 0			„ sale of garden produce	- - -	4 0 0
			20 16 6		„ 444 st. potatoes (in store) at 5*d.*	9 5 0	
	„ Balance, being profit, less the value of labour		18 17 4½		„ vegetables for the quarter (in store)	0 19 6	
							10 4 6
		£	48 18 9¾			£	48 18 9¾

Pig Account.

1855.		£ s. d.	1856.		£ s. d.
Jan. 21	To cost of 4 pigs, at 20*s.*	4 0 0	Jan. 26	By sale of 2 pigs	14 4 0
	„ balance, being profit, less the value of pig-wash and refuse from the garden	25 16 6		„ 50 st. of pork (taken into store), at 6*s.* 3*d.*	15 12 6
	£	29 16 6		£	29 16 6

Carlisle, 28 March 1856.

(Signed) C. H. Watson,
Schoolmaster.

Tabulated Reports, by Her Majesty's Inspector of Schools, T. B. Browne, Esq., on the Parochial Union Schools, and also on the Ragged Schools and Reformatories, inspected by him in the Northern District, during the Year 1856.

Date.	Name of School.	In Attendance.	Present.	General Observations.
1856.	NORTHUMBERLAND			
July 22 -	Alnwick:			
	Boys - -	12	4	The children passed a tolerable examination, but were deficient in arithmetic. I am sorry to observe that the number of children educated here has decreased.
	Girls - -	25	11	
	Infants -	–	7	
July 18 -	Belford - -	–	–	No children in the workhouse.
Aug. 21 -	Bellingham:			
	Boys - -	3	3	The children go out to school. They appeared unaccustomed to think and to exercise their minds. Separation from adult paupers imperfect.
	Girls - -	5	5	
	Infants -	–	–	
July 21 -	Berwick-upon-Tweed:			
	Boys - -	27	21	The elder children showed in several instances considerable liveliness and intelligence. Most of the children present in the senior school could read and write, and the infants appeared to have improved.
	Girls - -	51	47	
	Infants -	56	36	
July 24 -	Castle Ward:			
	Boys - -	2	2	The children receive some instruction from the governor. They were in a low state, but all very young.
	Girls - -	4	4	
	Infants -	3	3	
July 18 -	Glendale:			
	Boys - -	6	6	The children are instructed by the governor. They were not advanced at the date of my visit, but the style of reading was distinct.
	Girls - -	9	9	
	Infants -	–	–	
July 16 -	Haltwhistle:			
	Boys - -	2	2	The children go out to school. They were ignorant, and had made but moderate progress.
	Girls - -	2	2	
	Infants -	2	1	
Aug. 20 -	Hexham:			
	Boys - -	30	29	Great improvements have been made in the schoolrooms, and generally in the accommodations for both teachers and children. The boys passed a creditable examination; the girls were deficient in animation and intelligence.
	Girls - -	22	22	
	Infants -	12	12	
July 17 -	Morpeth:			
	Boys - -	4	4	This workhouse does not admit of proper classification. The children go out to school. Their state, as on former occasions, was far from satisfactory.
	Girls - -	4	4	
	Infants -	4	4	
Mar. 3, - Aug. 22.	Newcastle-upon-Tyne:			
	Boys - -	80	79	A large building detached from the workhouse, with an ample extent of land for industrial training, has been provided for the children; but at the date of my visit the schools were very imperfectly filled. The girls were very deficient both in intelligence and information, and their schoolmistress had been a pauper. The boys were much more advanced, but disorderly.
	Girls - -	75	70	
	Infants -	–	–	
July 23 -	Rothbury:			
	Boys - -	1	1	The children go out to school. They were ignorant and in a low state. The workhouse does not admit of proper classification.
	Girls - -	3	3	
	Infants -	–	–	

Date.	Name of School.	In Attendance.	Present.	General Observations.
	NORTHUMBERLAND—*cont.*			
Mar. 4, Nov. 4.	Tynemouth:			
	Boys - -	29	28	There was a great want of spirit and animation about the boys, whose teacher was recently a pauper. The girls were by no means advanced, but showed more liveliness than the boys, and read more distinctly.
	Girls - -	17	17	
	Infants -	16	16	
	CUMBERLAND.			
Aug. 14 -	Alston:			
	Boys - -	4	4	The children go out to school. One little girl appeared intelligent, and could read without spelling. Separation from adult paupers imperfect.
	Girls - -	4	3	
	Infants -	–	–	
July 11 -	Bootle:			
	Boys - -	10	10	The children, who go out to school, passed but a moderate examination. One girl, who knew nothing of arithmetic, did not attend school.
	Girls - -	3	3	
	Infants -	–	–	
July 25 -	Brampton:			
	Boys - -	5	5	The children go out to school. Several could read tolerably; but the boys were deficient in arithmetic. They were, however, all young. They had not, apparently, been led to think sufficiently, and to notice common things.
	Girls - -	5	5	
	Infants -	6	5	
Aug. 13 -	Carlisle:			
	Boys - -	56	53	Excellent school-rooms have now been provided here. The children were very orderly, but could not be considered advanced at the date of inspection.
	Girls - -	39	37	
	Infants -	–	–	
July 8 -	Cockermouth:			
	Boys - -	32	29	The children in the senior school passed a very tolerable examination, but the infants were in a low state and disorderly.
	Girls - -	13	12	
	Infants -	43	38	
July 15 -	Longtown:			
	Boys - -	16	10	School mixed. The children passed an examination very creditable to their master, and were very orderly and well-behaved.
	Girls - -	19	12	
	Infants -	–	11	
Aug. 15 -	Penrith.			
	Boys - -	36	35	The girls passed a very fair examination, but the state of the boys, with two exceptions, was unsatisfactory.
	Girls - -	30	30	
	Infants -	–	–	
July 10 -	Whitehaven:			
	Boys - -	67	62	A new workhouse was building at the date of my visit. The children appeared to be making very fair progress in both schools. The girls had manifestly improved.
	Girls - -	57	48	
	Infants -	–	–	
July 9 -	Wigton:			
	Boys - -	18	17	Here the master teaches the elder children and the schoolmistress the younger. The boys were decidedly more advanced than the girls.
	Girls - -	12	12	
	Infants -	13	13	
	DURHAM.			
Oct. 31 -	Auckland:			
	Boys - -	4	4	The children were by no means advanced, and the numbers in attendance had very strangely diminished, although they were in a new workhouse. A schoolmistress has been appointed since my visit.
	Girls - -	3	3	
	Infants -	3	3	
June 5 -	Chester-le-street:			
	Boys - -	11	4	The children go out to school. They had not made much progress. A new workhouse was in building here in June last.
	Girls - -	7	4	
	Infants -	–	10	
May 1 -	Darlington:			
	Boys - -	15	10	School mixed. The state of the children was creditable to the teacher, who appeared painstaking and attentive to her duties.
	Girls - -	21	13	
	Infants -	–	8	

Date.	Name of School.	In Attendance.	Present.	General Observations.
	DURHAM—*cont.*			
June 4 -	Durham:			
	Boys - -	9	9	School mixed; teacher a schoolmistress. Several of the children appeared intelligent and accustomed to exercise their minds. The style of reading was good and distinct. The boys are employed in garden work.
	Girls - -	4	4	
	Infants -	13	11	
June 6 -	Easington:			
	Boys - -	5	5	The children go out to school. They had not made much progress. They were deficient in arithmetic, and had not learned to exercise their minds sufficiently.
	Girls - -	4	4	
	Infants -	–	–	
Aug. 25 -	Gateshead:			
	Boys - -	59	52	The school-room was far too crowded, and consequently much could not be expected from the children, but the schoolmaster deserves credit for what he has effected.
	Girls - -	30	25	
	Infants -	–	–	
Aug. 27 -	Houghton-le-Spring:			
	Boys - -	–	–	The children were mere infants who could not read. If there were a proper workhouse, and the workhouse test were carried out, there ought to be a considerable school in this union.
	Girls - -	–	–	
	Infants -	3	2	
June 3 -	Lanchester:			
	Boys - -	4	3	The children, who go out to school, were evidently very ignorant, and unaccustomed to think and exercise their minds.
	Girls - -	2	–	
	Infants -	–	–	
June 9 -	Sedgefield:			
	Boys - -	2	2	The children here were very young. They go out to school. Two children could read, and one appeared intelligent. Classification defective.
	Girls - -	1	1	
	Infants -	–	–	
Nov. 5 -	South Shields:			
	Boys - -	12	12	School mixed. The method of the schoolmistress appeared to be good, but the state of the school was low, and the children had not learned to think.
	Girls - -	11	11	
	Infants -	7	7	
Mar. 6, - Nov. 6.	Stockton:			
	Boys - -	24	16	School mixed. The children were very deficient in every respect, more especially in arithmetic; they were also very disorderly.
	Girls - -	24	13	
	Infants -	–	19	
Mar. 5, - Aug. 26.	Sunderland:			
	Boys - -	36	34	The boys have improved greatly in this workhouse since the appointment of a trained master from Kneller Hall. They showed considerable intelligence and information. The state of the girls was also fair.
	Girls - -	26	24	
	Infants -	–	–	
May 2 -	Teesdale:			
	Boys - -	18	18	The children go out to school. They were all very ignorant, with the exception of one boy. Their attendance at school was stated to be very irregular.
	Girls - -	10	9	
	Infants -	–	–	
Nov. 3 -	Weardale:			
	Boys - -	4	2	The children go out to school. They were in a low state. The most advanced boy did not understand what he read.
	Girls - -	3	1	
	Infants -	–	4	
	WESTMORELAND.			
Aug. 19 -	East Ward:			
	Boys - -	24	22	This school was some years since good, but it has now fallen off materially. The children were deficient in arithmetic, in general information and intelligence, and not orderly.
	Girls - -	12	11	
	Infants -	–	–	

Date.	Name of School.	In Attendance.	Present.	General Observations.
	Westmoreland—*cont.*			
June 26 -	Kendal:			
	Boys - -	48	48	The state of the boys here was fair, but they did not speak out sufficiently, and appeared dull. A pupil-teacher has been appointed. The girls had fallen off in consequence of the death of the schoolmistress.
	Girls - -	19	19	
	Infants -	17	15	
July 14 -	West Ward:			
	Boys - -	2	2	The children in school were not advanced, but a fair proportion of them could read tolerably. The school-room is very low.
	Girls - -	13	13	
	Infants -	10	10	
	Yorkshire, N. R.			
June 2 -	Bainbridge:			
	Boys - -	5	5	There is no school here, and the workhouse does not admit of proper classification. Of the children present one boy only could read fairly and write his name.
	Girls - -	3	2	
	Infants -	-	-	
May 30 -	Bedale:			
	Boys - -	9	9	The children, who go out to school, were deficient in arithmetic, but in other respects they passed a fair examination. Their general appearance was pleasing, and creditable to those who have the charge of them.
	Girls - -	4	4	
	Infants -	-	-	
June 10 -	Easingwold:			
	Boys - -	9	7	School mixed. There was a want both of information and of intelligence about the children. Method of the teacher very moderate.
	Girls - -	11	9	
	Infants -	-	1	
Nov. 7 -	Guisborough:			
	Boys - -	2	2	The children receive some instruction from a pauper. They were extremely ignorant in every respect. None could read or write.
	Girls - -	3	3	
	Infants -	-	-	
Nov. 12 -	Helmsley:			
	Boys - -	2	2	The children go out to school. None could read or write, or say who Jesus Christ was. No separation from adult paupers.
	Girls - -	1	1	
	Infants -	-	-	
Nov. 12 -	Kirkby Moorside:			
	Boys - -	1	1	The style of reading here was distinct, but the children were in a low state in other respects. The schoolmistress refused to be examined.
	Girls - -	6	6	
	Infants -	2	2	
June 2 -	Leyburn:			
	Boys - -	3	3	The children, who go out to school, were in a low state, and had made but little progress. Religious knowledge very moderate.
	Girls - -	2	2	
	Infants -	5	5	
Feb. 20, - Nov. 13.	Malton:			
	Boys - -	14	14	The girls here were going on very fairly, and likely to improve, although but few could read at the date of my last visit. The boys had not learned to exercise their minds, and the schoolmaster evidently wanted method.
	Girls - -	13	13	
	Infants -	12	12	
May 30 -	Northallerton:			
	Boys - -	5	5	The children, who go out to school, passed a tolerable examination. One boy appeared decidedly intelligent. The children are not separated from adult paupers.
	Girls - -	6	6	
	Infants -	-	-	
Feb. 18 -	Pickering:			
	Boys - -	6	6	The children are all taught by a schoolmaster. State of the school moderate.
	Girls - -	9	9	
	Infants -	-	-	

Date.	Name of School.	In Attendance.	Present.	General Observations.
	YORKSHIRE, N.R.—*cont.*			
May 6 -	Reeth:			
	Boys - -	3	3	The children go out to school. They were extremely ignorant. None understood the Lord's prayer, although two girls, as it was stated, had been at least four years at school.
	Girls - -	3	3	
	Infants -	–	–	
May 5 -	Richmond:			
	Boys - -	7	7	School mixed. The religious knowledge and general attainments of the children were unsatisfactory. Their attendance at school was stated to have been irregular.
	Girls - -	3	3	
	Infants -	–	–	
April 9 -	Scarborough:			
	Boys - -	3	3	The children in this workhouse were remarkably dull and ignorant. One out of those present could read.
	Girls - -	5	3	
	Infants -	–	–	
Nov. 7 -	Stokesley:			
	Boys - -	7	7	The children go out to school. They passed a fair examination, and apparently had been well taught. One boy, stated to be under ten years of age, was remarkably intelligent, and worked decimals and extracted the square root with ease and correctness.
	Girls - -	2	2	
	Infants -	1	1	
May 7, -	Thirsk:			
Oct. 30.	Boys - -	9	9	School mixed. The children passed a tolerable examination, but the girls were decidedly inferior to the boys.
	Girls - -	8	7	
	Infants -	7	7	
Feb. 19 -	Whitby:			
	Boys - -	9	8	School mixed, and not advanced. The teacher has a good method, but had not been appointed long enough to effect much at the date of my visit.
	Girls - -	11	9	
	Infants -	–	2	
	YORKSHIRE, E.R.			
April 7 -	Beverley:			
	Boys - -	7	7	The children, who go out to school, passed a fair examination, and appeared to be making tolerable progress.
	Girls - -	7	7	
	Infants -	–	–	
April 8 -	Bridlington:			
	Boys - -	8	6	The children go out to school, with the exception of one girl. They appeared to have made tolerable progress, but one boy was much more advanced than the rest.
	Girls - -	5	5	
	Infants -	–	–	
April 10 -	Driffield:			
	Boys - -	24	15	A great improvement has been effected in the school here. The children passed an examination very creditable to their teacher.
	Girls - -	13	4	
	Infants -	–	16	
April 11 -	Howden:			
	Boys - -	11	11	The children, who go out to school, were in a low state. Few could read tolerably, and they were very deficient in arithmetic.
	Girls - -	10	10	
	Infants -	–	–	
April 2, 3	Hull:			
Sept. 23.	Boys - -	61	60	The boys' school has been for some time good, and fully sustains its character. The girls were in a bad state of discipline, and deficient in every respect. One boy has been appointed a pupil-teacher.
	Girls -	49	25	
	Infants -	4	21	
Sept. 24 -	Patrington:			
	Boys - -	13	12	State of the school tolerable. An excellent school-room has now been built, and a schoolmistress appointed, whose method of teaching is good; material improvement may therefore be expected.
	Girls - -	9	3	
	Infants -	–	7	

Date.	Name of School.	In Attendance.	Present.	General Observations.
	Yorkshire, E.R.—*cont.*			
une 11 -	Pocklington:			
	Boys -	13	10	School mixed. Teacher a schoolmaster, deficient in method. The children had not learned to think and exercise their minds.
	Girls -	5	4	
	Infants -	–	4	
pril 4 -	Sculcoates:			
	Boys - -	60	58	The boys passed an examination very creditable to their schoolmaster. The girls were certainly not equal to them, but appeared to be making fair progress.
	Girls - -	26	25	
	Infants	13	12	
pril 3 -	Skirlaugh:			
	Boys - -	20	10	School mixed. The children were not in an advanced state, but for the most part very young. Two boys led the school, and, when these were silenced, the others answered but few questions.
	Girls - -	5	2	
	Infants -	–	13	
eb. 15 -	York:			
	Boys - -	33	29	State of the boys fair; of the girls tolerable. The proportion of children able to read and write was considerable in both schools. The girls make and wash their own clothes.
	Girls - -	31	29	
	Infants -	–	–	
	Yorkshire, W.R.			
Iarch 11, Nov. 25.	Barnsley:			
	Boys - -	21	21	The children were in a low state in both schools. It is requisite that they should be taught to think and exercise their minds more than they do.
	Girls - -	17	15	
	Infants -	9	7	
pril 29 -	Barwick:			
	Boys - -	7	7	The attainments of the children, who go out to school, were but moderate. Two of those present answered some simple questions.
	Girls - -	3	3	
	Infants -	–	–	
eb. 13 -	Bierley, North:			
	Boys - -	10	8	The children here were very ignorant, one only could read a little. There will soon be, as I trust, a new workhouse in this union.
	Girls - -	11	4	
	Infants -	–	–	
Iarch 12, ct. 29.	Bradford:			
	Boys - -	71	67	Much has been accomplished for the education of pauper children in this union, and there are good schools in the workhouse for both boys and girls. A third school for infants is now wanted.
	Girls - -	80	37	
	Infants -	13	47	
eb. 28 -	Carlton:			
	Boys - -	3	3	The few children in the workhouse in this populous union are under the charge of a pauper. They were very ignorant, and received no education deserving the name.
	Girls - -	2	2	
	Infants -	5	5	
Iarch 10, ug. 29.	Dewsbury:			
	Boys - -	35	35	Excellent schools, detached from the workhouse, have been built here, but the state of the children was not satisfactory. They were dull and ignorant, and most of them unable to read.
	Girls - -	27	25	
	Infants -	–	–	
ay 16 -	Doncaster:			
	Boys - -	38	37	The boys passed a very fair examination, but appeared to be too much accustomed to collective answering. The girls were far inferior to the boys, but it was stated that their attendance had been irregular on account of illness.
	Girls - -	17	16	
	Infants -	13	10	

Date.	Name of School.	In Attendance.	Present.	General Observations.
	YORKSHIRE, W.R.—*cont.*			
Jan. 16 -	Ecclesall Bierlow:			
	Boys - -	36	33	The girls were in a low state, but the boys appeared to be making creditable progress; their religious knowledge was fair.
	Girls - -	33	19	
	Infants -	1	12	
May 19 -	Goole:			
	Boys - -	12	11	School mixed. Teacher a schoolmistress. The boys are partly under the charge of an elderly inmate. The children were not advanced, and very deficient in arithmetic, but some Scriptural questions were answered tolerably.
	Girls - -	9	8	
	Infants -	5	5	
Feb. 27, & Nov. 24.	Halifax:			
	Boys - -	21	17	The schoolmaster, recently appointed, wants method; but the children passed a fair examination in both schools. The proportion of pauper children educated to the whole population is very small, hardly more than one in 3,000.
	Girls - -	18	14	
	Infants -	16	16	
March 7	Harrogate:			
	Boys - -	15	15	The children, who go out to school, passed a tolerable examination, but very few could read an ordinary book fluently. Separation from adult paupers imperfect.
	Girls - -	–	–	
	Infants -	–	–	
	Hemsworth - -	–	–	No workhouse.
Jan. 24 -	Huddersfield:			
	Boys - -	22	15	The Huddersfield pauper children, now assembled in the Kirkheaton workhouse, go out to school. They were in a low state, and the majority of those present could not read.
	Girls - -	17	10	
	Infants -	–	11	
May 27 -	Keighley:			
	Boys - -	9	9	The children, who go out to school, were very deficient in religious knowledge and in arithmetic. The workhouse does not admit of proper classification.
	Girls - -	2	2	
	Infants -	–	–	
May 27 -	—— Bingley:			
	Boys - -	3	3	This is a district workhouse in Keighley union, in which the children are not separated from adult paupers. They go out to school, but were very ignorant.
	Girls - -	1	1	
	Infants -	–	–	
Feb. 14 -	Knaresborough:			
	Boys - -	–	–	The children, who go out to school, were very ignorant, and particularly deficient in arithmetic. None could read an ordinary book without spelling.
	Girls - -	11	10	
	Infants -	–	–	
Sept. 25, 26.	Leeds:			
	Boys - -	80	76	The children appeared to be making very fair progress in all the schools, but the girls were too much addicted to collective answering. Many more children might be educated in this building, which has never been filled within my knowledge.
	Girls - -	77	68	
	Infants -	64	55	
April 30 -	Ouseburn, Great:			
	Boys - -	5	5	The children in this workhouse were unacquainted with the simplest truths of Christianity. Not one could read. The Lord's prayer was repeated, but not understood.
	Girls - -	6	5	
	Infants -	–	–	

Date.	Name of School.	In Attendance.	Present.	General Observations.
	YORKSHIRE, W.R.—*cont.*			
May 28 -	Pateley Bridge:			
	Boys - -	6	6	The children here, as on former occasions, were deplorably ignorant. None could tell what country they lived in, or work a sum of any kind. The workhouse does not admit of proper classification.
	Girls - -	7	7	
	Infants -	–	–	
	Penistone - -	–	–	No workhouse.
May 21 -	Pontefract:			
	Boys - -	3	3	The children go out to school. They were very deficient in arithmetic, and could not read an ordinary book fluently. A little deserted girl here, three weeks in the workhouse, appeared to be quite ignorant of religion.
	Girls - -	4	4	
	Infants -	–	–	
May 8 -	Preston, Great:			
	Boys - -	5	5	One boy here had made fair progress, but the other children were generally ignorant. They receive some instruction from the governor.
	Girls - -	3	3	
	Infants -	7	7	
Feb. 29 -	Ripon:			
Aug. 28.	Boys - -	8	8	A school has now been organized for the first time in this workhouse; teacher, a schoolmistress, who conducted a class well. The children, in consequence, passed a very fair examination, and appeared lively and intelligent.
	Girls - -	4	4	
	Infants -	6	6	
May 15 -	Rotherham:			
	Boys - -	11	6	All the children are now instructed by the schoolmistress. They were deficient in religious knowledge and in spelling. State of the school in other respects tolerable.
	Girls - -	29	19	
	Infants -	–	12	
Jan. 23 -	Saddleworth:			
	Boys - -	16	10	School mixed. Method of the teacher and state of the school moderate. A better school-room has now been provided.—1857.
	Girls - -	8	6	
	Infants -	–	10	
June 25 -	Sedbergh:			
	Boys - -	3	3	The children go out to school. They were very ignorant. One only could read tolerably.
	Girls - -	1	1	
	Infants -	–	–	
April 1 -	Selby:			
	Boys - -	10	10	The children are now instructed by the governor. Some of their answers were heedless, but they appeared to be going on fairly.
	Girls - -	3	3	
	Infants -	–	–	
June 24 -	Settle:			
	Boys - -	18	18	The boys were lively and intelligent, and passed a fair examination. The girls were less advanced, but four only were present.
	Girls - -	4	4	
	Infants -	4	4	
Jan. 17 -	Sheffield:			
Sept. 5.	Boys - -	62	47	The boys here had acquired a very fair degree of information, at my last visit, especially on religious subjects. The girls were generally less advanced, and deficient in arithmetic.
	Girls - -	50	39	
	Infants -	–	–	
Feb. 12 -	Skipton:			
	Boys - -	9	9	Some of the boys who go out to school appeared intelligent, and answered several simple questions fairly, but what is done for the education of destitute children here is really insignificant.
	Girls - -	3	3	
	Infants -	–	–	
	Tadcaster - -	-	-	No workhouse for children.
May 20 -	Thorne:			
	Boys - -	18	14	School mixed; teacher a schoolmistress, deficient in method. The children were dull and inanimate, and their attainments of a low order. Classification of inmates imperfect.
	Girls - -	12	9	
	Infants -	–	7	

Date.	Name of School.	In Attendance.	Present.	General Observations.
	Yorkshire, W.R.—*cont.*			
Feb. 21 - Sept. 22 -	Wakefield:			
	Boys - -	22	18	The children were not advanced, but they appeared to be making fair progress, and likely to improve. The boys are employed in field-work.
	Girls - -	22	15	
	Infants -	–	9	
May 14 -	Wortley:			
	Boys - -	10	6	School mixed; teacher a schoolmistress. The children passed a very tolerable examination, and had improved since my previous visit.
	Girls - -	9	7	
	Infants -	–	6	
	Lancashire.			
June 12 -	Ashton-under-Lyne:			
	Boys - -	37	37	School mixed. The children were generally in a low state, and the majority present could not read. Another school-mistress has been appointed since my visit.
	Girls - -	22	21	
	Infants -	–	–	
Jan. 14 -	Barton:			
	Boys - -	1	1	The children are sent to Swinton from this workhouse. Of those present none could read without spelling.
	Girls - -	6	6	
	Infants -	–	–	
Feb. 11 - Dec. 29.	Blackburn:			
	Boys - -	39	39	The children passed a tolerable examination at my second visit. Both boys and girls had improved. A new workhouse will, I hope, soon be built in this union.
	Girls - -	28	18	
	Infants -	6	14	
Feb. 22 - Sept. 1.	Bolton:			
	Boys - -	11	10	The children had improved greatly at my second visit. They were orderly, lively, and intelligent, and had been evidently well-taught, a school-mistress, with a good method of teaching, having been appointed in the interval.
	Girls - -	16	16	
	Infants -	16	16	
May 12, Dec. 26.	—— Turton:			
	Boys - -	48	45	The boys here are making fair progress. At my second visit it appeared that the master had lost nearly all his first class. The girls have been removed to Bolton.
	Girls - -	22	21	
	Infants -	12	9	
April 18 -	Burnley:			
	Boys - -	7	7	School-mixed; teacher a schoolmaster. The children present were very dull and ignorant.
	Girls - -	–	–	
	Infants -	6	6	
Jan. 18 -	Bury:			
	Boys - -	1	1	The children, who go out to school, were very ignorant, and in a very low state. One only could read without spelling.
	Girls - -	3	3	
	Infants -	4	4	
	Caton - - -	–	–	Not visited. I was informed that the workhouse had been burnt down.
Jan. 21 -	Chorley, Brindle:			
	Boys - -	17	17	The children go out to school. They were very ignorant, and had made but little progress in any respect. Separation from adult paupers imperfect.
	Girls - -	5	5	
	Infants -	–	–	
April 28 - Sept. 10.	Chorlton:			
	Boys - -	84	79	The children, both boys and girls, passed an examination very creditable to their teachers, and showed much intelligence and information. The boys are employed in field-work, and the arrangements for industrial training are excellent.
	Girls - -	73	60	
	Infants -	–	–	

Date.	Name of School.	In Attendance.	Present.	General Observations.
	LANCASHIRE—*cont.*			
April 17 -	Clitheroe, Aighton:			
	Boys - -	6	6	The children, who go out to school, did not read distinctly. None understood the Lord's prayer.
	Girls -	4	4	
	Infants -	–	–	
April 17 -	—— Holden:			
	Boys - -	5	5	Another Clitheroe workhouse. The children go out to school. They were especially deficient in arithmetic. None had made much progress. No separation in these two workhouses from adult paupers.
	Girls - -	2	2	
	Infants -	–	–	
April 16 -	The Fylde:			
	Boys - -	9	9	The children, who go out to school, appeared very dull and ignorant. Religious knowledge very moderate.
	Girls - -	9	9	
	Infants -	–	–	
	Garstang - -	–	–	No workhouse for children.
Jan. 25 -	Haslingden:			
	Boys - -	7	6	The children, who go out to school, were very ignorant, and had made very little progress in any respect. None understood the Lord's prayer. Classification defective.
	Girls - -	–	–	
	Infants -	–	–	
April 21 -	Lancaster:			
	Boys - -	20	19	The children, who go out to school, passed a fair examination. There was a remarkable disproportion between the numbers of boys and girls.
	Girls - -	7	5	
	Infants -	5	3	
Feb. 8 -	Leigh:			
	Boys - -	29	17	School mixed, teacher a schoolmaster. I found the children making very fair progress, and improved decidedly since my last visit.
	Girls - -	28	22	
	Infants -	–	16	
Feb. 25, 26, Oct. 20, 21.	Liverpool:			
	Boys - -	142	126	The progress of the children in this workhouse was generally creditable to the teachers; but a large majority could not read; and a high standard cannot be attained on account of the very frequent changes among the children.
	Girls - -	161	129	
	Infants -	118	102	
Oct. 6, 7, 8, 9, 10. Dec. 4, 5.	—— Kirkdale:			
	Boys - -	489	452	The boys passed a good examination, although the style of reading of some of them was rather careless. The girls appeared to be making fair progress, but were generally less advanced than the boys. The guardians have materially diminished the numbers of children in attendance.
	Girls - -	307	285	
	Infants -	–	–	
Sept. 12 -	Manchester:			
	Boys - -	75	76	Allowing for the frequent changes here, the children passed a fair examination, but a large majority could not read. The girls were also deficient in arithmetic, and very inferior to the boys. A new workhouse is in building.
	Girls - -	40	34	
	Infants -	17	12	
Sept. 9	—— Canal Street:			
	Boys - -	39	39	This school ranks somewhat below that in the Manchester workhouse. The changes among the children are very frequent. Decided progress had, however, been made in reading, writing, and arithmetic since my visit in 1855.
	Girls - -	27	27	
	Infants -	72	72	
Sept. 15, 16, 17, 18, 19. Dec. 2, 3.	—— Swinton:			
	Boys - -	338	314	The children passed an examination creditable to their teachers in all the schools, and the numbers present for the first time exceeded 800, but the institution is still not filled. The industrial training is good.
	Girls - -	205	197	
	Infants -	293	292	

Date.	Name of School.	In Attendance.	Present.	General Observations.
	LANCASHIRE—*cont.*			
Jan. 22, Sept. 11.	Oldham:			
	Boys	48	47	The children were not advanced, but they passed a fair examination in both schools, and are likely to improve, if they remain at school long enough. The boys dig.
	Girls	41	18	
	Infants	–	20	
Feb. 7, Oct. 13.	Ormskirk:			
	Boys	13	10	The education of the children here is evidently checked by the singular importance which the guardians attach to knitting. The schoolmistress had, however, succeeded in effecting some improvement. The children were deficient in arithmetic and penmanship at my second visit, but a greater number could write and work sums.
	Girls	15	10	
	Infants	–	5	
Jan. 11, Dec. 31.	Prescot:			
	Boys	33	27	School mixed, teacher a schoolmaster. The children passed a tolerable examination, but they require to be questioned more closely as to the meaning of the words and sentences which they read.
	Girls	20	12	
	Infants	–	–	
June 23 -	Preston:			
	Girls	2	2	This is a school for infants, recently established in the Preston workhouse. No infants could read or write, but the schoolmistress gave a fair object lesson, and several simple questions were answered.
	Infants	49	43	
March 14, Oct 24.	Preston, Penwortham:			
	Girls	37	37	The girls were very deficient in arithmetic, and generally in a low state. Few could read an ordinary book fluently.
April 25 -	—— Walton:			
	Boys	98	94	The school-room is far too crowded; the schoolmaster also requires assistance. The boys passed a fair examination under the circumstances, but the majority could not read.
	Girls	–	–	
	Infants	–	–	
May 22 -	Prestwich:			
	Boys	4	4	None of the children present could read or write. It was stated that one of them only had been a month in the workhouse.
	Girls	–	–	
	Infants	–	–	
March 31	Rochdale:			
	Boys	–	–	The guardians refused to allow the children to be examined. There is no school in any Rochdale workhouse.
	Girls	–	–	
	Infants	–	–	
May 9 - Oct. 28.	Salford:			
	Boys	83	82	The boys passed an examination very creditable to their master in every respect, but the state of the girls' was far less satisfactory. No girl appeared to understand the Lord's prayer properly.
	Girls	63	24	
	Infants	18	52	
	Todmorden	–	–	No workhouse.
April 22 -	Ulverstone:			
	Boys	37	31	I found the children here going on fairly, but the boys passed a better examination than the girls. It is desirable that the boys should be regularly employed in fieldwork.
	Girls	46	28	
	Infants	–	14	
March 13, Dec. 19.	Warrington:			
	Boys	35	34	The boys were rather deficient in animation, but answered the questions put to them fairly, and were more advanced than the girls, who appeared too much accustomed to collective answering.
	Girls	27	27	
	Infants	18	12	

Date.	Name of School.	In Attendance.	Present.	General Observations.
	LANCASHIRE—*cont.*			
Mar. 18, 19. Nov. 18, 19.	West Derby:			
	Boys	100	95	The children in all the schools passed a good examination, and appeared to be making very satisfactory progress.
	Girls	87	83	
	Infants	80	62	
Jan. 9, June 13.	Wigan:			
	Boys	–	–	The children did not read with sufficient distinctness, and were deficient in spelling. The religious knowledge was tolerable. The new workhouse will soon be completed.
	Girls	42	27	
	Infants	–	15	
Jan. 10	—— Hindley:			
	Boys	55	50	The boys here passed a fair examination, and were decidedly superior to the girls at Wigan. The boys for the most part seemed very young. It is very important that they should not go out to situations prematurely.
	Girls	–	–	
	Infants	–	–	
	CHESHIRE.			
Dec. 24	Altrincham:			
	Boys	33	33	The schoolmaster teaches the elder children, and the schoolmistress the younger. State of the school very fair. The boys are employed in garden-work.
	Girls	32	32	
	Infants	–	–	
	Great Boughton	–	–	No workhouse.
March 28, Oct. 15.	Chester:			
	Boys	32	31	The children were going on well in both schools. The boys, especially, showed much intelligence, and were in an excellent state of discipline. Their religious knowledge was very good.
	Girls	29	28	
	Infants	25	24	
March 27	Congleton:			
	Boys	32	25	The boys passed a fair examination, and were much superior to the girls, who were evidently in a low state. The boys are employed in fieldwork.
	Girls	22	8	
	Infants	3	3	
June 17	Macclesfield:			
	Boys	33	30	The schools were in a fair state. The boys were more advanced than the girls, although they had lost ground by remaining for six weeks, as I was informed, without a master. The boys work in the garden.
	Girls	23	19	
	Infants	18	16	
March 26	Nantwich:			
	Boys	30	29	The state of the boys was creditable to their master, but the girls were inferior to them in liveliness and intelligence, as well as in general information.
	Girls	14	14	
	Infants	13	11	
March 25, Oct. 3.	Northwich:			
	Boys	38	35	The children passed a fair examination, but the girls, as in many other instances, were less advanced than the boys.
	Girls	29	28	
	Infants	–	–	
	Runcorn	–	–	No workhouse.
Feb. 6, Sept. 30.	Stockport:			
	Boys	42	40	The children were in a low state in both schools at my last visit, more especially the girls. Improvement may, however, be anticipated under their present teachers.
	Girls	15	15	
	Infants	23	22	
March 20, June 20.	Wirral:			
	Boys	31	31	The boys here have sustained a great loss by the death of their excellent schoolmaster, who, though extremely ill, was present at the inspection in March. The state of his school was then very good; the girls also passed a fair examination. Another schoolmaster has recently been appointed. The boys are employed in fieldwork.
	Girls	29	28	
	Infants	15	15	

Date.	Name of School.	In Attendance.	Present.	General Observations.
	DERBYSHIRE.			
June 18 -	Ashbourne:			
	Boys - -	10	10	School mixed, teacher a schoolmistress. The children showed a very fair degree of intelligence and information. The boys work on the land under the charge of the porter.
	Girls - -	18	13	
	Infants -	–	5	
Sept. 4 -	Bakewell:			
	Boys - -	25	20	The children passed a fair examination. Some of the girls appeared more advanced than any boys.
	Girls - -	22	19	
	Infants	–	–	
Sept. 3 -	Belper:			
	Boys - -	42	40	The boys, in several instances, appeared intelligent and well-informed, and I found the school in a good state generally; but the girls were far inferior to the boys in every respect.
	Girls - -	24	24	
	Infants - -	23	23	
	Chapel-en-le-Frith	–	–	Not visited; on the day fixed I could not obtain a conveyance from Glossop.
		–	–	
Feb. 5 -	Chesterfield:			
Nov. 26.	Boys - -	22	18	School mixed, teacher a school-master; the boys showed some want of liveliness, but they passed generally a fair examination; the girls were decidedly inferior to them.
	Girls - -	23	12	
	Infants -	–	9	
Feb. 4, 5,	Derby:			
June 19.-	Boys - -	32	31	State of the boys fair; the girls were less advanced. one girl was much superior to the others, and appeared to be in the habit of answering for the whole school.
	Girls - -	15	13	
	Infants -	11	10	
Jan. 15 -	Glossop:			
	Boys - -	7	5	The children in this workhonse are not separated from adult paupers, and were very ignorant; not one could work a sum in simple addition correctly. Nine children from Glossop were at Swinton in September.
	Girls - -	3	3	
	Infants -	10	10	
May 13 -	Hayfield:			
	Boys - -	7	6	The children, who go out to school, were very ignorant; none understood the Lord's prayer, none could work a sum in simple addition correctly.
	Girls - -	6	5	
	Infants -	–	–	
Sept. 2 -	Shardlow:			
	Boys - -	31	31	The religious knowledge and general attainments of the boys were very fair, but the girls appeared very dull, ignorant, and inanimate.
	Girls - -	15	15	
	Infants -	11	10	

RAGGED SCHOOLS.

Sept. 29 -	Bolton:			
	Boys - -	26	27	Premises very fair, but the ventilation was defective in the boys' bed-rooms. Discipline of the school, and demeanor of the children, creditable to the schoolmaster; but the children did not understand well what they read, and their attainments were moderate. Industrial training apparently good.
	Girls - -	11	11	
	Infants -	–	–	

Date.	Name of School.	In Attendance.	Present.	General Observations.
Nov. 10 -	St. Bega's, Hartlepool:			
	Boys - -	82	36	These are Roman Catholic schools; the elder children and infants are in different buildings. The children receive their dinners, but do not sleep on the premises. Their attainments were moderate; a large majority could not read without spelling.
	Girls - -	55	50	
	Infants -	50	31	
Nov. 11 -	Newcastle-upon-Tyne:			
	Boys - -	73	68	The school-rooms and general arrangements are very good; many children sleep in the building. State of the schools fair; industrial training for the boys, sack-making, teasing hair, tailoring; the girls sew, knit, and fix work; some cook, do housework, wash, and iron.
	Girls - -	83	65	
	Infants -	–	–	
Nov. 21 -	Liverpool:			
	Boys - -	75	64	Premises fair; many children sleep in the building. Method of the master moderate, of the schoolmistress fair. State of the schools and attainments of the children tolerable. The boys learn tailoring and clog-making, print bags, and split sarsaparilla; the girls wash, clean rooms, and make their own clothes.
	Girls - -	50	43	
	Infants -	–	–	
Nov. 28 -	Manchester:			
	Boys - -	89	66	Premises fair; several children sleep in the building. State of the schools tolerable, but a majority of those present could not read; the master conducted a class fairly. Discipline tolerable. Industrial training apparently good.
	Girls - -	21	22	
	Infants -	–	–	
Dec. 30 -	Toxteth Park:			
	Boys - -	–	–	A ragged school for girls, apparently well-managed. Premises good; many girls sleep in the building. The school mistress conducted a class well. Religious knowledge of the girls good, arithmetic but moderate, industrial training good.
	Girls - -	10	37	
	Infants -	–	–	

REFORMATORIES.

	Cheshire.			
Oct. 2 -	Bradwall:			
	Boys - -	15	14	Premises tolerable, but there was a want of school-apparatus. There are about six acres of land for industrial training. The boys were very orderly, and appeared to be fairly instructed; one boy was much more advanced than the rest.
Oct. 14 -	Akbar Frigate:			
	Boys - -	52	52	The boys on board this ship are taught to be sailors, and went through their work with great spirit and activity. They appeared to be very well trained. The school-work is duly attended to, and the boys passed a very fair examination.
Oct. 23 -	Toxteth Park:			
	Girls - -	19	19	Premises not good; there is no proper school-room, and a want of school apparatus; rooms generally small and confined. Religious knowledge of the girls moderate, and their intellectual state generally low; they are trained to be household servants.

Date.	Name of School.	In Attendance.	Present.	General Observations.
Nov. 14 -	Castle Howard: Boys - -	14	14	The buildings were not completed at the date of my visit, but the arrangements intended appeared to be very good. There are about thirty-four acres of land for fieldwork. Religious knowledge of the boys moderate; they passed a tolerable examination generally. Books were wanted.
	YORKSHIRE.			
Nov. 27 -	Calder Farm: Boys - -	24	24	Premises fair. The boys are employed in field-work; they were orderly, and answered the questions put to them very fairly. The school-master was not present.

NERAL REPORT, *for the Year* 1856, *by Her Majesty's Inspector of Schools*, JELINGER C. SYMONS, Esq., Barrister-at-Law, *on the* PAROCHIAL UNION SCHOOLS *inspected by him in the* MID-WESTERN DISTRICT, *and in* WALES.

LORDS, Gloucester, March 1857.

I HAVE now to report on the union schools in my district ring the past year.

My duties have comprised also the inspection of the union ools of Devonshire and Cornwall, in consequence of the nporary illness of my colleague, Mr. Ruddock; and also the pection of such reformatories as have been referred to me. e area of my inspection has thus extended from Pembroke Northleach, and from Bangor to Penzance.

1. GENERAL CHARACTER OF WORK DONE.

In my own district I have no marked change to report. ere has been no general relapse from the improvement pre-ously effected; nor, on the other hand, has there been any rceptible progress. A great deal of my attention has been cupied in smoothing the difficulties which have from time time arisen among teachers, and in efforts to give them e notions of their position towards the governor and matron, d to indoctrinate them with views of their duties more rmane to the orders of the Poor Law Board and the rational shes of the guardians. These may be summed up in the sire that the children should learn only that which will be ost useful to them in after life. I am sorry to add that is is the last thing that some masters and mistresses can got to teach. Those who are themselves ignorant, teach thing; those who are the best instructed often teach what ould be fit enough for an elementary boarding-school, but is better adapted to the wants of labor-life in England than smattering of Sanscrit. Others teach well and usefully, but ey are a minority.

2. CIRCULAR TO TEACHERS.

In order to give a clearer view of what is needed, as well to induce the teachers to impart it, I issued a circular ter, in July last, which will be found among the appendices this report (*see Appendix* B.) In many cases the circular s had a good effect; and the announcement of increased ants for industrial training and for teaching power which it ntains has operated to some extent beneficially. The coun-

teracting influences are, in some cases, however, too strong for common sense; and the instruction is so useless or deficient that I have had to recommend the reduction or withholding of grants.

3. New Scale of Grants.—Hindrances to Improvement still left.

The new scale of grants will, I expect, soon work a good change. It gives the Inspector much more power than he formerly had to obtain changes in the kind as well as amount of instruction imparted, for he can recommend the apportionment of salary accordingly. The great difficulty under which we labor in making teachers adapt their instruction to the real wants of pauper children, though it is *increased* by, does not *originate* entirely in, the adjuncts of the workhouse. It takes its rise greatly from the mistaken view of what education should be for the great working class of England. I believe that this is incidental to such education having been grafted somewhat hastily and clumsily upon the only education worth the name previously existing,—namely, for young gentlemen and ladies. There has been, perhaps, too little adaptation of the old modes of teaching, and the old things taught, to the new class of learners, and to the learning now needed. A certain curriculum of studies,—a certain routine of rudiments and accomplishments,—had long held sway: and when, by degrees, it was thought no longer dangerous for Church or State that ploughboys should cipher or that their sisters should learn to write, fragments of the same instruction in all these elements of education were given to them, that had been for centuries the privilege of their betters. There was, however, this great difference, that the little peasants and artisans till lately had only the refuse of teachers, who doled out writing, reading, and arithmetic at so much per head, without the slightest effort to impart knowledge, or even to exercise the lowest order of reasoning faculty. True it is that a juster estimate of the requirements of education properly so called, and of their great diversity according to the class to be educated, is beginning to take place. But this improved notion of what is wanted necessarily takes effect in schools which are most under the ken of the advanced intelligence of the times: and workhouse schools are not of these. The old-fashioned stamp of schoolmaster takes refuge in them as a last resource for the exercise of his effete system and mindless faculties. Although the improved appreciation of a better system, which I mentioned in my last report, p. 132, has not retrograded, such school-teachers still obtain tolerance in the unions where educa-

n is still unpopular; especially if they be themselves on the ge of pauperism, or likely to become chargeable, or if they be ywise connected with a guardian. It is an aggravation of this at evil, that the contentment still existing with the dame ool class of teaching has its last stronghold in the very class m which some of the guardians are chosen. That class not y avow their contentment with a meagre fragment of ele- ntary instruction, which removes the children so taught but e degree from perfect ignorance, but they oppose, though not ays openly, any effort to raise it. When I am told that the perfect instruction I find in many of the schools under my in- ction is good enough for pauper children, I am tempted to ly—"Yes, if you wish them to be paupers all their lives, l to perpetuate pauperism. If, on the contrary, you de- e to make these children independent labourers, and to en pauperism, the way, and the only way, is to teach them ll and thoroughly how, both bodily and mentally, with nd and with head, to succeed in earning their own livelihood."

4. Low State of Common Schools.

I venture to refer to the low state of education in the great k of the common schools for the poor (most of which are not pected at all), because I find the defective instruction in se very schools often held up as a reason why that in the rst workhouse schools in my district is to be deemed satis- tory. I can conscientiously say that I do not know a body children in any union in my district worse instructed, or her so neglected and ignorant, as they were in a Hereford- re union when the chaplain made the following entry in the tor's book, after one of my examinations, at which he had been present:—

> I have examined the school. * * * * Most of them could say collect for the day, and the greatest part of the Catechism; they read spell well for their age. I regret that Mr. Symons, the Government pector, should have made such a report as he did on the 19th inst. *They l as well, if not better than, any children of the same age in any national ol in the county.*"

A low standard of education is thus necessarily productive the ignorance it nurtures; and people who love darkness ner than light will always find countenance in the preva- ce of bad schools for the continued suppression of intellect. e bad effects of workhouse education has been evidenced the increasing difficulty experienced in keeping good chers. Three of the best in my district have given notice resignation within the last few weeks. It is a very inju- us thing at all times to have a change of teachers. It ly unsettles a school, even where the change is from a

good teacher to a better one; for good teachers have always some peculiar pet system of their own, and have little tolerance for that of their predecessor; so that the first lesson given the children on the advent of the new master is to discard and renounce what they had previously been taught to esteem and obey. But the change is generally not to a better teacher, but often to one who will work better with (*i.e.* under) the governor; for, in most instances, the teacher leaves because he disagrees with the governor. In some cases, I am bound to admit that this arises, in great measure, from a want of tact and discretion, and sometimes from insubordination to the proper authority of the governor, who is necessarily at the head of the establishment. But in any case the evil effect is sure to fall upon the school. By dint, however, of strenuous exertions, and the co-operation of the more enlightened guardians, I hope and believe that the workhouse schools in my district will not become worse than they are; and I can, notwithstanding their serious drawbacks, point to some few which are models of what a school ought to be for working-class children. I do, however, think it a sad thing that so much trouble, expense, and skill have to be yearly devoted in maintaining a moderately passable education for 30,000 children against needless adversities and avoidable difficulties, which same trouble, expense and skill would nearly suffice for the much better education of 300,000 children, were those difficulties and adversities removed; as they easily might be, by the shortest possible Act of Parliament, compelling, instead of uselessly permitting, district union schools.

5. Sir Stafford Northcote's Bill.

Sir Stafford Northcote prepared, with elaborate pains, a Bill for enabling magistrates to send poor and neglected children, who are in danger of becoming criminals, or are taken into custody on a charge of begging or vagrancy, to certain industrial certified schools, which have as yet no existence, nor does his Bill provide for establishing them. Now such children are precisely on a par, physical, moral, and mental, with the children now in workhouse schools; nor can I perceive any good reason for the establishment of two distinct sets of schools for children labouring under the same infirmities, requiring the same discipline, bodily and mental, falling naturally and generically under the same public department of Government, and properly chargeable upon the same sources of public revenue and private income. Sir Stafford Northcote seems to be of the same opinion, for not only are guardians empowered

to do a variety of things, such as subsidizing and sending children to those certified schools, but by section 8 they may give the security required of certain parents, provided that such guardians "are the guardians of a union which contributes to the support of a *district union school*, or of a union which supports a school detached from the workhouse, and are willing to stipulate that the child shall be taken into such school respectively." Many of the provisions in this excellent Bill are precisely similar to those in the existing Acts for the education of pauper children both in and out of workhouses, and nothing could be easier than to fuse them in one consolidated Act for the maintenance and education of destitute and vagrant children in DISTRICT LABOR schools. Strange to say, Sir Stafford Northcote's Bill labors under the same defect which neutralizes preceding legislation for pauper children, namely, *it fails to establish the schools to which it provides that they should be sent.* It is precisely this cost of building which besets the threshold, and usually stops all efforts to establish district schools; even though, as the law now stands, all that is requisite is the signature of the majority of a meeting of guardians, duly summoned for the purpose. As a proof how thoroughly hopeless it is to get these schools established, I beg leave to refer to a scheme for the Swansea, Llanelly, Caermarthen, and Llandilo unions,* which I took great pains to mature last year, and where the preliminary expenses were reduced to their minimum. I need only say that, though the advantages and facilities were peculiarly great, and there was on the part, not only of Viscount Emlyn, but, of many of the leading guardians, the strongest desire to establish this school, the scheme is likely to be entirely defeated by the elected guardians. Whether built or rented, and whether with money from rates or from the Consolidated Fund, and whether called industrial or district union schools, it is alike essential that their establishment be compulsory, or no such schools will be established; at any rate, not in number requisite for the object in view. It is, moreover, highly desirable that the schools should be built on a proper scale and in a manner adapted to their avowed purposes. This is not to be secured by leaving them to the chance efforts and abnormal plans of voluntary benevolence; and this applies quite as much to the schools proposed, or rather assumed to be provided by Sir Stafford Northcote's Bill. If this be a condition precedent to any such measure for

* Lord Emlyn circulated a detailed statement, proving that the whole expense of an excellent establishment on a healthy and suitable farm, called Forest (which Earl Cawdor would have leased at 15*l.* rental), would cost only one farthing in the pound.

schooling either pauper or vagrant children, I humbly submit that it is only by some department of the Government that public money can be properly applied to this excellent purpose. This being done, and the schools being provided, entirely apart from the debasing adjuncts alike of gaol and workhouse,—and every provision in Sir Stafford Northcote's Bill appears to me to be capable of very easy application to objects so germane as those of the district schools which my colleagues and I have so frequently and so urgently recommended,—in the first place, they would not only embrace a *similar* class of children, as I have before said, but in a great number of cases *the same children.* For the children of out-door paupers, which the present Acts enable guardians to educate, are frequently precisely those who are described in the preamble and fall within the purview of Sir Stafford Northcote's Bill. The following sections not only harmonise with the view I have thus ventured to take, but, with a very slight modification, they might be made to render district schools of far greater utility than if they were confined to children who are already paupers:—

XVI. When the justices order any child to be sent to a certified industrial school under this Act, they shall, at the same time, by writing under their hands and seals (Form G), order the guardians of the union in which the child was taken into custody to pay out of the common fund of the union a weekly sum not exceeding *three shillings* to the managers or to any person authorized by them from time to time to receive it, until the child attains the age of *fifteen* years, or is lawfully discharged, and also any charges and expenses incurred respecting the child, and also the expenses of conveying the child to school.

XVII. Any justices of the county where such order is made, or where the parent is residing respectively, may, upon the application of the guardians upon whom the order is in force, summon the parent and examine into his circumstances, and in their discretion may order him to pay to the guardians the amount of such weekly payment or such portion thereof as they think fit, and also any instalments which may have been paid by the guardians, and also any charges and expenses incurred respecting the child, and also the expenses of conveying the child to school, and also the costs of such application; and on default of payment for the space of *fourteen* days the like proceedings may be taken for enforcing and recovering the same as are hereinafter provided for the enforcing and recovering of any penalty or forfeiture imposed by this Act.

6. Advantages of District Labor Schools.

In thus blending children whose parents can afford to pay something for their maintenance and schooling with those whose parents cannot, we shall remove from innocent destitution that obloquy of pauperism which will necessarily attach itself to the inmates of any establishment supported solely by poor rates. Thus a great benefit will be done to the destitute children, whilst those who are taken from the streets are raised

from degradation, are rescued from crime, and obtain the means of honest livelihood. The right to send vagrant children to such schools, and to make the parents pay for the child, are quite within the legitimate province of the guardians of the poor. Pauper and criminal children are waifs and strays, to whom the State in some shape or other must be foster-father, and educate them after its own practical fashion, fitting them to do their duty in that state of life in which it has pleased God to place them. It would be an unfair reflection on other schools to say that *they* do not do this, without adding the reason why. It is because they deal with their children only for some six or seven hours daily; we deal with our's for the whole twenty-four. They have to instruct the mind; we have in addition to train bodily and morally. They have only to teach scholars reading; we to rear men.

The district school for South-east Salop at Quatt continues to be perfectly successful. In order to diffuse a knowledge of its organization and great success, I asked for documents to exhibit these, and obtained your Lordships' consent to have them printed for circulation in the form appended hereto. (*See Appendix* C.)

7. Bad System of sending Pauper Children to Common Schools.

If this great distinction be well observed, I think it will appear to demonstration how unwise is the system adopted by the Hay, Pershore, and Tewkesbury unions of sending their workhouse children to receive instruction in the national schools, thus, indeed, avoiding the necessity of having a teacher in the house, but avoiding also the vital and systematic training in out-door and in-door industry, and the moral discipline all day long, which can alone convert a pauper child into an independent labourer.

I have examined the children thus instructed during the past year at Hay, Dudley, Upton,* and Tetbury, with results similar to those of past years. Hay is the best instance; but in all other cases the actual amount of the instruction is little more than nominal. A very few of the quickest children learn something; the rest not enough to pass muster in a dame school. It is the natural effect of their *caste;* aggravated by their frequently irregular attendance and constitutional inapt-

* At Upton I dictated to a boy of 11 years of age, who had been for 18 months the National school, a sentence, which he wrote thus;—"We weear chetchd (heated) at the shop becos we nue noth of rectam," (arithmetic.) This was an average specimen of his education, and he could read and write when he was first sent to this National school!

ness to learn. Small chance have they among the more favoured scholars. It is humanely hoped by some that this intermixture of the pauper and independent classes tends to remove an invidious and unjust distinction. It is my firm belief that it makes it doubly felt. The masters of workhouses where this system is adopted generally (though not universally) speak strongly of its ill effects, and desire it altered. In one case, Tewkesbury, the guardians have refused to alter it; and it results that the pauper children neither receive the instruction nor the inspection designed for them. The last time I examined them they were extremely backward in essential things. At Dudley, when the new workhouse is finished, the system will be altered.

8. Progress in Best Schools.

In some of the best schools in my district, such as those at Cheltenham, South-east Salop district school, Brecon, Holywell, &c., the children are receiving an excellent education. At the Gloucestershire Church Schoolmasters' Association, at the last annual meeting, two classes of the boys from the workhouse school were examined by the master, Mr. Easton, first on physiology and next on Scripture, and they excelled in each. These are rare instances in which the high attainments of the cleverer boys are imparted without injustice to the rest of the school. These Cheltenham workhouse boys are also daily well trained in garden labor and shop work.

9. Industrial Training.

The results of industrial training connected with the schools continue to support all that has been said in their favour. Several unions, however, like Gloucester, which have a number of boys of an age to be at work are still being reared in idleness. I beg leave strongly to recommend that a portion of ground in each garden be left uncropped; and that, when there is no productive labour to be done, the boys be employed in digging, double digging, trenching, ridging, or making borders in this fallow piece. Thus there would always be the means of useful and healthful bodily industry, which is by no means the case now. If a different portion of land were selected each year, the ground itself would be greatly improved by the process. At present there is an increasing addiction to growing potatoes only; a system which prevents habitual industrial training. I have prepared an abstract of the balance sheets of the farming accounts received from the several schools of industry in my district. (*See Appendix* D.)

Schools have lately derived great advantage from the improvement of and addition to books for their use. Amongst the

best for general use, I have found Baker's Circle of Knowledge, Martin Doyle's Village Lesson Book, Domestic Economy (Gleig's series), Wright's Landmarks of English History, and all the Finchley Manuals of Industry. The great difficulty is to get the teachers to teach from their own heads and put knowledge in a shape and expressed in words which children like and understand. Not one teacher out of ten can or will do this. Class-books are not of much avail to them in this. In fact, books are far oftener used by masters and mistresses to save themselves trouble than to teach their scholars.

10. Suggestion of New Requirements.

I cannot help thinking that, if the following system were adopted, the effects would be good, and that we should thereby insure the provision and training of the right class of teachers for the district schools, which must inevitably come to pass ere long. I would respectfully suggest that a circular should be addressed to teachers to this effect :—

"The attention of the Poor Law Board having been called by the Lords of the Committee of Council on Education to the fact that, in many workhouse schools, no sufficient pains are taken to give effect to the latter part of Art. 114 of the Consolidated Order, the Poor Law Board hereby require that effective means be taken to impart such instruction to the children as may fit them for service, and train them in habits of useful industry.

"The Inspectors of both Boards have been specially instructed to further and report upon the manner in which this essential requirement is carried out in each union, and no grants or certificates will hereafter be allowed to any union for instruction which shall be wanting in this respect.

"Grants will continue to be made, where the size and condition of the school warrant them, for industrial training by separate work teachers."

I think that such a requisition would be generally approved, and would mightily strengthen the hands of those guardians who in each board are anxious to give a practical and business-like character to their treatment of young paupers. Nothing short of a system in which labour is paramount will knock on the head the vices of the present practice which perpetuates the pauper breed. True it is, that a thoroughly good industrial system of instruction cannot be carried out effectually in workhouses, but it can be approached; and the more the trial is made the more apparent will become the advantage of district schools. In some unions there is an indisposition towards an industrial system, because it gives trouble. The governors in many unions have devoted much pains to the cultivation of the ground by the boys, and have interested themselves in it in the kindest manner, but there are not wanting others who evince overt repugnance to it, and who doubtless prejudice the boards of guardians against the system.

11. Prize System.

I am anxious to carry out the prize system in workhouse schools as far as I find it feasible, and I have met with much furtherance from the guardians to whom it has been yet mentioned. I take especial care not to make these prizes incentives to that forcing system which consists in cramming the forward children in the first class to the sacrifice of all the rest of the school, but have them fairly distributed among all classes, good conduct telling more than scholarship; if this be not done elsewhere, where the prizes are given, the evil to which I allude is sure to result from it.

12. Dietary.

I rejoice to find that the dietary of young pauper children is now increased in quantity. Augmented strength as well as health will ensue; and proportioned to their increase will be that of the industry and future independence of the child.

13. Mr. Evelyn Denison's Act.

The Acts empowering guardians to send out-door pauper children to school remain, as I said they would, a dead letter in my district. In one instance, at Abergavenny, they have been taken into the workhouse school; they have come there, however, under circumstances which afford no fair experiment. Most of them were far too young, and nearly all dirty, unruly, and ignorant of everything; the result was that the school-mistress, already in charge of boys as well as girls, was over-powered and disheartened; this has since been remedied. I cannot but think it advisable that, where this plan is adopted, there should be always a *male* teacher; for, although the benefit to the out-door children may be very great, the injury to the in-door children may be greater still, unless the former are managed with a strong hand.

14. Pupil-Teachers.

The number of pupil-teachers in my district has not been increased. In the first place, the guardians will rarely prolong the maintenance charged on the rates of any able-bodied boy or girl for the requisite period; in the second place, I do not, after mature consideration, believe that a good teacher, who has *efficiently* fulfilled his onerous and toilsome duties in a workhouse school during the day can be in a fit condition to devote an additional hour and a half taken from his scanty evening relaxation, to the separate education of his pupil. If he does it, and does both his duty to the school and to the

pupil, he is overtaxing his health and strength; but this, in most cases, he will avoid by shirking his undue load of work either in the morning or the evening. Supposing, however, that these evils were avoidable, there still remains a grave doubt how far a workhouse is, even under the best circumstances, a good nursery for a young teacher.

15. Offer of Queen's Scholarships to certain Certificated Teachers.

Your Lordships' kind permission to those teachers who have held efficiency or competency certificates for three years to become Queen's scholars has not yet been acted on in my district.

I am not aware of any other topic which requires mention.

I have the honor to be, &c.

Jelinger C. Symons.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix A.

Tabulated Report of Schools Inspected.

UNIONS.	Boys.	Girls.	Infants.	Above Nine. B.	Above Nine. G.	Date of last Visit.	School Teaching.	Industrial Training.
Gloucestershire.								
1. Cheltenham	75	120	17	28	25	Oct. 1856	1st school very good, 2d school good.	Good.
2. Chipping Sodbury	17	26		3	3	March 1857	Good.	Boys, moderate. Girls, good.
3. Cirencester	65		19	37	0	Feb. 1857	Good.	Moderate.
"		54	3	0	20	- -	Moderate.	Good.
4. Dursley	11	14	3	7	3	Sept. 1856.	Indifferent.	Fair.
"	8	21	11	0	8	March 1857	Indifferent.	Moderate.
5. Gloucester	41		4	25	0	Jan. 1857	Moderate.	None.
"		53	9	0	20	April 1856	Fair.	Fair.
6. Newent	19	12	4	11	7	Sept. 1856	Good.	Boys, fair. Girls, good.
7. Northleach	7	21	2	6	12	March 1857	Fair.	Fair.
8. Stow-on-Wold	19	17	11	1	9	Feb. 1857	Good.	Boys, nil. Girls, good.
9. Stroud	40			23	0	Sept. 1856	Moderate.	Good.
"	8	34	20	0	10	Sept. 1856	Good.	Indifferent.
10. Tetbury	8	5	1	3	2	Nov. 1856	Go to National school.	
11. Tewkesbury	19	19	18	7	6	March 1857	Go to National school.	
12. Thornbury	14	2	2	9	1	Oct. 1856	Fair.	Indifferent.
13. Westbury	10	13	6	5	5	Feb. 1857	Moderate.	Boys, nil. Girls, fair.
14. Whitminster	9	7	7	1	1	Oct. 1856	Indifferent.	Indifferent.
15. Winchcombe	10	11	6	5	4	March 1857	Good.	Good.
Herefordshire.								
16. Bromyard	4	6	3	3	1	Nov. 1856	Indifferent.	Moderate.
17. Dore Abbey	11	4	5	6	2	Nov. 1856	Very fair.	Moderate.
18. Hereford	33			14	0	June 185	Fair.	Indifferent,
"		32	1	0	12	June 1856	Fair.	Good.
19. Kington	23	8	6			Oct. 1856	Very fair.	Boys bad. Girls fair.
20. Ledbury	28			21	0	Nov. 1856	Good.	Fair.
"		21	9	0	8	Nov. 1856	Indifferent.	Fair.
21. Leominster	8	8	1	4	1	Nov. 1856	Moderate.	Boys, nil. Girls, good.
23. Ross	22	19		11	12	March 1857	Indifferent.	Boys, nil. Girls, good.
24. Weobly							No teacher except master and matron.	
Monmouthshire.								
25. Abergavenny	19	16	14	8	8	Aug. 1856	Good.	Boys nil. Girls fair.
26. Bedwelty	11	17	2			Aug. 1856	Moderate.	Moderate.
27. Chepstow	12	21	8	9	15	Sept. 1856	Very fair.	Fair.
28. Monmouth	18	16	8	7	8	Oct. 1856	Moderate.	Indifferent.
29. Newport	19			7	0	July 1856	Indifferent.	Moderate.
"	5	34	5	0	21	Feb. 1857	Moderate.	Moderate.
30. Pontypool	14	13	2	6	2	Aug. 1856	Moderate.	Moderate.
Shropshire.								
31. Atcham	34	29	11	11	18	July 1856	Fair.	Good.
32. Church Stretton	12	5				July 1856	Indifferent.	Moderate.
33. Cleobury								
34. Clun	9	10		7	3	June 1856	Good.	Moderate.
35. Ellesmere	20			12	0	June 1856	Fair.	Good.
"		21	13	0	6	June 1856	Moderate.	Fair.
36. Ludlow	30	23	3	16	10	June 1856	Good.	Boys, ind. Girls, good.
37. Wem	13	8	7	9	0	June 1856		
38. Oswestry	8	8	6	6	5	Oct. 1856	Bad.	Fair.
39. Shiffnal	2	8	2	0	5	March 1857	Fair.	Fair.
30. Shrewsbury	10	8	3	4	7	Oct 1856	Indifferent.	Moderate.
41. Wellington	18	25	11	9	10	July 1856	Indifferent.	Good.
42. Whitchurch	11	18		5	12	June 1856	Moderate.	Moderate.
42. South-east Salop District.	39	29		29	23	July 1856	Excellent.	Excellent.
	37	24	12	7	10	July 1856	Fair.	Good.

TABULATED REPORT—*continued.*

UNIONS.	Boys.	Girls.	Infants.	Above Nine. B.	Above Nine. G.	Date of last Visit.	School Teaching.	Industrial Training.
WORCESTERSHIRE.								
43. Bromsgrove	11	8	7	3	3	Oct. 1856	Fair.	Boys, bad. Girls, fair.
44. Droitwich	22	21	8	7	13	Jan. 1857	Fair.	Idem.
45. Dudley	29	27	13	12	6	Jan. 1857	Bad; go to the National school.	
46. Evesham								
47. Kidderminster	22			16	0	Oct. 1856	Good.	Very good.
"	15	40	27	0	16	Oct. 1856	Very indifferent.	Indifferent.
48. King's Norton	26	16	10			Oct. 1856		
49. Martley	20	24	16	12	16	Oct. 1856	Indifferent. Go to National school.	Indifferent.
50. Pershore								
51. Stourbridge	32			12	0	Jan. 1857	Good.	Boys, bad. Girls, moderate.
"		63	8	0	6	Jan. 1857	Moderate.	Moderate.
52. Tenbury								
53. Upton-on-Severn	10	17	10	8	6	Nov. 1856	Indifferent.	Boys, nil. Girls, moderate.
54. Worcester	30			12	0	Oct. 1856	Good.	Moderate.
"		34	7	0	15	Oct. 1856	Good.	Idem.
NORTH AND SOUTH WALES.								
BRECKNOCKSHIRE.								
55. Brecknock	43	23	20	14	8	Nov. 1856	Excellent.	Good.
56. Crickhowel	6	15	9	1	4	Nov. 1856	Indifferent.	Boys and girls indifferent.
57. Hay	18	11	6	9	5	Nov. 1856	Moderate. Go to National school.	Boys, moderate. Girls, fair.
CARDIGANSHIRE.								
58. Aberayron	2	2				1854	Idem.	Indifferent.
59 Aberystwith	4	5	2	1	3	Oct. 1856	Indifferent.	Idem.
60. Cardigan	18	5	1	8	1	Sept. 1856	Bad.	Idem.
CAERMARTHENSHIRE.								
61. Caermarthen	10	6	1	5	3	Sept. 1856	Good.	Boys, nil. Girls, fair.
62. Llandilo Fawr	16	7	2	3	2	July 1856	Indifferent.	Boys, nil. Girls, moderate.
63. Llandovery							Go to National school.	
64. Llanelly	11	8		0	3	Sept. 1856	Good.	Boys, fair. Girls, good.
65. Newcastle Emlyn							Go to National school.	
CAERNARVONSHIRE.								
66. Bangor	14	10	4	4	6	Oct. 1856	Fair.	Moderate.
67. Caernarvon	18	49	5	13	4	Oct. 1856	Indifferent. Go to National school.	Indifferent.
68. Pwlheli								
DENBIGHSHIRE.								
69. Llanryst	7	2	2	3	0	Oct. 1856	Fair.	Moderate.
70. Ruthin	22	14	5	7	7	June 1856	Moderate.	Good.
71. Wrexham	27			16	0	June 1856	Fair.	Fair.
"	2	37	10	0	25	June 1856	Moderate.	Moderate.
FLINTSHIRE.								
72. Holywell	59		4	36	0	Oct. 1856	Excellent.	Moderate.
"		40	3	0	25	Oct. 1856	Very fair.	Idem.
73. St. Asaph	33		7	25	0	Oct. 1856	Good.	Good.
"		20	5	0	11	Oct. 1856	Moderate.	Fair.
GLAMORGANSHIRE.								
74. Bridgend	14	16	6			April 1856	Moderate.	Indifferent.
75. Cardiff	41		5	16	0	April 1856	Good.	Moderate.
"		32	8	0	12	April 1856	Moderate.	Good.
76. Merthyr	40			20	0	Aug. 1856	Indifferent.	Indifferent.
"		45	4	0	24	April 1856	Idem.	Idem.
77. Neath	12	14	5	9	8	Sept. 1856	Moderate.	Moderate.
78. Swansea	36		1	18	0	Sept. 1856	Good.	Moderate.
"								

TABULATED REPORT—*continued.*

UNIONS.	Boys.	Girls.	Infants.	Above Nine. B.	Above Nine. G.	Date of last Visit.	School Teaching.	Industrial Training.
MERIONETHSHIRE.								
79. Bala							None.	
80. Corwen							Go to National school.	
81. Festiniog							None.	
MONTGOMERYSHIRE.								
82. Llanfyllin	33	25	14	11	10	June 1856	Fair.	Fair.
83. Montgomery	22	11	6	12	3	June 1856	Idem.	Moderate.
84. Newtown and Llanidloes.	31			12	0	June 1856	Good.	Moderate.
„		18		0	3	June 1856	Moderate.	Idem.
PEMBROKESHIRE.								
85. Haverfordwest	29			15	0	Sept. 1856	Very fair.	Good.
„	12	26	16	0	13	Sept. 1856	Moderate.	Idem.
86. Narberth	27	11	6	14	6	Sept. 1856	Good.	Boys, bad. Girls, fair.
87. Pembroke	19			15	0	Sept. 1856	Very fair.	Fair.
„	5	19	7	0	9	Sept. 1856	Idem.	Idem.
RADNORSHIRE.								
88. Knighton	22	15	14	6	6	Nov. 1856	Fair.	Boys, moderate, Girls, fair.

APPENDIX B.

Circular from Her Majesty's Inspector, Mr. Jelinger C. Symons, to Teachers of Parochial Union Schools.

Privy Council Office, London, 1856.

I AM happy to be able to inform you that the Lords of the Committee of Council, and the Poor Law Board, have determined, "with a view to promote improvement among the teachers in workhouse schools, and to afford further encouragement to good school-keeping, that the allowance to the teachers in respect of each scholar shall in future be made in accordance with the scale set forth in the following table:"—

CERTIFICATES.		Masters. Minimum Allowance from the Grant.	Masters. Maximum Allowance from the Grant.	Mistresses. Minimum Allowance from the Grant.	Mistresses. Maximum Allowance from the Grant.	Sum to be allowed in respect of each Scholar, in addition to the minimum allowance.
		£	£	£	£	*s.*
Efficiency	1	30	60	24	48	12
	2	30	55	24	44	11
	3	30	50	24	40	10
Competency	1	25	45	20	36	7
	2	25	40	20	32	6
	3	25	35	20	28	5
Probation	1	20	30	16	24	4
	2	20	25	16	20	3
	3	20	20	16	16	—
Permission		15	15	12	12	—

You will observe that by this arrangement, the aggregate amount of the salaries is raised, and also that promotion from one division to a higher one under the same class of certificate, will be attended by an increase of the capitation fee. This will attach a money value to such advancement.

I am to call your attention to the fact, that though promotion from one class of certificate to another (for instance, from probation, 1st division, to competency, 3rd division) can be effected only on re-examination; promotion from one division to another may be made without it. This minor step will henceforth depend entirely on two things; first, on success in school-keeping, and secondly, on industrial training.

I am expressly instructed to have regard to all that is most practical in recommending that teachers should be promoted or reduced from one grade to another, so that such instruction as may specially fit children for service may have its due reward. This cannot be done, unless, in addition to "reading, writing, arithmetic, and the principles of the Christian religion, such *other instruction* be imparted to the children as may fit them for service, and *train* them to habits of usefulness, industry, and virtue."

These are the words in which your duties are described in 114th sec. of the order of the Poor Law Board, and I must scrupulously see to their due performance by teachers, as the necessary condition of any increase of salary.

It may therefore be useful to you that I should repeat the suggestions I have often made to you for effecting the improvements which I think are chiefly required in the workhouse schools in my district.

1. Reading.—Bad reading may be easily corrected by making the child repeat after you, aloud, what he has read badly, and without looking at the book himself; this should be done until he can correctly imitate your own pronunciation, stops, emphasis, and expression.

Spelling is a part of reading, but is best tested by writing from dictation on slates, which might beneficially be practised by a larger number of children than heretofore.

2. Writing.—This should be taught earlier than it usually is, and along with reading. Watch the children while they write, and as soon as they can write large hand with sufficient freedom and accuracy, abandon it for running hand, which is the only practically useful hand in after life. You must, however, continue to watch that all the letters are correctly formed. Good handwriting is defined in the rules of examinations for admission into the public service as "consisting in the clear formation of the letters of the alphabet, the stroke being rapid, neat, and even." A boy who can write a good hand, and who also spells correctly, can almost always find employment. You are not to aim at fine penmanship, but at good plain writing; such as the first Minister of the Crown has thought of sufficient importance to make the subject of the following letter:—

Sir, *Whitehall, 24 May* 1854.

I am directed by Viscount Palmerston to request that you will submit to the Committee of Council on Education, for their consideration, that one great fault in the system of instruction in the schools of the country lies in the want of proper teaching in the art of writing. The great bulk of the lower and middle orders write hands too small and indistinct, and do not form their letters, or they sometimes form them by alternate broad and fine strokes, which make the words difficult to read. The handwriting which was generally practised in the early part and middle of the last century was far better than that now in common use; and Lord Palmerston would suggest that it would be very desirable that the attention of schoolmasters should be directed to this subject, and that their pupils should be taught to imitate broad printing rather than fine copper-plate engraving.

I am, &c.

The Secretary of the Committee of Council on Education. (Signed) H. Waddington.

3. Arithmetic.—As workhouse children are always liable to be taken out suddenly, strive to teach what is most useful first. Postpone teaching simple multiplication and simple division until they can work both *simple and compound addition and subtraction sums.* They will need the power of adding

money very much oftener than that of multiplying or dividing. Do not write down sums for them, let them do it from your dictation, so as to practise them in numeration. They should be also early taught the most useful tables. Above all, practise them in simple mental arithmetic, such as the price of different quantities of the shop goods they are likely to use, rates and amounts of wages, and the like. This tends to create future habits of economy, and to prevent the recurrence of pauperism, which I beg of you to bear in mind, as the great object of your work.

4. Religious Knowledge.—On this all-important subject you will seek the constant advice of the chaplain. Where you are not fortunate enough to have one, remember that the requirement of you is that you should teach "*the principles of the Christian religion,*" both doctrinal and practical; and that this is not satisfied merely by what the children can repeat from memory, or by a knowledge of bits of Scripture history, generally confined to the Old Testament.

I have found that a knowledge how to apply the commandments, the parables, and the practical examples of our Saviour's *life*, though essential, is often very defectively imparted.

5. Industrial Knowledge.—This is highly important; it should comprise all knowledge useful to every day working life. It should bear especially on the trades, occupations, and kind of employment prevalent in the union. Both boys and girls should learn the respective duties of domestic and farm servants in each kind of service, the uses of metals, of different kinds of timber, the qualities, prices, and uses of the chief articles of clothing, the various rates of wages in different employment; the reasons of the variation; the different employments in different parts of the country; emigration, its means and prospects, and the peculiarities of each colony; savings' banks and interest on deposits, simple sanitary rules as to ventilation, drainage, personal cleanliness and temperance; lastly, whatever knowledge will afford to a labouring man the best insight into his own position, dangers, and opportunities. Much of this may be done in the course of the reading lesson of the day.

6. Geography.—Begin with home; make the children thoroughly acquainted the chief features and towns of their own country, and then proceed further; taking especial pains to interest and inform them about the great industrial characteristics of each district, and afterwards of the British colonies and foreign countries.

You will readily see how to make this subject of instruction (geography) help the last (industry).

7. How to Impart Knowledge.—Remember that you have to inform minds, and not merely to charge memories; you must therefore give the children information in the simplest language, using short words, such as they use, and in such a way as to interest them in what you teach. I advise you never to omit close questioning on what you have taught a class, to see if they all understand it. The best method of doing this is to make each child silently hold his hand out who thinks he can answer; then point to the youngest or least likely to be right, to answer you. If the others think the answer right, teach them to drop their hands: if not, to keep them up; in which case, take their answers successively till the question is well and fully answered. This has been found to be the quietest and most effectual way of testing a whole class: and of avoiding the delusion caused by a number of children echoing a correct answer, which is really given by one or two only of the most forward scholars. I strongly recommend you to adopt this plan systematically. Do not attempt any high flights: but aim at grounding the great body of the children in homely practical knowledge and acquirements, thus diffusing instruction generally among all. Take great pains to give each class a fair share of your own personal attention. I judge

of the teacher greatly by the justice done to the lower classes, and I object strongly to their being instructed chiefly by other children.

8. Moral Training.—This should pervade the whole of your work. Recollect that this may be the only opportunity these poor children may have of acquiring habits of truthfulness, cleanliness, modesty, obedience, diligence, and industry. Every hour in the day will give you occasions of inculcating these virtues, both by practice, precept, and your own example. Pray do not incur the heavy responsibility of neglecting this.

Watch the children during their play, and make them observe common things when they walk out with you, which they should do more frequently. These are capital opportunities for moral training.

Let no punishment be given whilst in anger; let two hours always elapse, as the law requires, before corporal punishment is administered to boys; and resort to it only as a last resource, and in the master's presence. I need not dwell on the vast power which gentleness will give you over the hearts and temper of the children, and how warmly they will respond to kindness, in their present hapless condition.

Avail yourself of all means the guardians may be good enough to give you, of affording rewards for good conduct. I shall be always willing to co-operate with you in obtaining them. Encourage the children in innocent tastes, in healthful exercise and recreation.

9. Labour.—The kind of training given will depend on the guardians. It will be my duty to see that it is properly taught; and that the children are not only made to work, but are instructed in the best mode of working and in the reasons for what they do, and the principle on which it is done. You should, whenever you are charged with this branch of instruction, be, and work, as much as possible with the children; whether the work be gardening or carpentering for boys, or needlework or household work for girls.

In this, *and in all the instruction you give,* think and teach what will be most practically useful to the children in their probable course of life.

I hope you will employ some of your leisure time in your own improvement; so as to obtain higher certificates on re-examination, remembering that a full head is essential to effective teaching.

Write to me whenever you think my advice may be useful to you.

I am, &c.

(Signed) J. C. Symons,

Her Majesty's Inspector of Union Schools.

Appendix C.

District Labor Schools.*

Council Office, Downing Street, London,
18 October 1856.

Sir,

Many inquiries have been lately addressed to me respecting the necessary expenses of establishing and maintaining Labour Schools, both for the purpose of District Union Schools and Reformatories.

As I have found that the cost of such establishments is much over-estimated, whilst their efficacy has been under-valued, I addressed a request to Mr. Wolryche Whitmore, that he would be good enough to furnish me with the actual expenditure and results of the Quatt Farm School, for the guidance and information of those who may be desirous of establishing like institutions, and he has kindly furnished me with the enclosed information.

I can vouch for the entire success of the establishment at Quatt, after inspecting it for a period of nine years.

It has occurred to me that it would be very useful if these documents were printed for distribution.

I may add that the costliness of such institutions adds nothing to their utility. So long as the essential requirements for the health of the inmates are observed, the rougher and homelier they are the better. The expenses at Quatt might be very much reduced wherever suitable buildings exist which could be rented for the purpose; and in most unions the extra expense thus entailed by a district school on each ratepayer would be insensibly small.

I have, &c.
(Signed) J. C. Symons,
H.M. Inspector of Schools.

To the Secretary of the
Committee of Council on Education.

Dear Sir,

Quatt, 8 *October* 1856.

I requested Mr. Garland† to furnish me with the particulars of his school, to enable me to reply to your letter. The account he has drawn up appears to me so full and satisfactory, that I think I cannot do better than forward it to you. Any further information you may require shall be furnished.

I am, &c.
(Signed) W. W. Whitmore.

To J. C. Symons, Esq.

Mr. Garland's Statement.

School when first established.	In 1836, at Bridgnorth Union School.
Numbers in school then.	From 36 to 40, including both sexes.
When first industrial.	In 1837 it was suggested to cultivate the orchard or a little more than one quarter acre by the boys. Our first attempt was to grow potatoes for the use of the school, in which we succeeded very well. The next step was to give each boy a plot of ground to cultivate for himself. They all chose to grow vetches or tares; these were cut green for the pigs (we kept only two), and some were harvested; but we made only a poor hand of this business, and gave up the attempt for a year or two, except that we continued the growth of potatoes.
When land was added.	In the autumn of 1845, when the number of boys had considerably increased, it was thought advisable to give

* This document has been separately printed for distribution. † The Superintendent.

additional employment; with this view, four acres of land were taken and cultivated by them, the crops being applied as food for cows and pigs (the former of these we had not till then begun to keep), and of the latter we increased our stock, adding two or three breeding sows and several stores; this, as an experiment, turned out so satisfactory, that the subject received the attention of surrounding unions, until, in 1851, it became a district school, comprising the four unions of Bridgnorth, Cleobury Mortimer, Madeley, and Seisdon; in which there are 70 parishes, 190,110 acres, and 65,705 persons.

Formed into a district school.
As district school.

Average number of children.

The number, including both sexes, have never exceeded 144; and are seldom below 120; therefore the present number (133) may be taken as the average.

Present quantity of land.

When the district was formed, in 1851, more land was taken, and we now have ten acres arable, and two and a half acres of grass, which are held on lease for 99 years.

Payments on land.

The annual payments on the land and premises are as follows, viz.:—

	£	s.	d.
Rent - - - -	51	16	3
Rentcharge - - -	3	5	8
Insurance - - -	2	8	8
Rates - - - -	4	6	8
	61	17	1

What stock is kept.

We keep from four to five cows, and from ten to twenty pigs. We have at the present time five cows and twenty four pigs; of these last there are three breeding sows, five strong stores, and sixteen young stores of two months old; and one horse.

Average *net* return per acre.

The average *net return* is 10*l.* per acre, but this will vary according to circumstances.

Receipts and expenditure for the farm account for the year ending Sept. 1856.

Receipts for the year ending September	£	s.	d.
1856 - - - - -	270	17	11
Expenditure for do. do. - -	117	9	5
Balance paid to treasuser -	153	8	6
	£270	17	11

Time a child usually remains in school.

From three to four years.

Ages of those now in school.

As before stated, we have now 133 in school (80 boys and 53 girls); of these, the eldest is 15, the youngest 4 years old. Their ages are as follows: 4 of 15, 4 of 14, 5 of 13, 18 of 12, 15 of 11, 22 of 10, 29 of 9, 16 of 8, 13 of 7, 2 of 6, 6 of 5, and 1 of 4. The classification of these are, 38 orphans, 18 deserted, 55 other children, such as children of widows or taken as a relief to parents, and 22 illegitimate. Of those of 15, one is a boy who has lost a hand, one a girl of weak intellect, and one afflicted with scrofula; the remaining one is fit for service.

State of health.

Of course there must be times when sickness finds its way into all dwellings, small and great, rich and poor, and this institution, in common with others, has come in for a share. We have had measles, hooping-cough, and all the diseases to which the young are especially liable; but, taken as a whole, the health of the children here has been remarkably good.

Deaths since 1851.

In 1852, no death; in 1853, three deaths; in 1854, five deaths; in 1855, five deaths; in 1856, no death. The average for five years, $2\frac{2}{5}$. Of those who died in 1853, two were from consumption, which they laboured under when admitted, and one from acute disease of the brain.

Those in 1854, four from consumption induced from scrofula inherited from parents, and one from mesenteric disease.

Those in 1855, three from fever, one consumption, and one from scrofulous sores and dysentery. During the last year we have had scarcely any sickness; and at the present moment we have not a single case of illness in the establishment.

Fitness for business after leaving school.

The education here given, both mental and industrial, combine to fit the children of both sexes for an active and useful life. As an instance of ability to work, I may mention that at the Bridgnorth Agricultural Society's digging match for 1854, four boys were entered as competitors, when they carried off all the four prizes, though pitted against much stronger boys than themselves. Again, in 1855, they carried off three out of the four prizes, and on the 9th of this month it is intended that eight boys shall compete for the society's prizes.

That they are also well taught in school may be proved by the "Inspector's Reports" and "Visitors' Book."

They go into various services.

They (the children) go, upon leaving school, some into domestic service, some to farms, some to trades, and some to other offices, and one or two as clerks.

One boy (a cripple) who has had his attention directed to the means of getting his living as a clerk, is about to enter a solicitor's office, where I have not the smallest doubt of his acquitting himself in a respectable manner.

How they turn out in after-life.

At the "Confirmation" held on September 4th, 1856, by the Lord Bishop of Hereford, at Saint Mary's Church, Bridgnorth, where I attended with six children then under my care, I had the satisfaction of seeing four of my old pupils present themselves as candidates; and I take this as evidence that they had not let slip the "good seed."

The girls also deserve my best opinion, as I can point to several in the neighbourhood as respectable domestic and farm servants. One who left lately is giving such satisfaction that her master told me that though he agreed for 2*l.* only per annum, he would rather give her 8*l.* than lose her.

One lately paid me a visit, walking fifteen miles to see me. She left the school about seven years ago, and is now living at Chaddesley Corbett, Worcestershire. As an instance of confidence, I may mention one of a young woman who came all the way from London to see us, and after her return she sent her bank book and 4*l.* of her earnings to be placed in the savings bank, with other she had already deposited there. I have still the bank book, and can produce it. I am often recognized by young men and women who were once children under my care, but who have grown up quite out of my recollection. It seems an immense pleasure to them to speak again to those who have so often and so affectionately spoken to them in years gone by. Two cases of this kind occurred in Bridgnorth on October 4th, 1856; one a waggoner, the other a worker of a threshing machine. I learned from the latter some account of his two brothers who had been in the school with him, and who are now respectable men, the one living in Northampton, the other at Bilston; the former a chartermaster, and the latter a collier; and I expect shall soon get a visit from them. I may close this part of my statement by saying there is but one feeling on the part of those who have passed through the school, and that is one of respect and affection, not only for the teachers, but for

the manager and clergyman, and a strong attachment to the place itself. I think it will be conceded that if the children (in the main) turn out respectable work-people and servants, the school will have effected all that was hoped or expected from it. I will not, however, assert that all have turned out so well as we could wish, for that could scarcely be expected; but I do say that the cases of the reverse are very rare, and that I have only known two cases in twenty years of men appearing before magistrates for any offence; the one was a person of weak intellect, and the other was committed for three months for some petty theft. He afterwards enlisted in the army during the late war; he wrote to me from the Crimea, and I am in hope he may yet become an honest man.

As regards the girls, I have known of five only in the same period who have disgraced themselves; of these, two are married to the fathers of their children, one is in the union workhouse, and two are in farm service.

Letters from former pupils.

I send twelve letters received from former pupils, which I have no objection should be used. I have a great many others, but these are enough to show their feeling.*

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* Here are two of these letters:—

DEAR SIR, *B——— Works, Birmingham, 15 November.*

I DULY received yours of the 14th, and beg to say the newspapers I send you cost me nothing, neither the map, which was given me by Mr. Partridge. "The Times" were given to me by a man in the manufactory, who has them sent him now and then by a friend in the town.

I have sent you per post an extraordinary edition of the "Birmingham Journal," which was out to-day and contains all the news from the East.

I am glad to hear the Inspector has been, as I have no doubt it is a great weight off your mind. I hope the children acquitted themselves to his satisfaction.

I beg you will not send any postage stamps, as what I have sent you is nothing compared to what I owe you for your kindness to me when in the school. To you it is, after God, that I owe all my thanks for my prosperity in life. What should I have done had I not been sent to the school? I should in all probability have been strolling about the streets. Many were the times I used to think I was hard done by, but now I find out every day more and more it was all for my own good, and nothing compared to the difficulties of life.

Give my love to Mrs. G., Mr. R., Miss G., and all your family, and accept the same yourself. Hoping you are all well,

I remain, &c.

Mr. H. Garland. R. W.

Leith, H.M.S. "Edinburgh,"

KIND AND EVER-HONOURED FRIEND, *24 December* 1855.

WITH pleasure I now take up my pen to answer your kind and welcome letter which I received on the 23d of this month. How happy I am to think that I have such a friend to write to! I hope the time will not be long before we shall have the pleasure of spending a few hours together. Kind friend, the questions which you asked me touched me to the heart, indeed it touched me so that I cannot find words to express myself. As regarding the war, I cannot tell you much about it, all that I can tell you is that it is all over in the Baltic till next spring, and then no doubt it will be sharper work than what it is at Sebastopol: to tell you the truth war is an awful thing, I can assure you. A great many will see their friends this winter that will never see them again; oh, what a thing! I can assure you I thought it sharp work at Bomarsund, when the shot and shell and pieces of iron which they fired at us. I have a grape shot in my possession which knocked my dinner over as I was sitting down to eat it. I can assure you I thought that was sharp work; I thought that was plenty near enough. It is my belief, and a great many more, that the Russian bear will not give in until his country is taken from him. I should like to hear of the taking of Sebastopol; the sooner the better. I thank you for the instructions which you gave me in your last letter. I cannot help thanking Heaven for placing me in such a position for receiving such education, when my comrades say to me every time I begin to write, how well I write; but for all that I wish I could write better; I should never be above learning. I shall always be thankful to any kind friend for giving me any information. So I must conclude for the present, and

I remain, &c.

Mr. H. Garland. J. N.

ABSTRACT of SCHOOL FARM ACCOUNT for Year ended September 1856.

RECEIPTS.	£	s.	d.
From 375 lbs. butter sold in market	20	14	5
„ potatoes sold in market	1	12	0
„ walnuts sold in market	3	0	0
„ cabbage sold in market	15	0	0
„ "stock" sold (as pigs, calves, &c.)	61	18	3
„ repayment property tax	2	5	2
„ horse labour	4	10	0
„ produce of farm consumed in the school	161	18	1
Total	£270	17	11

EXPENDITURE.	£	s.	d.
For labourers' wages	9	15	8
„ one year's rent	33	16	2
„ rentcharge, rates, and taxes	10	3	6
„ hay, straw, sharps, grains, bran, &c.	27	14	2
„ manure (soot and lime) and drawing same	3	15	0
„ seeds, 5*l.* 8*s.* 4*d.*, tools, 1*l.* 14*s.* 6*d.*, repairs, 14*s.* 6*d.*	7	17	4
„ cow doctors, 19*s.*, basket, 2*s.*, dairy utensils, 8*s.* 8*d.*	1	9	8
„ cow and calf	15	10	0
„ bills:—bricklayer	2	17	0
„ wheelwright	0	8	6
„ blacksmith	1	4	4
„ sundries	2	18	1
Total expenditure	117	9	5
Balance paid to Treasurer	153	8	6
Total	£270	17	11

THE AGGREGATE WEEKLY EXPENDITURE is as follows:—

7 October 1856.

	Per head per week. s.	d.
Food, firing, soap, candles, soda, starch	2	8½
Clothing	0	5¼
Repayment of loan	0	5¾
Establishment charges*	1	4½
	5	0

The cost of carriage of children to and from the school I am unable to state, as I never heard any one say, but this I know, that each union bears its own expense in that respect, I should think it would not exceed 1*s.* per head of those sent by conveyance.

The quantity of coal consumed here during the past year was 104 tons, at 11*s.* per ton, 57*l.* 4*s.*, and this I think we may take as an average.

The dietary I enclose; it is thought to be a liberal one; but whether this, or one less generous would be adopted, would, of course, rest with the Board of the proposed district.

I remain, &c.

J. C. Symons, Esq. (Signed) H. GARLAND.

* Receipts from Her Majesty's Treasury and profit from farm, deducted.

Dietary for Children in S.E. Salop District School.

—		Breakfast.			Dinner.							Supper.	
		Bread.	Butter.	Cocoa.	Bread.	Broth.	Soup.	Meat Pudding.	Suet Pudding.	Cooked Meat.	Potatoes or other Vegetables.	Bread.	Milk.
		oz.	*oz.*	*pints.*	*oz.*	*pints.*	*pints.*	*oz.*	*oz.*	*oz.*	*lb.*	*oz.*	*pints.*
Saturday	Above 9.	6	½	1	7	1½	—	—	—	—	—	6	½
	Under 9.	5	½	¾	6	¾	—	—	—	—	—	5	½
Sunday	Above 9.	6	½	1	—	—	—	—	—	4	1	6	½
	Under 9.	5	½	¾	—	—	—	—	—	2½	¾	5	½
Monday	Above 9.	6	½	1	7	1½	—	—	—	—	—	6	½
	Under 9.	5	½	¾	6	¾	—	—	—	—	—	5	½
Tuesday	Above 9.	6	½	1	—	—	—	10	—	—	1	6	½
	Under 9.	5	½	¾	—	—	—	7	—	—	¾	5	½
Wednesday	Above 9.	6	½	1	4	—	1	—	—	—	½	6	½
	Under 9.	5	½	¾	3	—	¾	—	—	—	½	5	½
Thursday	Above 9.	6	½	1	—	—	—	—	12	—	1	6	½
	Under 9.	5	½	¾	—	—	—	—	7	—	¾	5	½
Friday	Above 9.	6	½	1	—	—	—	—	—	4	1	6	½
	Under 9.	5	½	¾	—	—	—	—	—	2½	¾	5	½

Sick to be dieted as recommended by the medical officer.

Approved by the Poor Law Board. (Signed) W. W. Whitmore, Chairman.

Sir, *Cleobury Mortimer, Bewdley, 6 October* 1856.

I beg to inform you the total amount borrowed by the Managers for the alteration and enlargement of the premises for the schools and offices was 2,000*l.*; of this sum 482*l.* 10*s.* has been repaid, with interest at four per cent., amounting to the further sum of 348*l.* 16*s.* The principal remaining unpaid is 1,517*l.* 10*s.*

I am, &c.

W. W. Whitmore, Esq. (Signed) W. Cooke, Clerk.

*** Deeming the above information in some respects deficient, I begged for more, and received the following:—

My Dear Sir, *District School, Quatt, 14 October* 1856.

Mr. Whitmore handed me yesterday your letter of the 10th instant, and desired me to reply to it.

I beg to say that the following is the routine of the day's work. At 5 A.M. four of the elder boys rise to attend upon and feed the cows and horse; at 5½ a bell is rung as a signal for all the others to rise; they are expected to be downstairs by six, when all, except the very little ones, after washing, proceed to their respective work, some cleaning knives and forks, which is rather a long job, there being from ten to twelve dozen to do, others cleaning shoes and boots, some to pumping (this requires twelve boys), one or two supplying coal to the several offices of the establishment; one or two others cleaning up the yards and premises; two or three others washing the little ones; two others weighing potatoes for the coming dinner; and three or four others feeding and cleaning out the pigs; and the remainder, who may have no stated work assigned them, go as soon as they are washed to such work on the land as we have under hand. The others who have stated work, go as soon as they have finished their job, to join those in the field, (this is supposing the weather to be fine, but if it be wet they do nothing out of doors before breakfast). Thus they work from 6½ till ¼ to 8, when the bell rings to leave work; at 8 the bell rings for breakfast, the quarter of an hour being allowed for washing hands, &c. &c. &c. At 8½ breakfast is over, when half an hour is allowed for play. At 9 they enter school, where they remain till twelve, when some of the elder boys again attend upon the cows, &c.; some are allowed to play, and others are occupied with some trifling employment till 1 o'clock, when they dine; this meal occupies half an hour; after it they play till 2, at which time all who are able go to the field work, and those who are too young go into school, where they remain till 4 o'clock; those in the field continue to work till 5, and if work is pressing a little longer. At 6 they take their last meal for the day, and from 6½ till 7 they are allowed to employ themselves as they please; from 7 till 8 is occupied in singing, or some one of the boys reading aloud to the rest, or else some lessons by the teachers; and at 8, after prayers, they retire to bed, except one or two boys whose duty it is to assist to sup up the cows; these stay up till 9 o'clock.

The girls also, like the boys, rise at 6 A.M. and spread themselves about the house to their allotted tasks; some lighting fires, some cleaning and scouring tables, floors, and the candlesticks, knives and forks; others making beds, sweeping out and dusting rooms, some preparing for the general breakfast, others washing little ones, some to milking, and the numerous other employments which present themselves in an establishment of this kind, till 8 o'clock, when they go to breakfast. At 9 they go into school, except a draft of the elder ones, who alternately stay out to assist in the work of the kitchen, dairy, and bakehouse, under the direction of the matron, assisted by the servants, who are all hired women.*

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* The work-mistress receives a grant.—J.S.

The whole of Monday is devoted to washing, when all lend a helping hand. All are employed in school in the afternoon in needlework and knitting (except the very little ones, who receive some elementary lessons) till 5. They sup at 6, play from 6½ till 7, from 7 till 8 mending stockings, &c., during which, one of the elder girls or the school mistress reads some instructive and interesting tale, or try some tune or chant. At 8 they go to bed, unless there be something pressing for two or three of the elder ones, who in that case would stay up till 9. I ought to add that they are taught to iron and mangle, and in short to do all that would fit them for service, but they are never employed in any way in garden or field work.

With regard to the cropping and cultivation of the land, I can only repeat what I have so often before stated, viz., that the bulk of the ground is cultivated by spade labour, with a view to a supply of food for the cows and pigs. About 1½ acres are employed for the growth of potatoes for the use of the school, and charged at market prices as if bought of a stranger; ¾ acre cropped with cabbage for sale, which generally turns out a profitable speculation (I have sold this year from ¾ acre as many as realized 15*l.* 5*s.*), the rest of the crops being devoted to the use of the cattle. I will just run through the cropping for this year, as follows; viz.:—

¾ acre early cabbage, followed by swedes (a fair crop).
¾ acre of clover, which I cut three times.
¾ acre of barley, produced thirty-three bushels, imperial.
2¼ acres wurzels, which promise a heavy crop.
¼ acre red Alteringham carrots, not a large crop.
1½ acre of potatoes, *very much* diseased.
½ acre winter vetches, followed by swedes (fair).
¼ acre of spring do., followed by common turnips (fair).
1¼ acre Italian rye grass, cut four times.*

It will thus appear that we have only nine acres under cultivation, the rest being occupied by house, yards, and alleys.

In making my calculations of the profits, I divided the receipts by 12½, the total of the land paid for, viz., 10 arable, 2½ grass, whereas in truth we cultivate but 9 acres, and 2½ grass makes the division only 11½, thus giving a greater net profit per acre than I have shown.

I hope, Sir, this may be sufficiently full for your purpose, but if not, and I can in any way be more explicit, I shall be glad to give any further information in my power.

I remain, &c.

J. C. Symons, Esq. (Signed) H. Garland.

* These cuttings result from the large supply of liquid manure kept in tanks, and frequently applied to the growing crops.—J.S.

Appendix D.

Abstract of School Farm Balance Sheets for 1856.

Unions.	Boys employed.	Men employed.	Acres cultivated	Crops grown.	Live Stock.	Rent, Tithe, and Rate.	Expenses. Total.	Produce. Total.	Profit. Total.
			A. R. P.			£ s. d.	£ s. d.	£ s. d.	£ s. d.
Atcham	10	None.	2 0 0	Potatoes, turnips, carrots, cabbages, peas, beans, French beans, and onions.	Pigs.	5 15 6	49 5 4	103 16 2	54 10 10
Bromsgrove	2	2	2 0 0	Potatoes, cabbages, carrots, and parsnips	Pig.	13 0 0	19 14 10	63 10 10	43 16 0
Cheltenham	24	2	7 1 0	Potatoes, cabbages, turnips, carrots, parsnips, and other vegetables; vetches.	Pigs.	65 5 11	147 14 9	232 5 10	84 11 1
Church Stretton	—	—	—		—	—	—	—	—
Cirencester	17	3	3 3 0	Potatoes and other vegetables, and mangold wurzel, swedes, and Italian rye grass.	Cows, pigs.	26 10 6	171 16 9	204 0 8	32 3 11
Clun	6	4	2 1 0	Potatoes, onions, and carrots	None.	—	—	—	—
Dore Abbey	1	4	1 0 0	Potatoes, swedes, and turnips	None.	—	—	—	—
Dursley	6	1	2 3 0	Potatoes, parsnips, turnips, cabbages, onions, leeks, beans, peas, mangold wurzel, vetches, swedes.	Pigs.	20 9 8	54 6 11	88 15 2	34 8 3
Ellesmere	8	2	1 1 0	Potatoes, turnips, carrots, cabbages, peas, beans, French beans, greens, onions, herbs.	None.	2 10 0	4 7 11	26 14 8	22 6 9
Hereford*	10	2	7 2 0	Potatoes, swedes, turnips, mangold wurzel, parsnips, carrots, lettuce, cabbage, vetches, leeks, and onions.	Cows, pigs.	—	—	—	—
Kidderminster	5	2	1 2 0	Potatoes, cabbage, carrots, and peas	Pigs.	2 0 0	22 14 2½	77 13 3½	54 19 1
Ledbury	—	—	—		—	—	—	—	—
Martley	—	—	—		—	—	—	—	—
Monmouth	3	3	1 1 0	Potatoes, cabbages, parsnips, carrots, peas, beans, onions, leeks, and parsley.	None.	8 16 6	10 11 6	27 15 7	17 4 1
Newent	4	2	0 2 18	Potatoes, turnips, onions, French beans, broad beans, green peas.	Pigs.	5 0 0	30 10 6	48 14 4½	18 3 10½
Newport (Mon.)	8	7	8 2 0	Potatoes, cabbages, mangel wurzel, wheat, turnips, and other vegetables.	Pigs.	25 0 0	161 4 11	202 12 0	41 7 1
Northleach	—	—	—		—	—	—	—	—
Oswestry	10	2	0 3 6	Carrots, parsnips, peas, beans, onions, leeks, &c.	Pigs.	2 10 0	11 11 6	13 0 5	1 8 11
Pontypool	5	3	2 2 0	Potatoes, swedes, mangel wurzel, carrots, parsnips, onions, leeks, cabbages, &c.	Pigs.	6 0 0	90 18 7	148 5 6	57 6 11
South-east Salop	33	1	9 0 0 (arable) 2 1 0 (pasture).	Potatoes, mangel wurzels, cabbages, carrots, vetches, barley, clover, swedes, turnips, and Italian rye grass.	Cows, pigs.	61 17 1	388 10 3½	520 17 3	132 6 11½

* Returns imperfect.

Stourbridge -	10	5	4	0	0	Potatoes - - - - - - - - - - - -	None.	21	10	0	96	10	0	166	10	0	96	10	0
Stroud - -	16	3	9	0	0	Potatoes, cabbages, turnips, parsnips, beans, peas, celery, mangel wurzel, swedes, sainfoin, Italian rye grass, vetches, &c.	Cows, pigs,	35	14	1	222	16	7	315	1	9½	92	5	2½
Thornbury -	8	1	0	2	0	Potatoes, cabbages, turnips, peas, beans, onions, carrots, and parsnips.	None.	2	10	0	4	7	6	11	17	9	7	10	3
Wellington -	11	1	7	0	0	Potatoes, cabbages, turnips, peas, mangel wurzel, clover, corn, &c. &c.	Cows, pigs.	11	12	1	101	3	8½	172	19	6	71	15	9½
Worcester -	—	—	—				—	—			—			—			—		
						WALES.													
Bangor - -	—	—	—				—	—			—			—			—		
Brecknock -	8	4	2	0	0	Potatoes, parsnips, carrots, cabbages, onions, leeks, turnips, and herbs.	None.	6	10	0	16	17	0	60	18	6	44	1	6
Cardiff - -	25	1	3	2	0	Potatoes, cabbages, parsnips, carrots, peas, beans, leeks, onions, turnips.	Pigs.	20	0	0	44	19	6	112	18	0	67	18	6
Cardigan - -	10	4	3	2	0	Potatoes, cabbages, carrots, parsnips, onions, leeks, &c. -	None.	8	10	0	23	0	0	47	0	0	23	10	0
Caernarvon -	6	None.	0	0	20	Potatoes, cabbages, onions, and carrots - - - - -	None.	0	10	0	1	2	0	1	13	4	0	11	4
Crickhowell -	None.	3	1	0	0	Potatoes, cabbages, beans, and leeks - - - - -	Pigs.	4	0	0	10	9	8	8	11	8	1	18	0
Haverfordwest -	14	None.	2	0	0	Potatoes, cabbages, carrots, parsnips, onions, leeks, turnips, beans, peas.	None.	2	15	0	6	2	10	27	5	6	21	2	8
Holywell - -	12	2	3	0	0	Potatoes, onions, carrots, wheat, &c. - - - - -	Pigs.	9	0	11	49	10	0	95	2	2	45	12	2
Knighton - -	5	1	4	2	0	Potatoes, cabbages, beans, peas - - - - - -	None.	12	0	6	42	12	11	42	12	11	None.		
Llanelly - -	—	—	—				—	—			—			—			—		
Llanfyllin - -	16	None.	1	2	0	Potatoes, carrots, onions, turnips, &c. - - - - -	Pigs.	3	10	0	11	15	0	19	17	4	8	2	4
Llanrwst - -	None.	None.	0	1	0	Potatoes and onions - - - - - - - - -	None.	1	6	0	3	3	0	5	15	0	2	12	0
Merthyr - -	8	0	0	3	0	Potatoes, cabbbges, onions, lecks - - - - - -	None.	1	10	0	7	8	6	9	15	6	2	7	0
Newtown - -	6	3	5	0	0	Potatoes, cabbages, carrots, onions - - - - -	Cows, pigs.	11	10	0	113	14	6	128	12	3	14	17	9
Pembroke - -	11	None.	1	1	20	Potatoes, carrots, parsnips, turnips, cabbages, onions, leeks, and vetches.	None.	5	7	6	25	14	4	59	15	0¼	34	0	8¼
Ruthin - -	14	4	5	0	0	Potatoes, swedes, mangel wurzels, carrots, and beans -	Pigs.	29	6	0	119	12	11½	171	19	11	52	6	11½
St. Asaph - -	21	None.	1	1	0	Potatoes, cabbages, carrots, mangel wurzel, swedes, cauliflowers, peas, beans, leeks, onions, kindey beans.	Pigs.	1	15	0	5	18	1	33	2	1½	27	4	0½
Swansea - -	6	None.	0	2	10	Potatoes, cabbages, peas, beans - - - - - -	None.	2	0	0	4	5	0	18	16	3½	14	11	3¾
Wrexham - -	15	6	6	0	0	Potatoes, turnips, cabbages, cattle-beet, Italian rye grass -	Cows, pigs.	30	14	3	164	3	5	239	9	7	75	6	2

N.B.—Whitchurch and Winchcombe are omitted, as there the ground is really worked by men; two boys only are returned in each case as being employed upon it.

SPECIAL REPORT *on* REFORMATORIES *in* GLOUCESTERSHIRE, SHROPSHIRE, WORCESTERSHIRE, HEREFORDSHIRE, *and* MONMOUTHSHIRE, *and in* WALES, *by* JELINGER C. SYMONS, Esq., B.A., Barrister-at-Law, &c., *one of Her Majesty's Inspectors of Parochial Union and Reformatory Schools.*

MY LORDS, February 1857.

ALTHOUGH the Reformatories and Ragged Schools (falling under the Minute of 2 June 1856) in my district were only recently referred to me by your Lordships for inspection, I had previously visited several, and taken part in most of the proceedings by which public attention has been directed to the reformatory movement.

§ 1.—HISTORY OF PUBLIC EFFORTS TO IMPROVE TREATMENT OF JUVENILE OFFENDERS.

The entire failure of imprisonment to effect reformation was an admitted fact long before any general effort was made to supply another mode of dealing with juvenile offences against the law. The Philanthropic institution and the enterprizes of Captain Brenton at Highgate and of the Warwickshire magistrates at Stretton on Dunsmore were for many years the only experiments which systematically essayed the treatment of young criminals by means distinct from penal discipline. When public attention was a few years ago thoroughly attracted to the subject, meetings, conferences and discussions ensued ; but, as usually happens, general principles formed the staple of speeches, pamphlets and denunciations. Tedious details of admitted evils occupied time and diverted attention, which would have been more profitably applied to the consideration of the best practical means of perfecting a better system. It was far too readily assumed that to rescue the juvenile offender from the gaol, and to encircle him with the appliances of personal kindness in private asylums was sufficient for his reformation ; and that thus to supersede penal jurisprudence was to fulfil the requirements of society for the prevention of crime. The captivating facility of enlarging on experienced evils and the prospective fruits of benevolence, thrust the actual difficulties of the new enterprize out of sight ; and encouraged some excellent people to embark in the work with a very inadequate notion of the essential conditions of success. This resulted in shortcomings and disappointments, which a juster appreciation of the nature of the work, and more attention to the details of its organization, might easily have

prevented. The peril of these premature attempts was soon increased by their number, and the consequent impossibility of obtaining a due supply of masters and managers possessed of the peculiar qualifications requisite for their difficult office. In some few cases this want was met by the singular devotion and exceptional aptness of the promoters of the new reformatories, who threw their earnest energies and warm hearts personally into the work, and became themselves the teachers and trainers of the little outcasts they collected in their schools; enlightening them by their own high attainments, and reclaiming them by sympathy and enthusiasm. In such cases the effects were prompt and perfectly successful; but they were necessarily rare; and are already diminished. It is in the nature of things that examples of men and women leaving the higher spheres of society for the daily and hourly tendance of depraved children should be isolated, even in the full fervour of a new fashion; and it is inevitable that they should wane with the romantic colours in which the prospective work was pictured. It was soon found that the actual work of reformation is toilsome, disheartened by many failures, and rewarded by the *immediate* fruits of few successes.* The actual management therefore of reformatories already mainly devolves on paid agents; and this necessary fact ought to check the precipitate establishment of many more reformatories until there has been time to train fit persons for the very difficult task of managing them effectually. There is reason to believe that this discreet caution has prevented the multiplication of these institutions to the extent which was at one time imminently probable. The existing reformatories may be looked upon simply as experiments, and nowise dealing with the whole of that section of children who have committed crimes punishable by law; whilst they scarcely touch that far larger group who belong to the vagabond class; and, however slight the moral distinction between them, are demarcated by the broad line drawn by the fact of conviction.

§ 2.—Old System of the Gaol still obtains.

Before describing what reformatories are and what they should be, and how established, organized and officered, I beg leave to present a few facts in support of this preliminary statement, viz., that the evils of the old system, with all its anomalies and mischiefs, remain nearly unabated, whilst crime of all kinds is rapidly increasing.

* A remarkably candid and graphic detail of his experiences written by Mr. Bengough, in the "Irish Quarterly Review" of September 1856, fully bears out this statement.—(See Appendix A.)

I am indebted to the courtesy of Mr. Barwick Baker for the inspection of a number of returns which he has lately collected from nearly all the police districts in the county of Gloucester, containing accounts of the age, crimes, convictions, and sentences of all the boys committed in that county since 1851. I have selected the four most important districts, and having gone through the returns as carefully as I could, and having been favoured with the population and parishes of each of these police districts by Captain Lefroy, the chief constable of the county, I have abstracted the results, as follow :—

§ 3.—Tabular Abstract of Committals of Youths from 1 January 1852 to 31 December 1856.*

	Bristol.	Cheltenham.	Gloucester.	Stroud.
Population	44 407	49,056	33,629	43 001
Convictions—First	33	165	14	132
Second	3	45	0	7
Third	0	17	0	0
Fourth, &c.	0	5†	0	0
Sentences‡—Fined or whipped	5	24§	0	35
Imprisoned less than eight days	3	5	2	1
Eight days to one month	13	81	11	48
Above one month to three months	9	84	1	35
Above three months	0	2‖	0	0
Long terms and sent to Reformatories	6	40	8	11
Ages—Under eight	1	1	0	1
Eight to ten	0	10	0	0
Ten to twelve	4	51	0	19
Twelve to fourteen	5	75	6	59
Above fourteen	26	100	8	60

One feature of this table is the immense disparity of the committals proportioned to population in each of these districts. It sets all attempt to treat committals as indices of crime at defiance, and is a proof of how little avail are the bare statistics of the subject. There is, probably, far more criminality in the Bristol district,—which, though chiefly comprising country parishes, also includes that of St. George's, which has in it one of the lowest sections of the city,—than the Stroud district; but, in the former, the means of escape and concealment are far greater, and in the latter there exists a vigilant association for the prosecution of felons. At Cheltenham, the difficulty of finding industrial occupation for boys is a frequent source of crime.

* The totals do not correspond, as some of the figures refer to children more than once convicted, and others do not.

† One 5 times and one 6 times.

‡ Twenty-eight cases from Cheltenham district and five from the Stroud district, which were sent for trial at Sessions, are not included in the sentences, no return having been made of them.

§ All fined, none whipped.

‖ One 4 years' penal servitude.

There are, moreover, a very depraved idle class at Cheltenham. The returns afford no better indication of facts, as regards age; there being no reason for supposing that juvenile crime, beginning at eight or nine years of age in Cheltenham, never occurs till after twelve at Gloucester. At Bristol and Gloucester, however, there are separate quarter sessions; and the denser parts of the population, where receivers of stolen goods live, are not comprised in these returns. This, in some degree, accounts for the apparently lesser amount of crime in those districts. Of the quasi-criminal youths we have no record; for each superintendent, with scarcely an exception, reports to Mr. Barwick Baker, that he is not aware of any other children than those actually convicted who are criminally disposed! Of the 344 boys recorded in this table only 65 appear to have found admission into reformatories. The great bulk, therefore, of those who are brought to justice are to be reformed, as far as the law concerns itself, solely by a few weeks' imprisonment. It might be that a good school in the gaol, and the ministry of a zealous chaplain, would in time do some good to the young prisoner, but the possibility of any such means of reformation or improvement is effectually prevented by the shortness of the sentences, of which it appears that above two-thirds are less than a month.

It will be useful to relate two or three actual cases which have occurred in one of the petty sessional divisions of Gloucestershire.

§ 4.—Particulars of Actual Cases.

W. B., then ten years old, was convicted, on the 25th of July 1855, of wilful damage,* and fined; on the 27th of August next, of stealing wheat, for which felony he was again only *fined*;† on the 20th of October next, he was again fined for wilful damage; on the 26th of the next December, being now eleven years old, he is convicted of another larceny,‡ and is for the first time imprisoned for ten days; this being his fourth conviction in five months! On the 15th of March 1856 he is convicted of "vagrancy;" and the experiment is now tried of giving him *four days more imprisonment than last time*, when he had committed a larceny; his fourteen days of gaol, however, wrought only a short reformation, for on the 14th of May he is again convicted of "an attempt to commit a felony," with another boy, and for this sixth offence,§ in

* Throwing a stone which killed a turkey.
† Gathering some ears of wheat from a sheaf, which were valued at sixpence.
‡ A few (three or four) hooks from a poulterer's.
§ Lurking about a shop (or rather in it) during the owner's absence.

less than ten months, he is now imprisoned for six weeks. On the 23rd of August he was again convicted of another offence and sentenced to fourteen days, and then sent to Hardwicke Reformatory for five years.

Here is another case:—J. U., being then twelve years old, first figures on the 4th of May 1852, when he is convicted of larceny, and is sent to gaol at Northleach for twenty-one days; on the 18th of June next, he is convicted of a second larceny, and is sent for two months more to the same gaol; on the 9th of December next, he is again convicted of larceny, number three, and has then an extra month (viz., three) in Northleach gaol. On the 21st of April in the following year* he commits a fourth larceny, for which he is sent back for six weeks to Northleach. He seems, however, to have been now more successful in escaping detection; for his next conviction, for an intent to commit a felony, does not take place till the 26th of March 1855, when he is at length sent, after three months' imprisonment, to the Hardwicke Reformatory. He goes there at fifteen, and is reported as having "high instruction;" and as being with another also sent there, a "regular thief trainer at ———." He had become frightened at the apprehension of his comrade, and stole nothing for nine months. He is still under training at Hardwicke, and though his conduct was for some time "unsatisfactory," I gather that there are now good hopes of his permanent reclamation. He is learning the craft of a mason, which he intends to follow. If reclaimed, he will owe it solely to his good luck in being sent to Hardwicke.

§ 5.—Comments on Repeated Imprisonments and Unequal Sentences.

It is obvious that an unchecked career of previous crime in boys of vicious character, with natural wits, sharpened by what is termed "high instruction," and hardened by repeated small doses of gaol, must of necessity perfect such cases of stubborn viciousness as will sorely try the efficacy of any reformatory agency. The mischief is done far less by the original lapse into crime than by the feebleness of the penal remedies which have nurtured it. "I have (says Mr. Barwick Baker) long been strongly impressed with the idea that, whether we consider the reformation of the prisoners or the safety of the public, there is nothing I should more anxiously avoid than a repetition of short imprisonments."

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* Previous to passing of the Act.

J. C., also of the same place as J. U., at fifteen years of age, having been twice convicted previously of small larcenies, is, for his third offence, sentenced at quarter sessions*—not to a Reformatory—but at once to four years' penal servitude!

It is right to state that Lord Palmerston's Act was passed on the 10th of August 1854, and that the Hardwicke school came into operation at the beginning of 1852; but the magistrates had no power of sending boys there as a part of their sentence. It was merely done as an act of private charity; the Government (when a conditional pardon was granted, for removal to a school) did not furnish the means of subsistence beyond the remainder of the period for which the boy was originally sentenced to prison; beyond that period there was no power of detention. This remark applies from January 1852 to August 1854.

It used to be a common practice at Cheltenham for a troop of boys to go out together to receive an offender in triumph on his return from Northleach, so little is imprisonment regarded as a disgrace by the vagabond class.

A case is reported in the *Morning Post*, of the 28th of February 1857, of a lad named Farrington, who had been five times summarily convicted, thrice whipped, once sentenced to four months for felony, and has at last been sentenced to three months and whipping at the Wandsworth House of Correction.

The whole system of penal jurisprudence is, in fact, little better than a lottery. The worst offenders often escape for years. The amount of convictions bears no proportion to the crimes committed, and the sentences still less to the criminality of the offender. The first offence is, of necessity, punished with far more severity than the second and third, for the gaol experience gained in the first imprisonment, takes away the sting from those which succeed it. Nothing can well exceed the uncertainty of sentences which results from the widely different discretion exercised by each judge or chairman. One will give nine months' imprisonment for the same crime which another punishes by four years penal servitude.

§ 6.—Legislation for Cases of Criminal and Quasi-Criminal Children.

Beginning *ab imo*, there are few more important labours for philanthropy, both public and private, than the reformation of the seed-class of future crime.

It may be divided into two grand sections, which, I venture

* Twice out of the three times he was dealt with at the quarter sessions necessarily.

to submit, ought never to be blended in theory, or fused in practical treatment:—

CLASS A.—Those who have been convicted of crimes.
CLASS B.—Those who, not having been convicted, are vagrant, not properly cared for by parent or guardian, or otherwise liable to become criminal.

It is needful to define this distinction. There are a class of offences which the law regards as crimes, and which are of a deeper dye than mere vagrancy or other petty offences; thus, in legal terminology, the distinction is always made between *felonies* and *misdemeanors*. They form separate categories; and whereas nearly all of the latter class of offences were punishable by summary conviction, none of the former were, until very recently; when statutes were at length passed giving magistrates the power of summarily convicting for all larcenies committed by children, and also by adults where the property stolen is under the value of five shillings. Nevertheless, these are still felonies, and regarded strictly as *crimes*. A few offences (which are equally criminal) have been technically called "misdemeanors," such as obtaining money by false pretences. I mean by crimes to include all offences so far criminal generically, as to involve a direct breach of the law, whether punished summarily or not. I would, for the purpose of dealing with the different classes of children in view, regard all as actually criminal who have been convicted, even summarily, of any offence *beyond vagrancy*, which is, at best, a very indefinite offence; and for many years a prudential reluctance existed to deal with it penally. In Scotland, Dunlop's Act, 17 & 18 Vict., c. 74, has latterly extended the net, and gives to the offence an application which embraces well nigh every child who is not properly cared for. It goes the length of enabling magistrates to commit to a certified reformatory any child under fourteen found begging or having no home or proper guardianship, *though not charged with any actual offence*. The parents or parish of the child might however bail them, as it were, out of the hands of the magistrate by finding proper security for their due schooling and good behaviour. This was again enlarged by the Act of 19 & 20 Vict., c. 28., enabling the magistrates to decline such securities, and also to detain the child forty-eight hours while inquiries are being made about him.* A similar Act has been passed for the

* Alfred Hill, Esq., in his able paper on this subject, at the Bristol Conference, says, on the working of these Acts:—"The benefit of the Act is by no means to be measured by the number of children actually sent to school under it. I was informed at Edinburgh last March that, in the great majority of instances, the parishes there found security rather than allow the children to be sent to the schools.

"An indirect benefit is probably derived from the Act, in that the fear of its being enforced induces parents and parishes to board children at the schools by arrangement, or otherwise provide for them,

county of Middlesex. I would not classify or treat children committed under such statutes as these, or for any mere acts of vagrancy, as children convicted of crimes. They would fall within Class B. Whether such children should be dealt with by being sent to certified industrial feeding schools, as Sir Stafford Northcote's recent bill proposed, or to district union schools, I regard as a matter of minor moment; provided that schools be organized for the purpose, which is not yet the case. There may be little distinction between the vagrant or ill-cared for child and the present inmates of our workhouses, who are, in fact, greatly composed of that class already. But there is the strongest distinction between such children—to whom no moral culpability necessarily attaches,—and those who *malo animo* have committed crimes, no matter under what palliating circumstances. THE ONE HAS ACTUALLY BECOME CRIMINAL, THE OTHER HAS NOT. The law has, from time immemorial, established, and the moral sense of society sanctions, such demarcation; and I trust it may never be effaced. I would treat the children in Class B. as unfortunates who had erred without discernment, and those in Class A. as criminals, no matter with what extenuation, and as having broken the law by which society protects itself from wilful injuries to property and person, and which it THEREFORE punishes. The philanthropy errs which ignores the principle and opposes the practice, of this law of penal justice. It is justice to the wrongdoer—justice to those whom punishment may deter from crime—and justice to society at large whose persons and property it protects.

§ 7.—CONVICTED CRIMINALS ONLY SHOULD BE PUNISHED.

This portion of the subject much affects the reasons for the distinct classification of the children we have to deal with: but as it need not be elaborately argued that crime should be punished, I will merely refer those who still think otherwise to the well put arguments of Sir Stafford Northcote in vindication of the punishment of crimes by juvenile offenders in his paper on that subject, read at the Bristol meeting. It being thus well established that crime (which does not exist without the *malus animus*) must be punished whether in the young or the old, how clear and imperative becomes the

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so that they do not continue to be vagrants. It is right to state that some of the most active supporters of industrial schools in Scotland entertain serious doubts of the policy of compelling all the children, who have been sent to schools under the Act, to be lodged within the buildings at night. In many cases it is believed that such pupils might be advantageously allowed to return in the evening to their friends. Perhaps it would be politic to grant to the directors of the schools a discretion, either to lodge the children within the building, or to permit them to go home, or possibly, as frequently has been done with friendless children at Aberdeen, to make arrangements for their abode with humble families of good character. Many schools having been recently sanctioned under the Act, there will soon be a large body of valuable experience of its working."

necessity of an entirely distinct dealing with the two classes! The great need, at present, is a preliminary sifting and sorting. In one of the reformatories I inspect, there are some boys noted as accomplished felons together with one whose sole known offence is that he swore at a donkey! The inmates are—as will long be the case—too promiscuously herded as to age and character. It is, therefore, important not to increase this evil by any further delay in drawing the line rigorously between the convicted and the non-convicted. I would, therefore, earnestly recommend that children in Class A. should always pass from imprisonment to reformatories, and that those in Class B. should never be imprisoned or sent to reformatories. I would segregate class A. wholly from class B., but I would not, as far as treatment went, exclude class B. either from those schools (district or otherwise) to which paupers (indoor or outdoor) are now, or may hereafter be sent; or from ragged industrial feeding schools. They are I beg to repeat of the same genus, nor do I apprehend any evil in blending, and regarding them as one class, equally distinct from the criminal class A. below them, and from the children in the common schools above them. I venture to submit that, while this classification is absolutely requisite, to adopt less would most injuriously obliterate distinctions which are essential to the moral interests of society.

§ 8.—Best Mode of punishing Juvenile Crime.

The question next arises how to deal with Class A.

I have always been of opinion that though crime ought to be severely punished, such punishment should be so inflicted as to exonerate the child from the stigma which, rightly or wrongly, Englishmen (who are characteristically tenacious of popular bans) will, I think, for a long time to come continue to attach to anyone who has been in a common gaol. Lord Stanley put this point well and concisely thus to the Bristol Conference:—

"Much ingenuity has been expended in arguing the question whether the penal element, as it is called, should be excluded from the reformatory process—whether the training undergone should tend solely to the improvement of the offender, or whether it should include also the idea of reparation to society for work done. I confess the distinction appears to me rather verbal than real. When you turn a drunkard into a temperate man, a vagrant into a settled and steady member of society, a thief into a labourer, no one doubts that the process is in each case reformatory. But, if punishment means the causing of pain, the process is penal too, for nature has so ordered it that bad habits cannot be changed into good without considerable though temporary suffering. The practical form which this question assumes is whether imprisonment, previous to the removal to a reformatory, is desirable or no. You will hear that subject discussed to-morrow. I give no judgment. I note only, on the one hand, that an interval of absolute seclusion may have its advantages, as rendering the change to society, even though accompanied with labour, an agreeable instead of a painful one; while, on the other, there is to be considered the *stigma of imprisonment*, which will always adhere to him, and also in some cases the risk of corrupting associations."

M. De Metz speaks still more strongly of the evil of this stigma; and it is thought to be so great an evil to be thus "blighted by condemnation," that previous penal imprisonment is altogether remitted to those who become *détenus* at Mettray. Miss Carpenter, also, in her excellent work on Reformatory Schools (p. 287), says—"the child is dealt unjustly by in being exposed to the same severity of punishment and the same *brand of criminality* as the adult."* It thus occurred to me that we might combine the two objects sought, without detriment to either principle—the penal or the reformatory—by administering both disciplines under one roof: but in two entirely distinct establishments, and, except as regards the manager and chaplain, under equally distinct officers.† It is done at Parkhurst, I thought, with remarkable facility and apparent success; and here is an extract from the account which Captain Hall now favours me with of the provisions made and their practical result up to this time:—

§ 9.—System at Parkhurst.

"My dear Sir, *Parkhurst Prison, 17 February* 1857.

"I am sorry that I have not been able to reply sooner to your letter of the 9th instant.

"You are quite correct in your recollection of the general system in operation at Parkhurst, which is to place each prisoner, on his reception, in the probationary ward, where he remains for four months. During that term he attends school for three hours in the afternoon of each day, and for three hours also in the afternoons of five days, amounting together to thirty-three hours per week.

"He has no work to perform in that ward beyond his share of the scouring, sweeping, and cleaning of the cells, galleries, stairs, and corridor of the ward, on Wednesday or Saturday afternoon, but he has his slate and lesson-books in his cell, and a book from the lending-library, besides his Bible, Prayer Book, and Hymn Book.

"Boys in the probationary ward attend school collectively; and, during their recesses, they are allowed to associate in the presence and under the supervision of masters.

"I am of opinion that this probationary stage is useful in various ways:—1st. While it is not so unnatural a condition as entirely separate confinement, and affords opportunity for development of the real character of a lad, the number under observation at any one time is so limited that an intelligent schoolmaster or superior officer can acquaint himself with the disposition of each individual so as to be enabled to apply the admonition, reproof, or encouragement, which appears to be needed by him.

"2nd. The time allotted to school instruction in that ward—equivalent altogether to seventy-one days of eight hours each—is, in most cases, sufficient, when added to the teaching which these boys have previously received in other prisons or at liberty, to enable them to read pretty well and to write tolerably, so that when they are transferred to the general or junior wards, in which they cannot attend school so frequently the greater part of their time may, without disadvantage, be occupied in industrial employments.

"3rd. The time which the probationary ward pass in their separate cells affords to the prisoner favourable opportunity for consideration of his past life, present condition, and future prospects, as well as for visits from the governor, chaplain, and others, who will endeavour to give a better direction to the boy's desires and purposes before he is again thrown into the society of a large number of other juvenile criminals.

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* Miss Carpenter concedes the expediency of the previous imprisonment of the convict child. (See Appendix B.)

† Sir Stafford Northcote controverted this view at Bristol, but mistook the scheme in question, imagining that the place of previous detention would be the reformatory; whereas the plan is to have entirely distinct establishments, though in the same locality.

"I find that boys are far less liable to get into trouble by misconduct after coming out of the probationary ward now than they were formerly, when separate confinement was strictly enforced there, and when the sudden transition to full association with a large number of other boys often proved too exciting to be safely borne.

"If a boy's conduct during four months in the probationary ward is very troublesome, he may be detained there for another month, but I have very seldom found it necessary to have recourse to this protraction of the probationary term.

"The prisoners rise at half-past five, and after washing and dressing themselves, making their beds, and sweeping the floor of their cells, are assembled in chapel, where the morning prayers commence at seven.

"They have half an hour's exercise in the yard after breakfast and also after dinner, before going into school, and they have a recess for twenty minutes in the midst of their school hours each forenoon and afternoon. They take their meals in separation. In the evening they come out into the galleries of the ward, in front of their cell doors, while prayers are read, and at chapel in the morning the probationary ward are seated together, and all see each other, though they are screened off from the general and junior wards.

"When his probationary term has been completed, each boy is transferred, according to his age and size, to one of the other wards. The general wards are arranged in nine sections of thirty to thirty-six prisoners each, who work together, and are always under the same officers. All those of the same trade are placed in the same section; each section forms one school class; they attend school for one forenoon of four hours in each week, and again, after an interval of three days, for an afternoon of five hours, relieved in each case by a recess of twenty minutes. They labour from eight till twelve and from one till six o'clock daily, when it is not their turn for school, and this industrial employment is, in my opinion, of the greatest value as training for future usefulness in life.

"The more that boys of this character can be accustomed to labour energetically, cheerfully, and with spirit and interest in their work, the greater will be the confidence which may reasonably be indulged, that they will pursue a course of active industry when restored to liberty; and to this end it is very desirable, I think, that arrangements should be made to enable a boy to realize that his own comforts and advantages of condition are improved by persevering industry.

"Each warder in charge of a section makes a report every week of the industry as well as general conduct of the prisoners under his charge, and it is the continued good report in these books, as well as in the schoolmaster's register, that entitles a boy to be admitted into the evening school class, where he is allowed to write to his friends and to enjoy other privileges, including a small weekly rate of earnings or wages carried to his credit, the sum of which is paid to him on his liberation from prison. The badge, which is a token of approved conduct, is advanced from stage to stage at certain periods; and when the highest badge has been worn nine months, a convict is eligible for a ticket of leave, but misconduct may retard a boy's advancement to a higher class, and thus prolong his detention in prison, and it may also involve the forfeiture of earnings. Boys, however, are indisposed to forethought, and are little influenced by the prospect of future advantages or privations: the more therefore that their immediate personal comfort can be made to depend on their industry and good conduct, the greater will be the probability that a habit of self-control and active persevering industry will be induced.

"The disposition to seek a change from one trade or employment to another as soon as the first has lost the interest of novelty is very common, and requires to be checked.

"I have found it better, therefore, when reasoning fails to dissuade a boy from pressing his request for removal from his trade, to comply with his request after having given him time to consider it fully, and I then tell him that I shall not allow him to have another trade, but shall keep him at field labour during the remainder of his time.

* * * * *

"I remain, &c.

"Jelinger C. Symons, Esq., Privy Council Office. (Signed) George Hall."

§ 10.—Joint Penal and Reformatory Building preferable to Gaol.

It is thus easy so to organise the two departments that the entire distinctions between the preliminary penal and the reformatory stages be preserved in the child's mind. The incidents of the two lives would in fact be as distinct as light and darkness.

The first might be chiefly cellular and separate confinement on very low diet, for a certain number of days together, varied only by such hard labour as cells admit of, school instruction, and such exercise as health requires. In all cases where the judge or committing magistrates think fit, there will also be the initiatory whipping which the law now inflicts, and which I apprehend it is not intended to abolish. The second stage would be nowise penal, but wholly reformatory and industrial; the system so arranged as to make the whole of the instruction and work rather a pleasure than a penalty. I concur entirely with Sir Stafford Northcote in these opinions:—

"It is indeed said by some that the mere compulsory detention of a boy in a school, as at present conducted, is in itself a punishment, and that there would be no occasion for giving the schools a more distinctly penal character. I scarcely feel it necessary on the present occasion to do more than express my unqualified dissent from the notion that our private reformatory schools are or ought to be regarded as places of punishment. They are intended to win boys back from a life of vagrancy, misery, and crime, and to give them a taste for steady labour and a feeling for home; to do this, it is essential that they should be not repulsive, but attractive. No one desires to make them luxurious, or to invest them with an appearance which shall raise jealous feelings on the part of the honest poor."

* * * * * *

"Punishment for past offences should be administered before the boy comes to the reformatory school; but of what nature should that punishment be? One thing I think is clear, that, it should not be associated imprisonment. The objections against the corrupting influence of imprisonment of this kind appear to me unanswerable.

* * * * * *

"With regard to corporal punishment, I do not share in the feelings of repugnance with which many persons look upon it. I believe that it may often be administered with good effect, and may prove a valuable instrument both of school and prison discipline. For young offenders too it is often peculiarly suited. It may be much better to take a boy caught stealing apples, give him a flogging, and let him go, than to shut him up in prison for a fortnight or three weeks. But, for the class of boys who are sent to our reformatories, whipping is not, I think, a particularly good punishment. They are generally boys who have been a good deal knocked about and ill-treated at home, and who either do not care for a flogging or else are roused to anger and vindictive feelings by it. It may do them harm; it is seldom likely to do them much good. The punishment which is really valuable as a preparation for the reformatory school is a short imprisonment on the separate system."

M. De Metz and Mr. Sidney Turner have expressed similar opinions.

By combining the penal and reformatory discipline in separate buildings of the same establishment, we might, I think, secure these great benefits:—

1. It would enable us to cease to send children to gaols. They might be committed at once to the penal side of the establishment, being exempted from hard labour and low diet till after conviction, when they were awaiting trial.

2. The superintendence and knowledge of each inmate through each stage of his career from the day of his committal.

3. It enables these officers to shorten the term of imprisonment according to symptoms of penitence, and earlier than it could be otherwise done in a distant gaol; because it would be easy to send the inmate back to the penal department on

any sufficient indication of relapse, proving him to be yet unworthy of the freedom of the reformatory.

The only valid objection to this plan seems to be its greater cost. It would also require considerable additions to the buildings of existing reformatories.

It is so perfectly the established system at present to to institute these places in the roughest and simplest manner, and at the smallest possible cost, that I am quite conscious how little feasible is the adoption of my plan consistently with the prevailing desire to reform young offenders cheaply, and by means within the compass of private benevolence. I have set forth in detail (*vide Appendix* C.) the plan by which I think such an establishment might nevertheless be organised and conducted at no very great expense. In the meantime one of the best plans seems to me to be that of re-organising and improving the existing provisions in each common gaol for the reception and training of convicted children. In the first place, they should be kept, from the moment of their admission, *wholly apart* from the adult prisoners. I can conceive of no corruption worse than such as I have myself witnessed, even in a gaol where the separate system is rigidly adopted; for even there, *before trial*, children and adults were intermixed promiscuously; and there are many prisons where this is now the only practicable system. It is obvious that this should be stopped, and at all sacrifices, and let the expense be what it may. We may just as well declare that we will begin by corrupting all young offenders, and confirm them to the uttermost in crime, as commit them to such prisons. "I learned more dodges in W—— gaol," said a young boy to me in the —— reformatory, "than I was ever put up to out of it." It will, however, be no easy task to administer imprisonment in a reformatory spirit and with reformatory effects in gaol. The unanimous evidence of gaol chaplains represents the extreme difficulty of managing juvenile prisoners. They declare it to be much greater than managing adults. The Rev. T. Carter, chaplain of the Liverpool Borough gaol, has, in common with many others, expressed his strong objection to short imprisonments. He says, the boy "leaves the prison more callous than when he entered it." Miss Carpenter, with equal justice, objects to long ones. A "sharp and short imprisonment" was my original suggestion, and I adhere to it still; but I would make it a prelude to reformation as at Parkhurst. This would, however, require re-organization and increased appliances in common gaols. This being done, might it not be desirable to give to judges and committing magistrates a discretion, whether to send children under twelve

years of age to gaol for fourteen days at least, or directly to a reformatory, leaving it compulsory, as it now is, upon them to sentence all children above twelve first to gaol? The proportion is very small of the children being under twelve years who would fall into Class A. In Gloucester district it appears that none have done so during the last four years, and in the Bristol district only six. Even the present small proportion would be smaller still under the further extension of a reformatory system. I would under all circumstances reserve reformatories for Class A. of young criminals. It is a moot point, and one of great doubt, whether the maintenance of any other class being neither actually criminal nor pauper, should be charged on the public. I cannot but strongly incline to think that none should who have not by some overt act evidenced the extreme probability of their speedy lapse into crime.

§ 11.—Danger of Remitting Parental Responsibility.

The principle of mixing disreputable children with those who are simply destitute is also objectionable, though practically unavoidable; for such admixture must and does exist in every workhouse, but it should, I think, be as little increased as possible by new laws. To pauperise people wholesale by taking charge of their children simply because they are neglected by their parents, would be as bad as the evil it proposes to cure. It would be a direct premium to parental neglect. This peril is by no means chimerical. It attaches already to the reformatory, and operates still more strongly in the case of less obnoxious asylums, such as industrial feeding schools and the like. I should be very sorry to see the door opened to voluntary pauperism, so as to afford the slightest additional facilities to unprincipled people to neglect their duties and throw parental responsibilities upon the State. The sole check to this, and the only justification of such a power, is the provision that the parent may be charged compulsorily with the child's maintenance. Hitherto this has failed, except in a small number of cases Doubtless the higher we ascend in the social scale, the larger will be the proportion of parents whom it will be practicable to catch and mulct. But there will always be a large number of waifs and vagabonds among the population who will easily slip out of the noose and give leg bail for their children.

§ 12.—The Bills for Reformatories and Industrial Feeding Schools.

A bill was introduced into the last Parliament, by Sir Stafford Northcote, for giving power to magistrates to commit vagrant

children "not having any home or settled place of abode, or proper guardianship, or any lawful or visible means of subsistence," to what he terms "certified industrial schools." There is no provision, however, for organizing such schools. Their establishment is left to private effort, unaided, as regards building, by public grants.*

Sir George Grey also introduced a measure to enlarge the present facilities for establishing and supporting reformatories, by giving powers to counties and boroughs to provide and charge them on the county rates, to be managed by a committee of justices.

How far these permissive measures would insure establishments of each class, adequate alike in number and capability to deal effectually with the hordes of children, both peccant and errant, who need them, and how far the latter bill might affect private reformatories already in existence, it were premature to say.

§ 13.—Failures to be avoided.

Failures deter more than successes encourage. All fashions, even philanthropic fashions, wane. There can be no doubt that the whole reformatory movement owes much to its novelty; nor is it any slur on the active and sterling benevolence which has prompted it to say so. Now if it happen that disasters ensue, and that when the time comes, which has yet to come, that numbers of the children now in training go forth to exhibit its fruits in their future conduct,—society, instead of finding reformation effected, experiences its inefficacy in the relapse of the patients, disappointed hopes will speedily retract the approval and credit which now invite and buoy up reformatory efforts. Foreseeing the too great probability of some such result, I am more apprehensive of future reaction from the collapse of public prestige in favour of reformatories, than of present evils in starting them prematurely. It seems to be on these prospective accounts essential that we should, by all possible means, urgently impress on those who have undertaken or contemplate the establishment of either class of school, but especially of reformatories, a correct sense of the difficulties which really encompass the work,—the best means of effecting it,—and, above all, the intensely hurtful effect of the failures which an insufficient estimate of these requirements must entail hereafter.

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* At least under existing Minutes.

§ 14.—Importance of internal Discipline and Accommodation.

The means by which reformatories are to be started, their general organization, and the degree in which they shall originate with individuals aided by Government, or be alike created and managed by the State, I deem points of far less moment than the internal discipline of the establishment, and the practical manner in which the work is done. There are no short cuts to the confidence of the public in this matter. That confidence, together with the ultimate success of the work, depends solely on the system of training adopted, and to this vital point I beg leave to address the remainder of my remarks.

I would premise that nearly all the remarks and suggestions that follow apply equally to certified industrial feeding schools and to reformatories.

§ 15.—Buildings.

The inadequate notion of the requirements of reformatories is shown in the defective accommodation in respect to buildings. The belief that the rough homeliness of the house and offices selected for the reformatory is a desideratum has, I think, been carried too far in some cases which have come under my observation. It may not be always necessary to go to the expense incurred at Redhill, Parkhurst, or Mettray, but there are other establishments where there is neither space, ventilation, outlet, nor the necessary provisions for health or cleanliness. Insufficient dormitories are a main feature in this category of defects. I cannot express too strongly my conviction that, inasmuch as it is universally admitted that it is at night that the mischief of contamination goes on, it is by the due arrangement and precautions of the dormitory that we must mainly apply preventives to the corruption of the more innocent by the more depraved,—the besetting peril of all reformatories, and the parent of many failures. In the first place, I deem it essential that there should be sufficient space to admit of each bed being so partitioned off from the rest that no inmate can converse with or see his neighbours. A trusty warder should invariably sleep either in the same room or in a room which opens into the dormitory, with the means at all times of seeing, as well as hearing, what passes; for which purpose a light should be always burning in the dormitory. It will probably be said that these are stringent requirements, involving expense, and that they are not requisite, inasmuch as reformation proceeds very nicely without them. Now, in the first place, if there be sufficient space,

there is no great expense in the partitions. It has been done at Kingswood, near Bristol, at no great cost, and with good result. If there be not space, and if there be not funds sufficient for such precautions, I would unhesitatingly say that no attempt should be made in such a case to establish a reformatory. If the funds are not attainable to provide the precautions which all experience has shown to be necessary to success, that is a good reason for abstaining from the enterprise, but a very bad excuse for dispensing with such precautions, and incurring the risk of worse evils than we cure. It is, moreover, quite premature to say that reformation goes on well. That is yet to be proved. If the various statistics of reformation are carefully tested, and the accounts on which they rest subjected to rigorous examination, it will be found that the alleged successes are often extremely problematical, and that the utmost we can yet say of a system which embraces so many recently commenced reformatories is that it must neither be hastily condemned nor accredited. It is upon its trial. Its establishment as a permanent institution, or its lapse among exploded experiments, depends, I am persuaded, wholly on the adoption or neglect of the practical means of success to which I am referring.

§ 16.—Ventilation.

Most of the dormitories I have yet seen are ill-ventilated. The means of effectual ventilation are so simple that I cannot think any excuse sufficient for a defect in this all important preservation of health. It consists simply in sufficient outlet aloft. Foul air rises, and if vent be given it above, plenty of fresh air will find its way into the lower part of a room to cause a gentle current of fresh air, which will answer every purpose. Sir John Walsham's perforated air-tubes, or perforated glass panes or plates of perforated zinc on opposite sides of a room, placed about nine inches below the ceiling, will ensure ventilation. This is essential everywhere, but especially where the vigour of body arising from well-oxygenized air is indispensable to that systematic labor which is a main means of reformation. All these physical necessities are also moral agents, and cannot be safely neglected. Many people who concur with these views nevertheless believe that their own dormitories are very satisfactorily ventilated, on no better ground than that during the day they find the air fresh in them. Windows are pointed out as affording conclusive proof of this. It is forgotten that though such windows are usually open by day, they are generally shut at night,

and afford no ventilation when it is most needed; nor, in fact, would it be safe to open them then for such purpose. If the managers were to go into some of these dormitories at three or four o'clock in the morning, and were to be confined in them for three or four hours, we should never hear afterwards that such rooms were "well ventilated enough:" and the only efficient means of doing so would be adopted. As all the lower orders of the people have a general antipathy to fresh air at night, it never does to leave ventilation at their disposal. On this account no traps capable of being shut at their pleasure suffice.

§ 17.—Labor.

This is the back bone of reformation. No one can attach more weight than I do to the agencies of religion and kindness. They touch the heart and soften the asperities of a vicious nature, even if they fail to Christianise. But there must be a change of habit as well as of mind, and the change of habit mostly needed is from some kind of idleness to some kind of industry. We are dealing with a class whose vocation is labor; and whose vices and virtues are infallibly connected with indolence or industry. There is no penitence either in man or lad who shirks hard work; nor is there any better evidence of the reality of the conversion of a criminal than the sweat of his brow. It beats all professions, however well they sound. Toil is, moreover, a natural corrective of vice; it takes it out of a man, it gives him a taste of the dignity of independence, and shews him the way to secure it. I think that many reformatories fail in this chief requisite. I find such answers as these common to the inquiry "How do the lads work?"—"As well as you can expect from such like;" or, "Not more than they can help;" "As well as we dare make them," &c. I confess that this does not satisfy me, especially coupled with the desultory way in which I sometimes see them work, or pretend to work. It is also significant that few, if any, of the annual reports put forth of reformatories report at all, or more than slightly, on this essential part of what is required of them. I dread to ask the reason. Miss Carpenter, who fully appreciates the vital necessity of the industrial agent, remarks in her last (prize) essay on the subject:—"In reformatories for girls the want of any equivalent for agricultural work is *greatly felt*, something which, while strengthening the physical powers and affording a healthy moral stimulus, shall prepare the girl for her future life." The committee of the Kingswood Reformatory deem "an adequate daily amount of industrial occupation" "next in importance to the observance of religious duties." Sir

Stafford Northcote has organized an excellent system of field labour at the Pynes Reformatory, where I have seen very stiff digging done with vigour by the lads under the superintendence of a serjeant. At Parkhurst the industrial system is laborious, amounts to travaux forcés, and results in good effects. I believe hard work is done at Redhill, and I have seen it right well done at Hardwicke.

Of the best labour systems I would now speak briefly. Spade husbandry, with other farm and fieldwork, is healthy, strength-giving, and visibly productive. This latter quality is should always be secured.

Nothing can be more mistaken than to make work optional, and feed and clothe offenders who choose to shirk earning their bread. I would in all cases make this compulsory ; and any sum requisite for an adequate staff of officers to do this would be well expended and soon repay itself. But having done this, I would bring home to the personal experience of each inmate the fruit of labor, by giving him not only a visible perception of, but a share in it. I have thought a good deal how this may best be done, and I would venture to submit this outline of a scheme.

1. Let an accurate account be kept of all outlay and income of the industrial department of the reformatory. [In many cases this is not done.]

2. Let these accounts be periodically laid before the whole of the inmates, and thoroughly explained to them.

3. Let weekly marks be entered in a separate account to be called "The Work Book," to the credit of each worker, according to the amount and quality of his individual labour. One, two, three, four, or five marks will sufficiently graduate and indicate the industrial merit of each.

4. Let a fixed per-centage of the entire profit be divided at stated periods among the workers, in exact proportion to their respective marks in "The Work Book."

5. Let the money thus ascertained be credited to each worker, half of which to be placed in a savings bank for him until his final departure, and half given to him to be spent or saved at his option.

Two great advantages seem to me to flow from this plan. *First*, labor will have a money value in the eye of the laborer. *Secondly*, each will have a direct interest not only in his or her own toil, but in the exertion of the rest; and the idleness of any, inasmuch as it will diminish the fund to be divided, will be under the ban of all. It will be a joint stock of industry. I believe that this system, if thoroughly and strictly carried out, will accomplish more hard work than

a regiment of soldiers could enforce. It would be easy to give those who wished to spend half of their earnings the means of purchasing additions to their ordinary food, as well as clothing and books. All kinds of labor fit for reformatories are susceptible of this arrangement, and just as much so those for girls as for boys. The proceeds of nearly any kind of such labour will naturally go to the supply of the establishment, but, as is done in workhouses, its exact value should always be estimated in money and debited to the establishment. This may be done with equal facility where the labor is applied in spade husbandry, clothes-making, carpentering, baking, needlework, washing, &c. The usual mode is to give each working child a fixed weekly sum, making deductions for overt acts of negligence, gross idleness, or misconduct. This system gives very little inducement to really effective labor, and no direct interest in its productiveness, which is essential to the cultivation of labor-zeal. It faultily and very partially elicits emulation in industry; and it is wholly ineffective in giving each an interest in the labor of the others. Of the different kinds of labor fitted for reformatories little need be said, as they are obvious enough. For boys, spade husbandry is justly most esteemed. The commoner trades may be profitably superadded. For girls, washing, cooking, (dairywork where practicable,) plain needlework, and all kinds of household work complete the category. The assistants and superintendents should be instructors as well as master workers. This is far too little done. It is far easier to let the children do mechanically the inferior part of the work than to teach them how to perfect it, or to initiate them into the higher branches of the craft, and show them the why and the wherefore. Industrial instruction, unless this be done, degenerates into drudgery, and becomes mere taskwork, whereas it ought to stand in lieu of apprenticeship. Spade husbandry is unquestionably the best kind of labor for boys. I had originally the honor eight years ago of suggesting (in my first report on workhouse schools to the Committee of Council) the details of a scheme by which spade labor might be made available and profitable alike in morals, money, and instructional work. I have since had the satisfaction of seeing my views widely adopted in the organization of reformatories. Such trades as supply the immediate wants of the farm and school should, I think, be superadded; such as carpenters' and blacksmiths' shops. Shoemaking and tailoring are employments which must be regarded as an evil necessity, for they are overstocked trades, and conduce not to physical strength. It is a mistake to occupy a great quantity of land. An acre to five or six lads is ample.

At Redhill far too much land was originally taken; the art of conducting a large farm is a very distinct thing from the reformatory objects of cultivating land. The meagre proceeds and large expenditure* of the Redhill Farm School give incontestible proof of this mistake, especially when compared with the 7*l.*, 10*l.*, and 15*l.* yearly *net profit per acre* realized, as each of my union school reports have testified, at those farm schools where the land is proportioned to the labour-power of the boys, and cultivated, as moderately-sized parcels alone can be profitably, with the spade only, and as farm *gardens* rather than farm *lands*. Mr. Wolryche Whitmore was of this opinion, and very sensibly limited the South-east Salop (Quatt) District School to ten acres, though no trades are taught to divert the industry of the children from the land and dairy, and with the best results both as to profit and training. It is essential to keep cows and pigs. No spade labour system is profitable or complete without the creation of their food be secured by manure and such cultivation of the land as best answers the purposes of instructional industry.

§ 18.—Joint Reformatories for Boys and Girls.

The desirability that girls should have the benefit of instruction in farm work makes me anxious that there should soon be a model reformatory for both sexes, so that girls may be trained as farmer's servants and also as dairy-maids. This, for obvious reasons, cannot be done without a juxtaposition of the male and female reformatories. I have prepared a scheme and plan of buildings ready for effecting this object, combining these desiderata, viz.: *first*, complete severance of sexes; *secondly*, all the requisite farming facilities for teaching the girls every kind of female farm service, with gardening; *thirdly*, great saving of expense over two distant and separate establishments.

§ 19.—Ship Reformatories.

Before entering on the proper employments for girls, permit me, my Lords, to speak of ship reformatories for boys.

The first and only ship reformatory is the "Akbar." It is the hull of an old man-of-war moored in the Mersey. The report of it at the annual meeting in December last describes it as successful and costly. It numbered 64 boys, and will accommodate 150. The key-stone of the system is said to be

* After deducting the farm produce, the total cost per head of Redhill last year was 26*l.* 11*s.* per inmate; a sum which suffices to clothe, feed, and support many a peasant's whole family.

that of assimilating it as much as possible to the work and discipline of a man-of-war.

"The course of instruction (they report) consists of the ordinary routine of reading, writing, arithmetic, and geography, and includes a short Bible lesson every day; the boys are also instructed by the schoolmaster in the leadline marks and the use of the compass. The nautical instruction consists of teaching to knot and splice; to hand, reef, furl, bend, and unbend topsails; to reeve and unreeve running gear; to shift yards, topmasts, and rigging; to make sails; to heave the lead; to make sinnet and gaskets; to draw and knot yarns; and to row in the boats. They have also to wash and mend their own clothes, and some of them are always employed with the carpenter."

A sum of 1,818*l.* 6*s.* 8*d.* was spent in fitting up the hulk with masts, sails, rigging, and accommodation.* The average cost hereafter is estimated at about 23*l.* per head, when there are 150 boys, or less than Redhill by 3*l.* 11*s.* The discipline is excellent. The attempts to escape have greatly decreased. One only took effect; and so great was the power obtained over the lads by Lieutenant Veitch, their superintendent, that, when he left in December last, they clustered round him, begged him to stay, and offered to bribe him with a week's provisions if he would. His successor, Commander Fenwick, says that no boys ever gave him less trouble.

I should like to see ship reformatories established at Bristol; and also in Milford Haven near the dockyard, where there would be plenty of labor of various kinds, besides dredging for oysters. The cost of maintenance on board a ship will always be lightened by a smaller set-off from the produce of labor than in inland reformatories. The staff required is necessarily heavier and the instruction of a more skilled character. But then it must be borne in mind, first, that the training given will result in far higher wages, and in more profitable service to the common weal; for one good sailor is a greater benefit than two such farm-labourers as our land reformatories will turn out at the end of the same time. Secondly, it might be easily arranged by and between the managers, the boy, and the future master of the ship to which he was consigned, that a portion of the boy's wages for the first year or two should be paid to the manager for his past maintenance in the ship reformatory, an advantage over farm-labor, where this would be less practicable: for the wages of a farm-servant are paid in weekly dribblets, those of a seaman in a large amount at the end of voyages. It would be difficult to collect weekly per-centages of 3*s.* 4*d.*, but easy from sums of 10*l.* or 15*l.* paid at long intervals.

The hard labor of rowing, &c., is exactly adapted to reformation; so is naval discipline. The means of confinement are great, and escapes may be far more effectually prevented

* The Admiralty might supply other vessels for the future ready fitted in these respects.

than on land. These are vast advantages. I trust, therefore, that ship reformatories will spread and multiply.

Mr. Philpotts sent a paper to the Bristol meeting, in which he made the following suggestions on this subject, and which it may be well to record here:—

"There are lying in ordinary at all our ports a large number of line-of-battle ships, whose services are not likely ever to be required, as both their tonnage and capacity are smaller than ships of that description building by other nations.

"If a sufficient number of these ships were fitted up at Portsmouth, Plymouth, Sheerness, and Pembroke for the reception of 1,000 boys each they might be called '*Instruction Ships.*'

"I would suggest that the Legislature should pass an Act authorizing two or three magistrates associated in petty sessions to examine all youths under eighteen who should be charged with any felony, larceny, or serious misdemeanor; and if they considered the evidence so strong as to afford a fair presumption of guilt they should be authorized to require the delinquent to be *apprenticed to Her Majesty* until they should attain the age of twenty-one, *instead of committing them to gaol*, and should at once send them to the nearest Instruction Ship. In these vessels, under the superintendence of proper instructors, these boys would be taught almost everything necessary to make them sailors. * * * They would be berthed, messed, and quartered as on board a man-of-war—would be clothed as sailors—make-up, sling, and every morning stow their hammocks as is done at sea. They would wash their own linen, appear clean every day at quarters, and be subject to all the rules and discipline of a man-of-war. In summer they should be taught to swim, and to pull an oar and steer a boat; so that at the *expiration of two years* they would be qualified to serve in Her Majesty's ships as ordinary seamen, and a very few months at sea would make them able seamen."

§ 20.—Industrial Requirements in Girls' Reformatories.

Miss Carpenter, in her Prize Essay, says:—

"Some have proposed establishing a farm school for girls. It is a very interesting experiment, and should it succeed there will doubtless be openings found in our colonies as well as in agricultural districts in our own country for farm servants. In general, however, we must rather aim to prepare our girls for domestic service;—the home is the natural sphere for the woman, and whatever best fits her for it should be the object of the reformatory industrial training. Washing and laundry work afford excellent exercise for the older girls, and if well taught will prove valuable acquirements to them in afterlife. As much useful housework as possible should be provided for them, and any other actual occupation which the circumstances of the place may suggest. Plain sewing in all its branches, as well as knitting, should be carefully and thoroughly taught. These occupations have a tranquilizing effect on the excitable natures of these girls; they may also be made a source of revenue to the school."

All this is excellent; but, as Miss Carpenter herself feels, more of bodily labor requiring muscular exertion is needed. The household work, moreover, taught to girls is generally extremely defective. In most reformatories so it will be as long as a few of the older girls alone do the little work there is to be done in such establishments, while the rest are sewing or getting a little superficial education of problematical utility. I am convinced that the cost of organizing effective systems, with proper apparatus for laundry, dairy, cooking, household, and nursery work, is not to be weighed for a moment against the profitableness of such training. I take it the washing-tub or churn will tranquilize the nervous system, and quell excitability, a great deal better than needlework. In all cases, and for both sexes, I would rigorously enforce the just prin-

ciple of making the children earn their daily bread. If the reformatory be so organized that from any circumstances, no matter what they may be, a child can shirk his work and get his dinner; and, if labor be not a *sine quâ non* to food, the sooner such a reformatory be altogether abandoned the better; for it can have no real reformatory effect, and is simply fostering a delusion of which the practical results will assuredly discredit the cause.

§ 21.—Moral Training and Conduct Registers.

Moral training and religious teaching are all essential, but depend altogether on the teacher and on those who superintend the children. The most profound and unquestionably sound doctrine, the most regular reading and the clearest exposition of Holy Scripture, will be ineffectual, unless the teacher be himself imbued with its joyous spirit, and show it forth in his life and talk and acts. No set rules will teach us how to Christianise, and that is the reason why so few can be found who are real reformatists; for it is heart-work, and we cannot coin the gift of doing it. There is one great aid to any reformatory treatment, which however defective, that aid will supplement. I mean an exact and faithful periodical register of the moral as well as industrial progress of the children. I would have registers of conduct kept in every reformatory, and full entries made at least every quarter; made too, with overt care and as a serious and responsible thing; managers and teachers consulting over it; rewards, promotions, and censures flowing from it. And the school should know this. Each inmate should know what was registered of him. I incline to think that the rest should not, but on this point I imagine discretion would be best exercised by, and left to, the managers. Ancillary to such a quarterly record, there should be a weekly conduct-book. It might be thus classified,—1. Personal conduct; 2. Obedience; 3. Industry; 4. School; with five qualifying letters to be inserted in these four columns,—G., good; F., fair; M., moderate; I., indifferent; B., bad. Rewards and promotions might also attach to these marks, to be systematized at the discretion of the managers. In addition to its obvious use in dealing with the children, such records keep the teachers on the *qui vive*, and alive to the necessity of of incessant watchfulness. Besides the periodical entries, all special occasions for praise or blame should be noted. Each individual might be furnished with a small book, containing a transcript of entries about himself, taken from the general register. Too little is thought of these landmarks of the reformatory

work done in reformatories.* Where such oversight exists, it results greatly from the original mistake, that juvenile offenders are errant angels, whom we have but to rescue from their associates, the gaol, and the cruel neglect of society, in order at once to reclaim by tenderness and seclusion. Mr. Bengough soon knew better; but few like him went personally into the work, and dealt day by day with its rugged difficulties. It also befel the cause, that some of its ardent advocates were cruelly deceived and hoodwinked by men as managers on whom they had put boundless affiance. This profound delusion has passed away, but it has left an unduly light estimate of the depravity and cunning with which reformatists have to grapple, and of the pressing need of every appliance that can aid them in the toilsome task of reformation. It is worthy of remark how greatly such a system of full and faithful registering would facilitate efforts to get children into service at the termination of their stay in the reformatories. Sir Stafford Northcote has already adopted it, and, moreover, when a lad is ready to leave him, he furnishes a brief abstract of his character and qualifications in such a printed form as this:—

"PARTICULARS respecting ——.

"*Age.*—Sixteen years and three quarters.

"*Parent's Name and Residence.*—Phœbe Wilkins, at Mrs. Morgan's, Nunny Lane, Frome, Somerset.

"*Has been in the School since*—May 1st, 1855.

"*Previous Employment.*—Gig boy in a woollen cloth factory.

"*Height, Weight, and General Description.*—5 feet. 120 lbs. Stout, well-built, able and willing to work hard.

"*Conduct in School.*—Very good, almost from the first.

"*State of Education.*—Can read, write, and work the first four rules of arithmetic. Religious knowledge fair.

"*Disposition.*—Firm, careful, and attentive to orders or instructions from superiors.

"*For what kind of Employment suited.*—Garden work, but quite equal to any out or in-door employment.

"*Remarks.*—This boy was a very neglected and miserable lad, ignorant as a heathen, and broke the laws without knowing that God saw him. He is now apparently a sincere and earnest inquirer after truth, and is considered quite trustworthy. Many of the Directors of the Devon and Exeter Reformatory feel much interest in him.

"N.B.—This boy is still an inmate of the reformatory; his time of detention expires on the 30th of April 1857, but, should employment be found for him, permission for his discharge will immediately be sought from the Secretary of State."

Such statements are accompanied by a note, requesting to know if any employers of labor in the neighbourhood are likely to desire the service of such boys as are mentioned.

§ 22.—DIFFICULTY OF TESTING REFORMATION AT PRESENT.

This difficulty will always be considerable. One of the great characteristics of criminal children is precocious deceit. They have been usually trained in guile, and all kinds of false appearances. Nothing is more natural than that they should

* They are essential also as guides and information to the Inspectors.

act penitence: and this inevitable tendency is sometimes far too much encouraged by the tone held towards them by managers and teachers. The key-note is easily adopted. I place little reliance on the statistics of reformation. So far from taking 70, 75, or 80 per cent. as the real proportion of reclaimed criminal children, and unfairly measuring the efficiency of other less boasting shools thereby, I hope there is reasonable ground for believing that one-half the whole number of inmates are,--not *really* contrite and permanently reclaimed,—but, so far practically convinced that honesty is their best policy, that they really will strive to be honest, and earn their own livelihood. If any school managers can conscientiously say that they are effecting this, they may take great joy and credit to themselves for as much success as any one really acquainted with the nature of juvenile crime can or will expect from them. And even this cannot be often done under three or four years careful training, with at least the principal appliances I have named. The present means managers have of testing the accounts they get of the good conduct of those children who have left them are extremely defective, even when the accounts they receive are conscientiously made. Many of such accounts come from the children themselves, and cannot be implicitly relied on.

§ 23.—Rewards and Punishments.

The system of rewards and punishments fittest for reformatories has been the subject of much discussion. I speak solely here of rewards and punishments for conduct at the reformatory. I am a decided advocate for the mark system. I would give practical effect to the entries in the conduct-book. There are various ways of doing this. I prefer attaching a money value to good marks, because apart from its other advantages as a stimulus to good conduct, it affords at the same time an excellent mode of punishing bad conduct by the simple process of fines; or, in other words, deductions from the money gained by good conduct. When the former had prevailed so far over the latter as to leave nothing on the credit side, I should at once inflict corporal punishment, which should be of three grades. First, bread and water diet; secondly, the cell; thirdly, flogging, in extreme cases only.

It is absurd to say that this is buying and bribing good behaviour. What are all rewards but this in effect? The money is the means of obtaining in nine cases out of ten the very reward which the objector would give in kind. It has, however, this great advantage, namely, that it may and often

will encourage in the receiver a love of saving, which no presents, whether they be books, puddings, or jaunts, can effect.

Supposing that three marks were weekly attached to "good," two to "fair," and one to "moderate," two *negative* marks to "indifferent" and three to "bad," here would be at once a working plan. Supposing the four classes of conduct were adopted which I suggested before, the maximum marks, positive or negative, which any inmate could have in one week would be twelve, and it would be for each school committee to assign such money to marks as in their discretion was practicable and expedient. It would then remain for them also to organize the means of enabling the children to spend their little earnings in the most beneficial and innocent manner consistent with their tastes; for it would be no reward if their tastes were not consulted.

Punishments are, as is well said by Mons. Demetz, "essential to a system of discipline." This admirable reformatist, in his report of 1855, thus speaks, after fifteen years experience, of the good effects of cellular confinement :—

"Without having been an eye-witness of its effects one cannot form a correct idea of the happy influence which it can produce in the moral character. A complete change is wrought in the individual subjected to it. As he finds there neither allurement or distraction, there is nothing to make him lose sight of the exhortations and advice which he receives. Reflection brings continually before his eyes the picture of his past life. In solitude pride and self-conceit are no more. The boy is obliged to turn in upon himself, and he is no longer ashamed to give way to the suggestions of his conscience, which has been rightly called the voice of God. By degrees he becomes accessible to religious feelings. Labour becomes first an occupation, then a pleasure; he applies himself to it with eagerness, and that which he had before considered as a painful task becomes a relief, and so necessary that the greatest punishment that can be inflicted on him is to deprive him of all employment."

I look myself upon reformatories without cells as being without at least one essential means of reforming. Mr. Wheatley, who read a very able paper on this subject at Bristol, supports this view, and he goes beyond it, for he would have a cellar as a further punishment, believing that,—

"To subdue insubordination, there must always be a possible means beyond that actually used. The offender must not know the limit of your power, otherwise the boy of strong will and nerve will often screw his courage up to endure beyond that limit, in the hope of obtaining a triumph."

And he also—

"Inclines to the old-fashioned idea, that in the cases of acute moral disease, the outbreaks of uncontrolled passion and wilful disobedience to which ordinary children are so liable, a counter irritation judiciously applied may often be useful to draw down, as the old herbalist would say, the bad humours from the nobler parts. But I believe its usefulness is limited to cases in which the general tone of the moral constitution is healthy. I have little faith in its efficacy in the chronic diseases, with which we have for the most part to deal in our reformatories."

I also agree with Mr. Wheatley in the following remarks :—

"Considered, therefore, merely as a deterrent, I believe that corporal punishment is less effective than the cell, because its limit is so soon reached and so plainly visible. The cell is more really formidable, because though less severe, its mild discipline can be continued almost indefinitely.

"Considered as a correction, it can be adjusted, with a nicety which corporal punishment does not admit of, to the requirements of the case, and under proper arrangements prolonged from simple temporary preventive detention to long continued isolation as the moral symptoms of the patient, developed from time to time, may seem to require.

"In both points of view, both as a corrective and as a deterrent, the plan adopted at Mettray is most important, viz., that the period of detention in the cell should never be fixed beforehand, but should be regulated according to the effect apparent during its continuance.

"For these reasons, though I would not have corporal punishment absolutely excluded from the reformatory, because, in the infinite variety of cases and characters, it may occasionally be useful and even necessary, yet I do strongly believe that it should be used rarely and with the utmost caution."

At Parkhurst and other reformatories, I examined from thirty to forty boys on this very subject, without witnesses, encouraging each to speak out freely; and, with two exceptions, they all told me that they feared and felt a short separate confinement far more than flogging, unless it were very severe; and that, if it were severe, it hardened them, and made them hate their masters. Some added that the cell confinement was "not so bad," if they could get anything to occupy themselves with, even such as a bit of stick or string.

I believe this to have been a perfectly truthful account, and I beg leave here to call attention to the necessity of having the cells properly constructed, both as to warmth, ventilation, and gradations from light to darkness. They ought always to be furnished with a bell, in case of illness, like prison cells. By far the best I have seen are those in the convent at Arno's Court, near Bristol, where, indeed, every arrangement, including dormitories, laundry, &c., are of the first order, and entirely free from the makeshifts which limited funds have so injuriously necessitated in more instances than one.

§ 24.—Larger Funds essentially needed.

I must take this occasion of expressing emphatically how much mischief has been done, and is still being done, by starving the physical conditions of success. This applies quite as much to staff as to building. I do not know any branch of public expenditure in which excessive economy is likely to be more vitally injurious to the best interests of society, or in which a little liberality would be productive of more essential good.

In your Lordships' letter to Her Majesty's Inspectors of Workhouse Schools, of the 21st of November 1856, we are informed, that, your Lordships had "ruled that no grants should be made for building reformatories, as the experimental state of the whole subject of preventive and reformatory discipline afforded a sufficient reason for not sinking large sums of public money at once in undertakings which might have to be abandoned."

Admitting the prudence and wisdom of this decision when it was made in June last, I humbly submit that there is ground for believing that the results of the experiment are rapidly vindicating the claims of the experimentalists to more substantial aid; and that such aid cannot be better applied than in building-grants, under similar restrictions and provisions to those imposed on the promoters of common schools. The time is come when the full fruits of the experiment are contingent on such grants, which I venture to think may now justly be regarded rather as a means than as a sequel to success.

I am well aware of the absolute necessity of restricting the grants of public money, under the Minute of June 1856, with the utmost care to the real objects of that and of any subsequent measures which flow from fresh legislation in the next Parliament.

There is a constant desire on the part of parents, who can well afford to pay for schooling, to evade such payment by pleas of poverty, and so obtain admission gratis for their children into ragged schools. It requires great caution on the part of the master to keep them out. If Sir Stafford Northcote's Bill becomes law, it will require equal caution on the part of the magistrates in conducting the "due inquiry," under the 5th section, into the circumstances of each case before they enable parents to rid themselves of all their responsibilities, even at a cost which some will gladly compound for at 3*s.* weekly. Such danger applies, however, in no degree to reformatories certified as such under the 17th & 18th Vict., c. 86.; and it seems, that with proper provisions as to site and building, and subsequent inspection, there can be no reasonable apprehension that the public money would be used either improperly or improvidently if grants were given for the building of reformatories, though established and conducted by private individuals.

Quocunque modo, I am anxious that the buildings should be greatly improved. I think that such improvement is required by the relative length of time during which each class of children frequents the school and the reformatory; the one being occupied for six or seven hours, merely as a day-room, the other for the whole four-and-twenty, as a dwelling.

I believe it to be of the utmost importance to classify criminal children. They vary immensely in their proneness to corrupt and be corrupted. The power of segregating them into family groups, as at Mettray and Redhill, is one main cause of the superior success of those establishments. Wherever badly-disposed or vicious children herd together, the tendency is downward to the standard of the worst; not up-

ward, to that of the best. It is a perilous thing to bring criminals into close and hourly contact. This peril is alone to be counteracted by judicious grouping and careful watching. But this essential segregation is impossible without buildings arranged for the purpose, and such buildings are beyond the power of private purses.

These, my Lords, are the reasons why I respectfully urge the necessity of building-grants on plans approved by your Lordships.

§ 25.—School Instruction.

I regard this as the least important of all the elements of reformation. In the first place, no very high amount of instruction is possible consistently with the time and exhaustion demanded by the other requirements of the work. Now a slight amount of instruction, though by no means a cause of crime, is usually its concomitant. This is a fact put beyond question by the returns of the amount of instruction possessed by prisoners throughout the kingdom during many years, as they appeared by the "Tables of Criminal Offenders," published yearly by the Home Office, and by which it was shown that only one third of the whole number were entirely uneducated. Similar evidence is obtainable from almost any reformatory which has tested the amount of instruction possessed by those who enter it. The managers, for example, of the "Akbar," report that, out of 77, 25 only were unable to read when first admitted; so that two-thirds of these convicted boys had been at school, or had otherwise obtained some amount of education. Thirty-one, moreover, out of the 77, could write, being not far from the proportion that were returned by the Census Commissioners of 1851 as *learning* to write in the *entire* schools, including the high ones, in the whole kingdom,—namely, 61½ per cent. The same number (31 out of 77) in the "Akbar" could cipher more or less; whereas in all the schools, according to the Census Returns, 56½ per cent. of all boys learn arithmetic. At Hardwicke, the great majority have been at schools; and some are well instructed. At Red Lodge, Bristol, though Miss Carpenter reports on the gross ignorance of the girls when they first come in, she adds the startling fact that "there is scarcely any child who does not profess to have been at a school." When it is taken into account that of the host of criminals, whether young or old, the greatest amount of education is among those who escape detection by their superior sagacity, it follows, that the educated proportion of the whole body is likely to be much larger than the propor-

tion of those who become, through conviction, the inmates of reformatories. In fact, when the heart is depraved, and the tendencies of the child or the man are unusually vicious, there can be little doubt that instruction *per se*, so far from preventing crime, is accessory to it. Higher secular instruction I am disposed to regard rather as a reward of good conduct than as a means to it, and to place this boon before the children wholly in the light of a privilege. The kind of instruction alone, in my humble judgment, suitable to reformatories is that which may fit the scholars for success in honest industry; and I would limit it to the subjects, and mode of teaching them, upon which, in order to promote plain practical education in Poor Law schools, I lately addressed a circular letter to the teachers of those schools in my district; and which I have annexed to my annual report on them. (*See post.*) There may not be time to teach even this very limited amount of knowledge. The great desideratum is to get the minds of the children exercised, and their thoughts directed in the right channels, diffusing the instruction given equitably among the whole of the scholars. I am always better satisfied where only one thing is taught thoroughly, than half-a-dozen indifferently. The mental discipline and its great benefits essential to any one subject well learnt, have then been secured. This a valuable achievement. There is little fear that after a time education will be adequately given in nearly every reformatory. Criminal children are among the most ready-witted of any class, and learn both readily and rapidly. They are equally alive to the benefit of it, and the teacher must, indeed, be stolid or perverse who fails in accomplishing what is required of him. The all-important part of education, properly so called, in a reformatory is that of religious and moral training, with so much scriptural instruction as is essential to its taking root in the heart. As I have before said, it is impossible to prescribe set rules for a work so purely æsthetical, and of which the success will so mainly depend on the model set before the learner, together with the hourly concomitants of the little world in which he is living. Of small avail are creed and catechism to him, if bad counsel, low converse, and disorderly habits infect his daily life, corrupt his heart, and limit his merits to the necessities of his position. First and foremost the child must be taught to respect virtue by its practice, which will lead him by degrees to love it for its own sake. The instruction he receives, and the discipline to which he is subjected, should not only be adapted to his benefit, but proved to him practically to be so. The government of the institution should be such as to *enforce* habits of

order, industry, regularity, temper, cleanliness, chastity, and obedience on *all* who live in it, whether they be teachers or learners. There should be no alternative of living there in any other manner. The inmates should be *in a system of good* too strong for their *several specialties of evil*, and be carried along with it, not by preaching or precept alone, but by the force of inevitable habit. I am aware that we are far from having realized all this yet. Some time must elapse before it is even possible to perfect one-half of that which moderate experience suggests as necessary. Much towards it, however has been done. The power of good which lies at the bottom of the movement and inspires hearty zeal in the cause, has already surmounted great difficulties, detected and removed formidable delusions, and having rid itself of still more perilous confidence, is beginning to measure the difficulties of the work, and to gird itself with strength and seek appliances fitted to encounter them.

It has seemed to me under these circumstances to be a safer as well as a kinder course to abstain, in this my first report, from the mention of special defects in the reformatories under my inspection, confining myself, with the official reports of my visits, to this public expression of general views which I have now the honor to lay before your Lordships.

I have the honor to be, &c.

JELINGER C. SYMONS.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

EXTRACT FROM MR. BENGOUGH'S "EXPERIENCE IN REFORMATORY SCHOOLS."

(*Inserted in Irish Quarterly Review, September* 1856.)

Commencing with an exaggerated idea of the power of kindness to do alone what is only to be brought about by firmness in requiring obedience and maintaining respect, I committed, at starting, the great error of treating my boys *not* with too much kindness, but with too little strictness and regularity of discipline. In seeking to win their confidence I encouraged them to be so unreserved as often to overstep the barrier of due respect, and both these errors have been subsequently the cause of much otherwise needless trouble. Not that I altogether regret this, however, or would advocate any approach to the other as the less dangerous extreme. On the contrary, I owe to them, to the latter at least, a more thorough insight into the boys' character than I should have been otherwise able to obtain. I cannot again tax myself with giving any undue indulgence in the way of personal comforts, at least at starting. Where my mistake in the way of kindness lay, was in the endeavour to *win* them to *like* work in school or in the field, in making it too little of a decided duty to be decidedly and energetically fulfilled, and in trusting too sanguinely to the effects of a mere verbal rebuke where a decisive and sufficient if a mild punishment should have been inflicted at once as inevitable. I allowed myself to think, too, that it was needless to exact such observance of order and discipline, when I had only three or four boys to deal with as I felt would be necessary when there were more, and this caused

me many a difficulty which I should have otherwise completely avoided. For I always found that any change in the system once acted on was productive of much more dissatisfaction and disturbance than would have existed under a far stricter system advisedly adopted and steadily acted up to from the first. One of the first things, therefore, which I say when my advice is asked on the plan of commencing such an institution as ours is, that, however few the number of boys at first received, the system and rules should be as strict, if not stricter, than those which it is contemplated with a full school to adopt. . . . .

To render such a system as this efficient demands great faith in its eventual success, and consequent perseverance in it on the part of the officers and on the part of the boys, depends on that which is not the growth of a day, or even of a few weeks, a satisfactory moral tone generally in the school. In setting it in operation at first it will have usually to be backed up by a ready appeal to more sensible modes of correction where its influence is not sufficient, but always with a return to it, and a trial of it again and again, until, as it eventually will, it succeeds. The fines too must be made sufficiently heavy to entail, as a tolerably near prospect, a curtailment of food or other indulgence. By a somewhat extraordinary application of this their consequence in one case, I made their influence more appreciated at the Hardwicke School. I had occasion to give a mark to one of the boys there, an impassible, idle, easy tempered simpleton, when he derisively asked for 100. I accordingly took him at his word, and the 100 marks gave him bread and water three days in the week for a period of six weeks. It put a stop to such remarks for the future. Of course, however, cases, occurred in which punishment by fine was inadequate. On two occasions we had recourse to the ultima ratio of a public flogging, inflicted either by, or in the presence of Mr. Baker and myself, and with all the solemnity of form and circumstance with which we could invest it. I have once before publicly recorded my conviction that inflicted in this way it is calculated to exert a sound moral influence on the sufferer and the other boys. The offences in these two instances were a fifth attempt to abscond, and offering personal violence to the schoolmaster in the school. For other bad, though less serious offences, we resorted to confinement in a light cell, occasionally, but *very* rarely, extending to as much as three or four days, (and then usually, principally for safe custody, when a boy had attempted to abscond,) for twenty-four hours is ordinarily found sufficient to reduce the most refractory to order. . . . .

Appendix B.

LETTER FROM MISS CARPENTER.

Dear Sir, *Bristol, 3 February* 1857.

Your letter has led me to analyze my views, and here are the results as clearly as I can at present give them:—

First. It is a fundamental principle that childhood is a condition absolutely distinct from manhood, and so recognized by the natural law (*i.e.* the law of God), the old Saxon law, and the common law of England. (*Vide* "Reformatory Schools," pp. 286–290, and "Juvenile Delinquency," pp. 371–377.)

Secondly. By all these laws, as well as by the common usage of society, the parent has a full *right over* the child, and consequent responsibility for him, unless this right is forfeited by his own unworthiness or inability to discharge the duty he owes to society in general, and to the child in particular, in which case the child becomes a nuisance or burden to society. The law respecting such forfeiture of parental rights was recently laid down very clearly by Lord Campbell in a case brought before him. The responsibility of parents for the good conduct of their children is continually acknowledged by magistrates, who are authorized by law to hand over young offenders brought before them to the care of their parents, and do so whenever they think the parent *can* control him.

Thirdly. The parental authority having been forfeited, the State acts *in loco parentis*, and acts as such by sending the child to a school where he will receive that training which his parents cannot give. (*Vide* M. C.'s Papers in the Report of the Nat. Ref. Union Meeting.)

Fourthly. In order to withdraw from the parent his rights and vest them in another quarter, legal sanction is needed; hence it is necessary that the child who has so injured society as to require his being withdrawn from the parent, should be taken before the magistrate and legally sentenced. *Volunteer* cases are of course not here referred to, but experience has shown me that unless a parent is actuated by really good motives in placing his child in a reformatory, he is likely to interfere with the

reformation of his child. Even if the child is an orphan, he is more in the true and *natural condition* of childhood by being placed in a reformatory under legal detention than if going there of his own free will.

Fifthly. A child *must* act "sans discerne nent," *i. e.* without a bad knowledge of the nature and real consequences of actions, in consequence of the immature state of his physical, mental, and moral powers (*vide* Evidence before H. C., 1852, and Juv. Del. 293–298, and Appendix), hence he cannot act with a "malus animus" in *the same sense* that an adult can; his crimes (legally speaking) ar generally the direct effect of his having been placed in circumstances over which he had no control, and from which he *could not* extricate himself. Of course, he understands perfectly that a certain course of conduct is contrary to the law of the land, and that certain consequences will follow *detection;* but I have never yet met with a child who felt the slightest *remorse* for the *crime* itself, or indeed for any misdoing, until after a long period of reformatory training. The fearful passions and dense ignorance which have been engendered and fostered by evil around have obscured everything else. How can they discern right from wrong when intense maternal love is mingled with poison,—where obedience to the first commandment with promise becomes a sin?

Sixthly. Hence penal jurisprudence would *not* be interfered with, if the child as such were sentenced to the reformatory and sent there *straight without imprisonment;* this I believe. In the present immature state of reformatories I should not recommend an immediate alteration of the law as regards previous imprisonment; yet, *Seventhly*, since the Act includes, under the denomination "child," young persons quite able to understand *something* of their true position in society, and who have shown a very precocious development in crime, I would at present leave the matter to the discretion of the magistrates and judges, who must be supposed to have examined the case, only *limiting* the time *absolutely* to fourteen days, which should be the *maximum*, not the *minimum*.

I will add a few practical remarks, founded on my own personal experience:—

Vide No. 2.—Of thirty-eight children received during 1856 into Red Lodge, only two were cases of complete orphanage, and in these there were relations who were *willing* to take care of the child but *could not*. In most of the cases the girls' delinquency was *directly* traceable to the misconduct of one parent, or both. The same is my experience of boys.

No. 4.—I had three cases of the withdrawal of girls by parents during 1856, the cases being voluntary ones. In one, the father removed her contrary to *her* and my earnest entreaties, to a home where each of his other daughters had fallen into a life of crime; this one had been in prison four or five times; there was every reason to believe that he acted under the *influence of another*. In the second case the mother removed her evidently to make her useful in crime; this girl was sentenced to Red Lodge for five years within two months after she left. In the third, the girl was extremely troublesome, and had not been long enough to have much good done her; the mother removed her through shame, lest it should be known where she was, and placed her in a higher school.

No. 5.—I have scarcely ever found the subsequent conduct of a child tally with the previous report given of him or her. Many whom I have been almost afraid of taking from the character given have shown themselves, under changed circumstances and influences, most innocent and anxious to do right. Theft is a rare and scouted fault at the Red Lodge; lying and insubordination, or rather making *self* rather than duty the guide, are the great difficulties we have to contend with.

No. 6.—This is evidently the general feeling among all who come into a *practical* knowledge of the subject. That this is the *general* feeling is shown by the fact that, though the law seizes equally rich and poor among *adults*, I have never yet heard of a case in which a *child* of the middle and higher ranks of society has been brought before a magistrate, though far worse thefts are continually committed in boarding schools than *poor* children are sent to prison for; I have heard of a noble lord being expelled from a public school for repeated thefts. A strong sense of the anomaly existing between a child and a gaol is evidenced in gaol officials by the fact of the great kindness with which children are treated. To many of my girls the gaol is the first place where they have received the kindness, and it is remembered with gratitude. "The governor was like a father to me," said a little fatherless girl. "I saw the governor of the place I came from (*gaol* is a word not mentioned among us), when he brought the new girl," whispered a child to me last night, "and I gave him some book-markers, and he told me the next time he came he would bring me a little workbox." A visit from a former chaplain or matron is a source of great delight, and they usually carry away some little offering of gratitude. The sternness of gaol discipline is insensibly but but most naturally mitigated in their case. Our governor actually told me that, considering a sentence of "one calendar month's imprisonment, with hard labour," a sentence passed simply to obtain for the child admission to the school, he had not attempted any penal severity, but had allowed the child to spend the month, within

prison walls indeed, but, in daily association with his own children." The *man* conquered the gaoler, and the father's heart taught him what childhood was. Indeed I have never met with more sympathy in my work than from gaol officials and police officers.

No. 7.—There is palpable *injustice* as well as inconsistency in subjecting a child of tender years to the *iron* grasp of the law, and I believe that such incarceration is both physically and morally *injurious*. All who know what childhood is feel their very natures rebel against subjecting, for even fourteen days, a little child of eight years old, or even twelve, to a treatment, one hour of which would quite subdue most young creatures, and which must either crush or harden them. I *have seen* both effects. Yet, when there has been a *great experience* in crime, and a *long course of rebellious daring*, I believe that a *short* preparatory imprisonment does good by showing the necessity of obedience to law, softening the spirit, and preparing the child to receive with more thankfulness the contrasted condition of the school. As thus there are at present in the kingdom a large number of them, I would leave the law as suggestsd in No. 7. But I think fourteen days should be the very utmost time allowed; indeed I should say seven days, which would generally subdue the most refractory, if administered with that combination of *strict discipline* and *free kindness* which I am happy to believe are now common in our gaols. But I cannot speak too strongly of the worse than useless effect of long imprisonments on young persons. I have watched it closely and could fill many sheets with proofs.

This is a brief sketch of my views; I hope I may have conveyed them clearly to you, but, if not, I shall be happy to give any further explanation, and remain, &c.

Jelinger C. Symons, Esq.
H.M. Inspector of Schools.

(Signed) Mary Carpenter.

Liverpool is the only place where the law has been tried at all fairly. There all young persons convicted of theft are remanded for seven days; strict inquiries are made respecting their parentage, and the chance of their being properly taken care of. If there is a chance, they have a further trial, but on a second conviction are sentenced for five years generally to a reformatory; if there appear no likelihood of their doing well, they are sentenced at once on a first offence. The knowledge that they will have to pay, if the child is sent to a reformatory, has had a sensible effect in Liverpool in leading careless parents to watch over their children.

Appendix C.

Although it may be hopeless at present to attempt the general adoption of reformatories in juxtaposition with a penal department, so as to get rid of the gaol, I am inclined to think it not improbable that the Government may hereafter think fit to organize such an establishment as an experiment, either at Dartmoor or some other site where means of profitable labour abound. I, therefore, venture to submit the following:—

Outline of a Scheme for a Penal Reformatory for 300 Boys.

This scheme is based on the assumption, that a distinctive discipline should be adopted for children freshly convicted of crime, and those fit for the appliances of the reformatory. The first stage may be more less correctional, according to the antecedents of each offender.

Such punishments may consist of—

1. More or less confinement; either, in the worst cases, in solitary cells or collectively where silence is enforced, in subsequent modifications of treatment, accompanied by school instruction, or otherwise, as the case may require.
2. Coarse diet.
3. Hard labour of a less agreeable and more onerous kind than that imposed in the latter part of the stage.
4. Of a party-coloured prison dress, to prevent escapes.
5. In all cases it is desirable that the period of school hours should be greatly longer in the first than in the second stage.
6. In case of ill-deserving or relapse after passing into the second stage, the return of the offender into the first, with such severities as his case may require, will afford an excellent means of correcting such faults.

The probabilities are, that in the larger and more criminal counties of England, 350 boys may, with advantage, be always under the roof of a reformatory, in one or

other of its stages. This, however, must depend so entirely on the vigilance of the police, on the efficiency of the reformatory, and on the favourable estimation in which the committing magistrates, as well as chairmen of quarter sessions, may hold it, that it is very difficult, even for those well acquainted with the amount of juvenile crime in a county, to foretell the precise number of offenders who would be sent to such an institution.

The following would, probably, form the bases of the discipline in the first part of the penal or correctional stage:—

School instruction of the simplest and most thoroughly-practical kind, in which religious and scriptural knowledge should predominate, under the immediate direction and continual guidance of a clergyman of the Established church peculiarly fitted for the work. It may be here remarked, that nearly the whole success of the institution would probably be determined by the degree in which the influence of the chaplain leavens the whole community, chastening correction, diffusing sympathy, imparting vital Christianity, inspiring hope, furthering repentance, securing confidence, encouraging improvement, and giving permanence to reformation. Vain are the best physical expedients and intellectual training, unless accompanied by these far more powerful moral agencies.

The next essential requisite is hard labour. In the first stage I recommend, that it should consist of the roughest out-door work (including brick-making, where there is clay), and that the boys should be grouped in gangs, classified according to the degree of correction, which may conveniently be there divided into three ranks. Out-door labour affords ample means for this diversity of toil; better, in fact, than any other. For hardened offenders, and those of more advanced age, it may be expedient, that at their first advent, they be entirely confined to the school and their cells, as at that excellent establishment Parkhurst, which should be not only visited, but studied by every founder of a reformatory. It affords an admirable model, not only of effective industrial discipline, but of the good results in order, neatness, obedience, and regularity obtained by the military element introduced there and at Mettray, and so justly lauded by M. de Metz, in his speech at Bristol.

I also recommend either the tread-wheel or some other muscular and irksome employment for wet weather. It might be made to grind the wheat used in the establishment, so as to give an object and use to the labour.

In the latter part of the penal stage, I think the education should now be reduced to three hours daily; but one hour and a half may very advantageously be allowed in the evening for the voluntary pursuit of the subjects chosen by the boys, for reading and for writing to friends; a portion of the time might be also devoted to reading aloud (occasionally from the news of the day), at the discretion of the governor or chaplain, one of whom should always be present. I attach great weight to this period of mental recreation, which, with prayers and hymn, should close the day. It should be in the school-room, perfect silence by the boys being enforced here as elsewhere. The teachers, as a labour of love, might give much conversational instruction, and it would be a fruitful time for the quiet influences of the chaplain. It would (except for grave offences) suffice for general punishments, to prohibit attendance at this evening gathering. At Parkhurst it is a class privilege. I would rather see it an integral branch of the system, from which exclusion was the exception. It admits of rewards, however, such as the loan of interesting books of travels, seafaring tales, &c., the popular serials, such as Household Words, Cassell's and Chambers' works, &c., and perhaps of chess and drafts, and lectures occasionally. Sometimes, also, the evening's work might be enlivened by music and singing exercises.

Hard labour should occupy the bulk of the day, It should consist chiefly of spade husbandry, brick making, road making and mending, and cattle tending: but it will be desirable, on all accounts, in the reformatory department, to have carpenters', bakers', blacksmiths', tailors, and shoemakers' shops. One or two lads in each may be systematically educated in these handicrafts, and instruct others; but it is questionable whether it is not very advisable to give some aptitude in each of these industries to all the inmates. Many will emigrate, and if not the knowledge how to patch a shoe or a coat is always useful. These crafts need not be all adopted at once, but grow with the experience, means, and requirements of the establishment. In the first period it will be well to adapt the labour to the largest production, so as to lighten the cost of maintenance to the uttermost, consistently with the great objects in view.

There is generally more difficulty in supplying in-door than out-door occupation, and therefore I venture to suggest flax as a crop, with a view to flax dressing and spinning. But I would especially beg to direct attention to the adaptations of *printing* in each of its branches to child labour, by means of the improvements patented by Major Beniowsky, and recently purchased by Mr. Green, who is about to start a company for their practical operation on a large scale. By this

process young children can compose types with rapidity, and at a very greatly less cost than by the ordinary means, and the press work would be equally adapted to the occupation of the elder boys.

If the county printing were thus executed, and there is no practical difficulty whatever in the way, a very obvious means to that extent would be afforded of supporting the establishment.

A complete isolation of the two classes is essential to the system, and must be provided for in the arrangement of the buildings. Separate cells should be built on the most improved principle for the entire occupancy of the worst class of inmates on their entrance. The others would occupy the day-room and the school-room, and at night partitioned dormitories. The separate cells would be well ventilated, and sufficiently lighted by ventilators and small windows high up in the external wall.

I should suggest the system of sub-division, as far as practicable, in each department; the degrees of viciousness are so strongly demarcated, that I cannot too earnestly recommend a severance into three or four divisions, each under the special superintendence of a master. For more easily effecting this, four day or school rooms, convertible to either purpose, and which, for the sake of economy, may be used for both purposes, as they frequently do in workhouses, are assigned in the plan. But it is still more essential entirely to isolate each individual at night. It is much to be lamented that few English reformatories, save Parkhurst and Kingswood, have yet adopted this obvious preventive of the worst kind of corruption.

Wooden partitions, reaching at least to six feet above the floor, will effect the purpose where a superintendent sleeps in the room, but not otherwise.

I would *test* as well as encourage and strengthen reformation by making the second stage of treatment one of quite as much freedom to the development of character and individual conduct as the advanced stages of Mettray, or even as Redhill. I think, therefore, that they should live and herd together (under watchful eyes) in the second stage, and where meals, instruction, labour, and recreation by day should be social and gregarious, and assimilated to the future incidents and daily habits of life.

For large establishments, I assume that buildings would be expressly erected for the purpose, and that counties would elect to purchase (not to rent) the land.

It is neither our policy or purpose to raise criminal children, either in mental cultivation or bodily comfort, above the rank of the independent poor. I therefore adhere to stone floors and whitewashed walls, with a studious avoidance of all architectural ornament. Ventilation, drainage, and all that affects health are to be scrupulously observed. No economy justifies their neglect.

The site chosen should be in a healthy situation in the country, and not too near a large town.

I have now sufficiently sketched the system I suggest, to introduce its expenses, in dealing with which I must confine my estimate strictly to such as will be *extra* expenses caused entirely by the new establishment in addition to those incurred already in the gaols. These I divide into two distinct heads. *First*, Those which will cease in twenty years, being defrayed with money borrowed and repaid puring that period. *Secondly*, Those which will be *permanent* extra expenses. Here are the schedules of each, which I will presently explain in detail:—

SCHEDULE A.

Expenses of establishing a School for Three Hundred Children.

	£ s. d.	£ s. d.
1. Buildings and fittings	7,000 0 0	
Add as margin	500 0 0	
		7,500 0 0
2. Land, thirty acres, at 60*l.* per acre		1,800 0 0
3. Stock and tools		300 0 0
4. Furniture, extra		390 0 0
5. Two vans, two water-carts, and two horses		106 0 0
		£10,096 0 0

SCHEDULE B.

Permanent Expenses of School for Three Hundred Children.

Salaries.

	£ s. d.
1. Bailiff and matron	150 0 0
2. Schoolmasters and four assistants (part paid by Government grants)	250 0 0
3. Chaplain	250 0 0
4. Clerk, one of the teachers (extra)	20 0 0
5. Surgeon, extra, of the county gaol	30 0 0
Wages.	
6. Porter and assistant gaoler, 15*l.*; five servants at 12*l.* each	75 0 0
7. One farm labourer, at 12*s.* per week	31 4 0
8. Tailor, shoemaker, baker, included in cost of clothes and food.	

	Rations.		
9.	Rations and clothes of children as at present in gaol, or charged on parents.		
10.	Rations of eight officers and six servants	200 0 0	
	Rates.		
11.	Rates exempt by statute.		
	Fuel, &c.		
12.	Fuel and light, extra	100 0 0	
	Repairs.		
13.	Repairs, wear and tear of tools, &c.	50 0 0	
	Insurance, &c.		
14.	Insurance on cattle	15 10 0	
15.	Insurance on house, &c. 7,000*l.*, at 4*s.* 6*d.* per cent.	15 16 0	
16.	Loss on land first year, 300*l.*, interest of	13 10 0	
	Transit, &c.		
17.	Carriage of children, keep of horses, drivers, tolls, &c.	110 0 0	
18.	Extras	50 0 0	
		£1,371 0 0	

1. A builder to whom a plan was submitted, has given me a certificate of the cost, &c., and this very important item is over rather than under stated.

2. The land, tithe free, is put at the highest valuation for average land.

3. The stock will be partly if not principally reared on the farm, as the produce of the land increases. The tools consist chiefly of spades and forks, and this item is therefore overstated. Less would suffice,* 8*l.* per acre is the usual estimate for spade husbandry farms. (*See* Nowell's "Manual of Field Gardening," p. 118.†)

4. Some of the furniture may be clearly supplied by the different gaols which get rid of their children.

5. This item is estimated at much more than the articles would cost, and is intended to cover the price of a third horse, should it be needed.

This whole outlay might be borrowed at 4*l.* 10*s.* per cent. and repaid by annual instalments in twenty years for an average sum of 732*l.* per annum on the average of years, the interest included, which would of course decrease yearly.

Let us now consider the items in Schedule B. which would be a permanent extra charge:—

1. The farm-bailiff would have the entire management of the land, and I think should be a hard-working practical man, who will himself work with the boys; he must, of course, be well skilled in every branch of dairy farming and spade husbandry. Some unions have engaged the services of persons thus qualified, and who realize all the benefits, instructional and pecuniary, which we can desire. The matron must perform similar functions in the household department. The bailiff would be aided by the schoolmasters, as well as by his paid assistants. Upon the matron it is obvious that a great deal of the management of the internal establishment depends, the qualifications for which will of course materially differ from those requisite for the government of a goal, and the office would be best filled by a married female. The general control might reside either in the chaplain, the farm-bailiff, or the head schoolmaster. I prefer the latter.

2. The school-teachers should be all carefully chosen for their various qualifications, and be well paid.

The Minute of 2 June 1856 gives liberal grants; and smaller salaries would suffice. I have, however, estimated *with board and rations* 70*l.* for each head-master, and 30*l.* for each of four assistant-masters.

I would apply the remark I have already made as to the bailiff and matron to every other officer. They should participate, as far as possible, in the work done by the children, who are to be taught by example as well as precept that hard work is honourable and idleness alone degrading. No lady or gentleman is fit for any of these offices, save that of chaplain; and from what I have seen of them, nine-tenths of the fashionable race of schoolmasters are equally unfit for reformatory work.

3, 4, and 5. The chaplain should be paid a higher stipend than for a gaol, as much more of his time is required, if his duties are effectually performed. The clerk will have but little to do; and the surgeon of the nearest gaol will attend in great measure the same children as before.

It is almost self-evident that by means of the combination of working power which a district school affords, an adequate staff of boys for the manufacture of clothes, shoes, and bread for the whole body is available; from which an economy must

* The Committee of Council make grants for this and for other items.

† An excellent work, published by Simpkin and Marshall, price 2*s.*

rest over the present system of a separate supply for the same children, however obtained. It is obvious also, that where so large a stock of commodities is required, the payment of artificers to work at each department is comprised in the present cost. In other words, it is demonstrably cheaper to produce the required stock of food and clothing on the premises by hired head workmen with the aggregate labour of the boys, than to supply the same stock of food and clothes in the way it is now supplied to the same children in gaols. The gain is at least twopence in every half crown, *i. e.* one-fifteenth. Mr. Simons, the Governor of the Gloucester Workhouse, who has had considerable experience in a metropolitan union which sends its children to Norwood, estimates the gain more highly, and gives a calculation in support of his opinion.

But I have not taken credit for the manifest saving in favour of the district school plan, but have balanced the whole cost of food and clothing under the cheap plan of home manufacture in the district school as if it would be equal to the present cost of he same items in the gaols.

This reasoning applies to reformatories more forcibly than to pauper district schools for we have the labour of a far more apt athletic and skilful class in criminal children. Nothing is so bad as hereditary sloth and morbid frames for such purposes, and of such pauperism mainly consists.

A large portion of the entire food would be supplied by the land. I estimate its produce at the prices generally paid by unions for the same provisions under the present system.

12, *et seq.* The number of fires required for the school is overrated, and several would be stoves, and this estimate is made where fuel is dear.

15. It is an essential part of the estimate that the building shall be substantial and durable. The repairs done to such a building are therefore overrated at 50*l.* per annum. By due care in the first instance, no additions will be needed. Nine-tenths of those made arise from want of forethought and care in designing the plans. There is ample margin in my estimate for any such as may be *consistent* with the real wants and homely character of the project. I cannot refrain from expressing a hope that all promoters of reformatories will steadily oppose any such additions as would tend to accustom these children to luxuries or comforts such as they cannot expect to meet with in after-life; but in respect of cleanliness and health, being primary considerations, their position should be on a par with common labourers. I am satisfied that this advice consists with the best interests of the children themselves, as well as of the other classes of society.

16. This includes insurance against "all diseases and accidents, including black leg and pleuro pneumonia," at 2½ per cent. on cows; and on pigs at 5 per cent., according to the published tables of the *Agriculturist Cattle Insurance Company*.

17. This item, if required at all, is clearly over stated.

18. The produce of spade husbandry and the bearing of land (in moderate quantities) under liquid manure are incomparably quicker than under the ordinary process of plough husbandry, but I have nevertheless allowed no less than 300*l.* for short produce during the early occupation of the land, and have calculated the interest of it as on sunk capital, uncompensated by produce.

19. A slight calculation will show that this estimate is sufficient, the horses and vans being already provided, and included in the original outlay. The total amount of transit, to and fro, in several union workhouses in Gloucestershire, is 1,068 per annum upon the number of 476 children. This is, however, above the average. Nor is this all. It is swollen by the class of children who would not be removed at all, namely, those who come in but for a few days. Taking these facts into account, and also having regard to the experience elsewhere, I calculate that two-thirds of the total number will be removed during the year, in and out. It is fair to assume that, on the average, at least two children will be removed together (frequently four or five). This gives 100 journeys without deducting the times when the van will carry the children both to and fro. Each of these journeys, I reckon will, on the average, be less than 25 miles out and in. It is, therefore, obvious that two horses are more than enough to perform the work; the tolls would probably amount to 15*l.*, and the driver would be well paid with 2*s.* per journey, or 35*l.* 12s. per annum. The keep of the horses, even supposing them to do no other work, and the wear and tear of vans, would be well defrayed at a farm for the remaining balance of the 110*l.* But the horses would be useful at home for the liquid manure carts, and the carting of roots, &c., so that this item would partly go towards farm produce, and is demonstrably overrated.

20. I think I have now shown cause to believe that my estimate is an ample one, and that in most items the expenses are overrated.

Nevertheless to meet every possible doubt, I add a margin for extras of 50*l.* per annum, which will amply cover keeping up of horses, wear and tear of vans, &c.

It results that we have a temporary extra outlay of 732*l.* a year, and a permanent one of 1,371*l.* per annum.

How are these to be met?

According to the ample expenses of several Poor Law Unions,* from 15*l.* to 20*l.* may easily be made as the net produce per acre of good land, where there is ample labour gratuitously, and stock are judiciously kept. Thus thirty acres at 15*l.* relieves us of 450*l.*, reducing the gross annual cost to 1,550*l.* per annum in round figures, or 5*s.* 3*d.* per head on 300 children, above their food and clothing in gaol, which costs from 10*l.* to 12*l.*, and would certainly not exceed 10*l.* in a well-managed reformatory, where the total cost of a boy would, therefore, be about 15*l.* per annum. No great sum per head for the government or a whole county to provide!

The system here recommended is, it will be observed, one which may be made entirely to supersede the gaol. No child under it need ever enter its doors. It would provide for him *from the moment of his committal to the hour of his return to freedom.* I dread the contamination of the prison, and the brand it affixes upon the future life of the penitent and reclaimed child. It is at best an indefeasible injustice scantily palliated by the plea of necessary punishment, and certainly to be defended on no principle of sound economy, for the reformation of lads who, if allowed to go at large, would plunder far more, and many of whom would in the end cost the country quadruple the money. Nay, the expense of four confirmed criminals in their career from their first theft to their death has frequently cost a larger sum than the whole annual sum for 300 children. If we take also into account the amount of money lost by property stolen it would in all probability be shown that to expend *double* 1,550*l.* per annum in a populous district for an efficient reformatory would be a saving to the country.

Appendix D.

TIME TABLES AND DIETARIES.

TIME TABLE.—DEVON AND EXETER REFORMATORY.

A. M.		P. M.	
6.0 — 6.30	Rising.	12.45—2.0	Dinner.
6.30— 7.0	Prayer and Scripture.	2.0 —4.30	Work in winter. School in summer.
7.0 — 8.15	Work.		
8.15— 9.0	Make beds and breakfast.	4.30—6.15	School in winter. Work in summer.
9.0 —12.45	Work.	6.15—6.30	Cleaning; putting away tools, &c.
		6.30—7.0	Supper.
		7.0 —7.30	Recreation.
		7.30—8.0	Prayer and Scripture.
		8.0 —8.30	Going to bed.

TIME TABLE.—SHELSLEY REFORMATORY (SUMMER).

Rise at 6.0. Wash and dress—morning prayers—and an hour's school.
Breakfast at 8.0.
Labour—9.0 *to* 12.0—*or* 12.30. Prepare for dinner.
Dinner at 1.0. Play till 2.0.
School 2.0 *to* 3.0
Labour 3.0 *to* 5.30 } Winter labour 2.0 to 4.30.
Supper at 6.0.
School—6.30—8.0.
Evening Prayer—8.0.
Bed—9.0.

DIETARY.

—	Breakfast.	Dinner.	Supper.
Sunday	(*a*) Cocoa and bread	(*b*) Meat and potatoes	(*c*) Bread and cheese.
Monday	(*d*) Porridge	(*e*) Soup and potatoes	(*c*) Bread and cheese.
Tuesday	(*d*) Porridge	(*c*) Bread and cheese	(*a*) Milk and bread.
Wednesday	(*a*) Cocoa and bread	(*e*) Soup and potatoes	(*c*) Bread and cheese.
Thursday	(*d*) Porridge	(*b*) Meat and potatoes	(*a*) Milk and bread.
Friday	(*a*) Cocoa and bread	(*e*) Soup and potatoes	(*c*) Bread and cheese.
Saturday	(*d*) Porridge	(*f*) Suet pudding	(*a*) Milk and bread.

(*a*) 1½ pint.
(*b*) 4 oz. meat. 12 oz. potatoes.
(*c*)
(*d*) 1½ pint.
(*e*) 1½ pint of soup. 12 oz. potatoes.
(*f*)

When in solitary confinement a boy is to have one pound of bread per day, and water.

* *See* Returns published in the Reports of Her Majesty's Inspectors of Union Schools, from 1853 to 1856.

KINGSWOOD REFORMATORY SCHOOL.

Daily Course of Instruction.

Division of Time.	First Class.	Second Class.	Third Class.	Fourth Clas
A. M.		*Monday.*		
½ past 6 to 7	Writing	Writing	Writing	Writing.
7 to ½ past 7	Reading	Reading	Reading	Reading.
P. M.				
6 to ½ past 6	Scripture reading	Scripture reading	Spelling and meanings.	Spelling and meanings.
½ past 6 to 7	Mental arithmetic	Mental arithmetic	Writing	Writing.
7 to ½ past 7	Spelling and meanings.	Spelling and meanings.	Arithmetic	Arithmetic.
½ past 7 to 8	Portion of Church catechism.	Portion of Church catechism.	Reading	Reading.
		Tuesday.		
½ past 6 to 7	Writing	Writing	Writing	Writing.
7 to ½ past 7	Reading	Reading	Reading	Reading.
6 to ½ past 6	Geography and maps	Geography and maps	Spelling and meanings.	Spelling and meanings.
½ past 6 to 7	Grammar	Grammar	Reading	Reading.
7 to ½ past 7	Spelling and meanings.	Spelling and meanings.	Sums	Sums.
½ past 7 to 8	Sums	Sums	Arithmetic or tables	Arithmetic or ta
		Wednesday.		
½ past 6 to 7	Writing	Writing	Writing	Writing.
7 to ½ past 7	Reading	Reading	Reading	Reading.
6 to ½ past 6	History of England	History of England	Spelling and meanings.	Spelling and meanings.
½ past 6 to 7	Sums	Sums	Sums	Sums.
7 to ½ past 7	Mental arithmetic	Mental arithmetic	Portion of catechism.	Portion of chism.
½ past 7 to 8	Portion of catechism.	Portion of catechism.	Reading	Reading.
		Thursday.		
½ past 6 to 7	Writing	Writing	Writing	Writing.
7 to ½ past 7	Reading	Reading	Reading	Reading.
6 to ½ past 6	Geography and maps	Geography and maps	Spelling and meanings.	Spelling and meanings.
½ past 6 to 7	Writing from dictation.	Spelling and meanings.	Arithmetic	Arithmetic.
7 to ½ past 7	Grammar	Grammar	Reading	Reading.
½ past 7 to 8	Spelling and meanings.	Reading	Sums	Sums.
		Friday.		
½ past 6 to 7	Writing	Writing	Writing	Writing.
7 to ½ past 7	Reading	Reading	Reading	Reading.
6 to ½ past 6	Scripture reading	Scripture reading	Spelling and meanings.	Spelling and meanings.
½ past 6 to ¼ past 7	Mental arithmetic and sums.	Mental arithmetic and sums.	Reading and arithmetic.	Reading and metic.
½ past 7 to 8	Writing from dictation.	Geography and maps	Writing	Writing.
		Saturday.		
½ past 6 to 7	Writing	Writing	Writing	Writing.
7 to ½ past 7	Reading	Reading	Reading	Reading.

DIETARY AT KINGSWOOD REFORMATORY.

Sunday.

Above sixteen	5	ounces boiled beef.
	9	,, bread.
	8	,, pudding.
Fourteen and under sixteen	4	,, beef.
	8	,, pudding.
	8	,, bread.
Under fourteen	3	,, beef.
	6	,, bread.
	6	,, pudding.

Monday.

1-pint pea soup. Made in the proportion of about three ounces of meat to each boy. The liquor and bones from the boiled beef of preceding day used. Bread same as Sunday.

Tuesday.

Above sixteen - - - - 10 ounces suet pudding.
Under sixteen - - - - 8 „ „ A liberal supply of potatoes.

Wednesday.

1 pint pea soup. Bread same as Sunday.

Thursday.

Above sixteen - - - - 9 ounces bread; 1½ ounces cheese.
Under sixteen - - - - 8 „ „ 1 „ „
Under fourteen - - - - 6 „ „ 1 „ „

Friday.

Irish stew. Allowing about three ounces of meat for each boy. A liberal supply of potatoes.

Saturday.

Bread and cheese same as Thursday.

Breakfast.		*Supper.*	
Above sixteen - - -	10 ozs. of bread.	Above sixteen - - -	10 ozs. of bread.
Fourteen and under sixteen -	9 „ „	Fourteen and under sixteen -	9 „ „
Under fourteen - - -	7 „ „	Under fourteen - - -	7 „ „

Miss Carpenter recommends the following dietary:—

Breakfast at 8.0 or 8 30.—One pint of cocoa, coffee, or milk and water; one third new milk. Bread, eight ounces, boys—six ounces girls or boys under twelve years of age, or one pint of thick oatmeal porridge. Four ounces of bread boys—three ounces girls or younger boys.

Dinner at 1.0 or 1.30.—Four ounces cooked meat with a plateful of vegetables; boys—three ounces cooked meat and vegetables; girls and younger boys. Two days—three ounces bacon and vegetables. Two days—one pint thick pea soup made with meat, six ounces bread for boys; four ounces, girls and younger boys. Two days—one pound and a quarter suet or other substantial pudding; boys, one pound, girls and younger boys. Bread and cheese, with salad, if convenient, may be substituted one day in the week.

Supper at 5.0 or 5 30.—One pint milk and water, one third new milk, or one pint cocoa—eight ounces bread boys—six ounces girls and younger boys.

Sunday.—Coffee, with bread and butter.

WORK.

Boys.

6.0 —Read private prayers; washing and dressing; beds turned down.
6.30—School.
8.0 —Family worship; breakfast and play.
9.0 —Work in garden-classes; tailoring, shoemaking, &c.
12.45—Wash and prepare for dinner.
1.0 —Dinner and play.
2.0 —Work as before; those in the forenoon indoors, now in garden.
4.45—Wash and prepare for supper.
5.0 —Supper and play.
6.0 —School and family worship.
8.0 —Bed.

Girls.

6.0 —Read private prayers; wash and dress; beds turned down.
6.30—Prep[illegible]ns of sewing and knitting; learning hymns and reading.
8.0 —Fami[illegible]up and breakfast.
9.0 —Housework for the whole school.
10.0 —School; older girls at washing.
12.30—Play in the garden.
1.0 —Dinner and play.
2.0 —Sewing.
5.0 —Supper and play.
6.0 —Knitting—older girls in school; family worship.
8.0 —Bed.

Appendix E.

SPECIAL REPORTS ON REFORMATORIES INSPECTED BY MR. SYMONS.

Kingswood Reformatory School for Boys, near Bristol.

I inspected this school for the first time on the 7th of October 1856. G. H. Bengough, Esq., who superintends this establishment, and one or two of the committee, were present. There were 40 boys, of whom 19 were over 14 years of age.

The premises consist of a large building erected originally as a college for young Wesleyan ministers, by Wesley himself. It was purchased for its present use, for which it is fairly adapted, in 1852, by R. Scott, Esq., of Bath.

The rooms downstairs are ample for the purposes of the institution. The dormitories are sufficiently large, and I am happy to be able to report, that each boy occupies a separate bed, and that each is completely screened from the rest by high partitions on either side of each bed, open only at the foot. This is a most essential arrangement, but one, I regret to say, nowhere else adopted, to the best of my knowledge in this district. It reflects great credit on the good feeling and sound discretion of the managers.

The dormitories are insufficiently ventilated. The windows are at the head of the beds, where they are certain to be kept closed at night. I recommended the perforated tubes invented by Sir John Walsham, and I was glad to hear that the surgeon had just also called attention to the want of ventilation; and this defect will be remedied.

The land (ten acres) consists of about six acres under spade, and four of meadow. The arable land is a light loam, highly unsuitable to the great purpose of hard labour. To dig it requires little muscular exertion. This is, perhaps, the greatest drawback to the whole establishment. Next to it is the fact, that there is a common footpath through the field, constantly traversed by the public. I recommended double digging as a means of giving the boys that hard work which is, in my judgment, a *sine quâ non* to effectual reformation. I have, however, some apprehension that it may prove rather difficult now to achieve this desideratum. The boys were indulged in idleness, and greatly injured by the preceding master; so that Mr. Hartland deserves great credit for the amount of work and degree of discipline he has accomplished in so short a time; but still the bodily labour is far less than Mr. Bengough desires, and intends to achieve. I have recommended that rewards, in the shape of money payments, be given in proportion to work done, and it may be requisite to increase the staff of superintendents.

The agricultural management of the ground is somewhat defective. If cows and more pigs were kept the land would be more profitable and better manured, and other kinds of industry highly useful to them would be learned by the lads. The cultivation of wheat might be beneficially superseded by that of more root crops for cattle. Some additions and improvements to the tools used are also desirable. By these means, as experience has shown in union schools, the profit of the ground might be largely increased.

Accurate accounts should be kept of the land, and I shall be glad if a proper balance sheet be sent me yearly for insertion in my General Report, as it is useful to print such for general information.

The other industrial work is comprised by tailoring, in which nine boys are employed, and in shoemaking, which occupies four. Both seemed to be very well taught. Nearly all the clothes are made at the house.

Of the school instruction I can report with unqualified praise. It far exceeded my expectations, and such little defects as were apparent will readily and easily be corrected.

There are three strong cells varying in darkness for offenders, well ventilated and used whenever occasion requires.

I recommended that a better and more descriptive report be entered quarterly, if not oftener, of the conduct and progress of each inmate.

On the whole I was assured that the progress in reformation was satisfactory, but more detailed information on this all-important subject should, I venture to suggest, be regularly registered both as a motive to the lads and for information and reference for the guidance of the committee.

RED LODGE REFORMATORY FOR GIRLS AT BRISTOL.

29 *October* 1856.

This reformatory having been more than once inspected and reported on by my colleagues, I need not describe its characteristics or detail its peculiar merits.

I visited it on the 8th instant, and the schedule gives all the statistics which will be requisite to enable my Lords to adjudicate the grants requested by the manager in her letter of the 9th instant annexed hereto.

The total number of girls was thirty-eight, of whom twelve were over fourteen years of age. Only eleven had been more than one year at the house.

The firm but kind discipline maintained here, and the excellent moral effect produced, are, I firmly believe, doing all that reformatory influences can do to reclaim a most depraved class of young female criminals.

The house arrangements are generally good. The only improvements I have to suggest are the introduction of perforated panes in some of the dormitories to improve the ventilation, and some means of giving the teacher more immediate inspection of the dormitory which adjoins her room. I think it essential that a superintendent should either sleep in each bedroom or have the means of seeing every part of it at any time without opening any door or shutter, and be able also to overhear conversation. The plan adopted at Kingswood of partitioning off each bed from the next is, however, also desirable, and I trust will soon be adopted in all reformatories.

The mental instruction of the girls is, on the whole, very satisfactory; and their intelligence and animation evince the pains that have been taken to improve their faculties as well as to instruct their minds. The chief defect is in arithmetic. None could cast money sums, and the mental arithmetic was capable of improvement.

The industrial employment consists of needlework, extremely good, and all kinds of household work, together with instruction in washing and ironing. Miss Carpenter is desirous of increasing the industrial employment, and, I think it may be advantageously done.

I have recommended that a careful entry be made in a register kept for that purpose of the mental, moral, and industrial progress of each girl, together with a record of any relapse or serious offences. I think that such a register, of which the inmates were made fully cognizant, would answer all the purposes of the marks of honor adopted at Mettray.

DEAR SIR, *Bristol*, 9 *October* 1856.

I TRANSMIT, at your request, the daily routine. You will perceive that there are employed at the Lodge a matron, a schoolmistress, a laundress, and two young persons of about eighteen years of age, whom I have apprenticed to myself as assistants, that they may be trained to give efficient help, both in industrial and school instruction. I do not consider this staff larger than is necessary for girls of so low and untrained a nature, especially as it is a fact well known to all persons of experience that girls of this class are far more difficult to manage than boys. Until I am able to devise some plan for a greater amount of *laborious* industrial work than I have at present, I do not require any additional apparatus; but I hope that the usual aid will be granted towards salaries and rent. I would also beg to apply for the 50*s*. per annum promised in the Minute of 2 June for children *not* paid for by the Treasury. I have had during the year thirteen such girls; there are now six in the school; the average number is nine and a half.

I remain, &c.

Jelinger C. Symons, Esq., H.M. Inspector of Schools. (Signed) MARY CARPENTER, Superintendent.

Red Lodge Girls' Reformatory.—Daily Routine.

The twelve older girls are employed in monthly rotation in the laundry and washhouse five days in the week, six at a time. Two girls are employed in the kitchen the greater part of every day, and one as house girl to answer the door, &c. Besides the above, and the hours occupied in the general clearing of the premises by all the girls every day, the scrubbing of all the rooms is performed by girls.

The girls walk out with the teachers three times a week, and attend the place of worship which is nearest to the school twice every Sunday.

The present number of girls is thirty-eight; three more were sentenced to come during this month, making the number requisite to receive a candidate into the school for training. The whole number for which the school is calculated is fifty.

Shelsley Reformatory (Worcestershire).

The building occupied by the school is an old farm-house healthily and beautifully situated, distant from any town locality, a mile from Shelsley Rectory, to which additions are about to be made in order to render it efficient for its purposes, and for the reception of more inmates. At present it is not adequate in my judgment to the requirements of a reformatory, even for eighteen boys (the present number), six of whom were over fourteen years of age.

The dormitories are in the attic, without ceiling, and are rather crowded and insufficiently ventilated, there being no sufficient egress for foul air aloft.

Spade husbandry and road-making form at present the only industrial occupations, the former being limited by the small quantity of garden ground now in occupation. It is, however, being well double-dug. Twenty-three acres are about to be rented, and cultivated by the inmates. They were reported to me as working on the whole cheerfully and well.

The moral influences can alone be effectually ascertained by the results. It is premature to form any judgment on this subject. The discipline of the heart, mind, and morals is chiefly entrusted to the Rev. Mr. Griffiths, a clergyman who who resides in the house. He spoke modestly, but hopefully of the prospect of success. I suggested a more descriptive and graduated record in the conduct-book, of the moral progress, character, industry, offences, and merits of each lad. I deem this an essential requisite in all reformatories; it is not sufficiently done in any I have yet inspected. It is due to the trainer, the managers, the inspectors, and especially to the inmates themselves,

The mental instruction was exceedingly good; it is always difficult to discriminate between what the lads knew before they came and what they have since learned. They had all entered very lately, and some knew but little; the others answered intelligently, both on religious and secular subjects, and the amount of instruction in the mechanical branches of reading, writing, &c., was above an average.

I look upon this establishment as prematurely commenced. I should have felt less anxious as to its success had it been delayed till the completion of the building. The fitting up of at least carpenters' and shoe shops, the possession of adequate land, cows, and pigs, and above all the securing of a sufficient staff, already increased. One boy has already absconded; I attach no weight to this as against the existing establishment. Such mishaps will sometimes occur; but it might have been prevented in all probability had the managers more appliances in land.

This reformatory receives convicted boys from the counties of Worcester and Hereford, and is in all respects an important experiment, and one to which I cannot but desire that a fair trial should be given.

Stokes Croft Training and Reformatory Institution.

This is a refuge for lads who have been convicted after they are discharged. It was established by a benevolent lady, Mrs. Reynolds, who has since left Bristol and resides in Liverpool. I found eight lads of an advanced age at the institution chiefly employed in carpentering. As this refuge does not receive a grant from the Committee of Council, it is not requisite to report specially upon it.